



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Madre Elementary School	19-64881-6021737	April 27, 2022	June 23, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sierra Madre Elementary School's School Plan for Student Achievement (SPSA) will focus on the goals developed by our school community leadership, faculty, staff, and district to meet the needs of all learners on our campus. Goals developed in the areas of English Language Arts, Mathematics will focus on strategies to support all subgroups of learners. Closing the Gap goals will support meeting the academic and social emotional needs of our diverse student population. The Social Studies goal will support the Sierra Madre Elementary plan to support 21st Century learning among all students, K-5. The School Safety Plan ensures thatParent Engagement goals will focus on engaging our parent community in

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for this SPSA/Annual Review and Update, the school took a deep dive into data, consulted with the teachers, staff, ELAC, SSC and other stakeholder groups.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This will be the first year that SME is a title 1 school. Previous year funding sources have been very limited.

School Vision and Mission

MISSION

The mission of Sierra Madre Elementary School is to nurture learners as they grow into brilliant, creative, strong and true hearted leaders within a safe and supportive community.

VISION & VALUES

BRILLIANT - Rigorous Academics

Engaged Learners who exhibit a passion for discovery; participate in a rigorous and meaningful curriculum; confidently explore new ideas; and discover the joy of collaborative learning within a safe and supportive environment, thus setting the foundation for a lifetime of learning.

Self-Motivators who practice self-disciplined thought and action, are reflective learners and self-evaluators, who set, persevere, and achieve realistic and challenging goals; and discover the personal satisfaction of pursuing excellence.

CREATIVE - Innovative and Artistic Expression

Complex Thinkers who engage their natural curiosity, demonstrate skill in mathematical computation, reasoning and logical analysis; consider options, make thoughtful decisions, employ technologies; exhibit creativity, originality, and invention; ask questions, solve problems and deepen their knowledge and understanding.

Effective Communicators who are skillful readers, writers, speakers, thoughtful listeners and viewers, technologists and artists; who understand multiple perspectives; and employ their literacy skills to interpret and creatively respond to their world.

STRONG - Physical Education

Growing children who benefit from developing wise habits in the areas of health and fitness; engage in research based activities, scientifically proven to increase nutritional intake, physical activity levels, and energy expenditures, while reducing confrontations and playground injuries; bring focus and concentration to classroom learning.

TRUE HEARTED - Ethical Education and Character Development

Respectful Individuals who understand and value the worth and dignity of all people; respect the rights, feelings and possessions of others as their own; empathize with others; extend courtesy and kindness to all; value honesty in all areas of life; and demonstrate loyalty and pride in our school, community and country.

Responsible Citizens who make informed choices regarding their social, emotional, and physical wellbeing; foster a culture in which diversity is respected and celebrated; demonstrate collaborative skills; live with integrity and purpose as contributing members in our diverse and global community.

School Profile

Located northeast of Pasadena in the small community of Sierra Madre, the school was first established in 1930. Today, it is one of 19 elementary schools in the Pasadena Unified School District, and it is comprised of 28 classrooms on one campus.

The elementary campus houses grades Pre-K through five, and contains an arts discovery room, a library and media center, a learning center, a guidance room, a conference room, a science and innovation lab, a cafeteria, and a large 600+ seat auditorium. The Spanish mission-revival style architecture of the main building, featuring a Koi pond and Zen garden, offset by the large sycamore trees and view of Mount Wilson, make for a beautiful campus that is a source of pride and a gathering point for the entire community.

Currently, Sierra Madre Elementary School has 585 students enrolled in grades prekindergarten through five and is a change from previous years. Prior to August 2013, Sierra Madre School served students in grades prekindergarten through eighth grade. The student body demographics are as follows; 51% White, 25% Hispanic, 2% African American, 8% Asian, and 9% all others. In addition, 88.1% of the students speak English, while 5.4% speak Spanish, 1.8 % Armenian, 3.1% Asian languages, and 1.6% all others. Approximately 60% of Sierra Madre School's students are residents of the community, and most of the 5th graders feed into Sierra Madre Middle School while 8th graders feed

into Pasadena High School. Due to changes in busing though, there has been a sharp decrease in the number of socio-economically disadvantaged students. In fact, beginning with the 2007-2008 school year, Sierra Madre School ceased to receive Title I funds, due to the fact that less than 35% of the student population receives free and reduced lunch.

Sierra Madre School has 32 fully credentialed teachers, each of whom meets all credential requirements in accordance with State of California guidelines. In addition, most of Sierra Madre's teachers have obtained a Master's Degree level or higher of education as well. A constructive evaluation process promotes quality instruction, and staff members build teaching skills and concepts through participation in conferences throughout the year. Also, the staff at Sierra Madre School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behaviors in all students, and an extensive network of support staff is dedicated to providing the services students need in order to reach positive goals. A comprehensive list of the support services offered at Sierra Madre School is provided in the School Accountability Report Card.

Parents and the community are very supportive of the educational program at Sierra Madre School. Parents can participate in the PTA, Annual Fund, African American Parent Council, English Language Advisory Council, and School Site Council. However, it is also common to see parents at work within the classroom, tutoring and presenting lessons in their areas of expertise. Finally, the PTA has a volunteer coordinator who works collaboratively with staff to record and actively promote parent involvement in school activities.

Throughout the years, many donations have added to the beauty of Sierra Madre School, including a Japanese Zen Garden and Koi Pond, originally built and dedicated to the school by Japanese-American parents in 1932 and rebuilt in 1995. Additions to the landscaping and architecture have also been made, thanks to the generous donations of Lou Watanabe. Other local partnerships include the Kiwanis Club, Microsoft, Sierra Madre Garden Club, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Sierra Madre Creative Arts Group, Kidspace, and Women's Club also play a large role on the campus. Through relationships such as these, Sierra Madre School has enjoyed a long tradition of success.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.14%	0.2%	0.17%	1	1	1
African American	3.43%	3.4%	2.22%	24	21	13
Asian	8.14%	8.9%	8.03%	57	56	47
Filipino	1.57%	1.3%	1.37%	11	8	8
Hispanic/Latino	25.14%	28.2%	25.13%	176	177	147
Pacific Islander	0.14%	0.2%	0.17%	1	1	1
White	54.71%	49.6%	51.28%	383	311	300
Multiple/No Response	5.71%	7.3%	9.57%	40	46	56
Total Enrollment				700	627	585

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	122	88	78
Grade 1	116	114	92
Grade 2	105	110	97
Grade 3	108	97	123
Grade 4	124	99	99
Grade 5	125	119	96
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	700	627	585

Conclusions based on this data:

1. SME is continues to re-build enrollment annually, since COVID shutdown.

2. The demographics at SME seem to be consistent, year to year.

3. 50% of the total population at SME is white.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	10	12		1.4%	1.9%	
Fluent English Proficient (FEP)	55	55		7.9%	8.8%	
Reclassified Fluent English Proficient (RFEP)	15	2		57.7%	20.0%	

Conclusions based on this data:

1. The number of English Learners decreases each year and is now less than 4%.
2. The amount of students that begin as fluent proficient has increased from around 7% to almost 9%.
3. SME is surpassing the district's goal to reclassify at least 15% of EL's students annually.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	116	94		114	0		114	0		98.3	0.0	
Grade 4	114	98		111	0		111	0		97.4	0.0	
Grade 5	131	116		130	0		130	0		99.2	0.0	
Grade 11												
All Grades	361	308		355	0		355	0		98.3	0.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2480.			47.37			22.81			21.05			8.77		
Grade 4	2517.			45.95			24.32			18.92			10.81		
Grade 5	2533.			33.85			33.85			16.15			16.15		
Grade 11															
All Grades	N/A	N/A	N/A	41.97			27.32			18.59			12.11		

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.88			41.23			7.89		
Grade 4	40.54			45.95			13.51		
Grade 5	36.15			50.00			13.85		
Grade 11									
All Grades	42.25			45.92			11.83		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33			50.00			16.67		
Grade 4	29.73			57.66			12.61		
Grade 5	29.23			51.54			19.23		
Grade 11									
All Grades	30.70			52.96			16.34		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.11			55.26			2.63		
Grade 4	37.84			59.46			2.70		
Grade 5	25.38			60.77			13.85		
Grade 11									
All Grades	34.65			58.59			6.76		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.35			48.25			11.40		
Grade 4	42.34			45.95			11.71		
Grade 5	33.85			46.92			19.23		
Grade 11									
All Grades	38.59			47.04			14.37		

2019-20 Data:

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Conclusions based on this data:

1. The overall % of students with standard exceeded in ELA, increased in 3rd, 4th, and 5th grade from 2016-17 to 2017-18.
2. 3rd grade improved from 2016-17 to 2017-18 in all sub-areas of ELA.
3. Writing continues to be our greatest area of need for overall improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	116	94		114	0		114	0		98.3	0.0	
Grade 4	113	98		111	0		111	0		98.2	0.0	
Grade 5	131	116		131	0		131	0		100	0.0	
Grade 11												
All Grades	360	308		356	0		356	0		98.9	0.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2463.			25.44			42.11			22.81			9.65		
Grade 4	2532.			44.14			33.33			13.51			9.01		
Grade 5	2551.			41.98			24.43			19.85			13.74		
Grade 11															
All Grades	N/A	N/A	N/A	37.36			32.87			18.82			10.96		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.86			40.35			15.79		
Grade 4	58.56			28.83			12.61		
Grade 5	53.44			25.95			20.61		
Grade 11									
All Grades	51.97			31.46			16.57		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.72			54.39			7.89		
Grade 4	45.95			42.34			11.71		
Grade 5	40.46			41.22			18.32		
Grade 11									
All Grades	41.29			45.79			12.92		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.11			47.37			10.53		
Grade 4	54.95			37.84			7.21		
Grade 5	36.64			42.75			20.61		
Grade 11									
All Grades	44.10			42.70			13.20		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 3rd, 4th, and 5th grade all have more than 60% of students performing above or at grade level overall in Math.
2. SME went up in % of students above standard from 2016-17 to 2017-18 in all three domains.
3. Communicating Reasoning continues to be an area of needed growth, in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1		*			*			*			*	
2	*	*		*	*		*	*		*	*	
3	*			*			*			*		
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		4	*	
All Grades										13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1		*			*			*			*			*	
2	*	*		*	*		*	*		*	*		*	*	
3	*			*			*			*			*		
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	30.77	64.29		30.77	21.43		15.38	7.14		23.08	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1		*			*			*			*			*	
2	*	*		*	*		*	*		*	*		*	*	
3	*			*			*			*			*		
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	53.85	64.29		23.08	21.43		15.38	7.14		7.69	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1		*			*			*			*			*	
2	*	*		*	*		*	*		*	*		*	*	
3	*			*			*			*			*		
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	42.86		15.38	35.71		38.46	14.29		23.08	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1		*			*			*			*	
2	*	*		*	*		*	*		*	*	
3	*			*			*			*		
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	38.46	64.29		38.46	28.57		23.08	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1		*			*			*			*	
2	*	*		*	*		*	*		*	*	
3	*			*			*			*		
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	69.23	64.29		23.08	28.57		7.69	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1		*			*			*			*	
2	*	*		*	*		*	*		*	*	
3	*			*			*			*		
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	23.08	57.14		30.77	35.71		46.15	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1		*			*			*			*	
2	*	*		*	*		*	*		*	*	
3	*			*			*			*		
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	30.77	42.86		53.85	50.00		15.38	7.14		13	14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Almost 70% of students that took the ELPAC in 18-19, are well developed in Speaking.
2. 46% of the students who took the 18-19 ELPAC scored in the beginning range in Reading.
3. 61% of the students who took the 18-19 ELPAC scored in Level 3 and 4.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
585	35	1.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.9
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	205	35
Students with Disabilities	98	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.3
American Indian or Alaska Native	1	0.2
Asian	56	8.9
Filipino	8	1.3
Hispanic	177	28.2
Two or More Races	46	7.3
Native Hawaiian or Pacific Islander	1	0.2
White	311	49.6

Conclusions based on this data:

1. Over 10% of the population at SME is in the subgroup of Students with Disabilities.

2. There are 17% of students that are considered socioeconomically disadvantaged at SME.

3. SME has over 50% of students that are white.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate	Suspension Rate  Blue
Mathematics  Green	Chronic Absenteeism  Green	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. RtI team working on providing stronger Tier 1 systems that support Tier 2 and 3 interventions.
2. Suspension rate is in the blue level.
3. Chronic Absenteeism, ELA, and Math rates are all in the green level.

School and Student Performance Data

Academic Performance English Language Arts

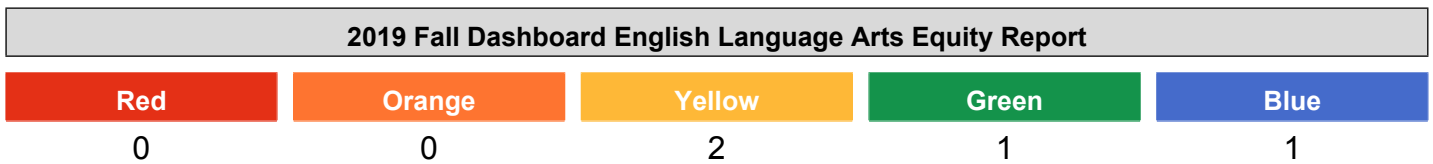
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>41.8 points above standard</p> <p>Maintained ++2.5 points</p> <p>353</p>	<p>English Learners</p> <p>No Performance Color</p> <p>32.6 points below standard</p> <p>Maintained ++0.7 points</p> <p>29</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.1 points above standard</p> <p>Maintained ++0.5 points</p> <p>77</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>10.1 points below standard</p> <p>Increased Significantly ++20.8 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.3 points above standard Declined Significantly -15.4 points 20	 No Performance Color 0 Students	 No Performance Color 59.5 points above standard Declined -8.5 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.4 points above standard Increased ++14.8 points 90	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Blue 49 points above standard Maintained ++0.3 points 195

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	15.2 points below standard Declined Significantly -28.9 points 22	48.3 points above standard Increased ++5.2 points 303

Conclusions based on this data:

1. Although students with disabilities are still below standard, in the yellow band, they increased 20.8%.
2. Hispanic students are above standard by 22.4 points overall in ELA.
3. White students continue to achieve on the SBAC and are 49 points above standard.

School and Student Performance Data

Academic Performance Mathematics

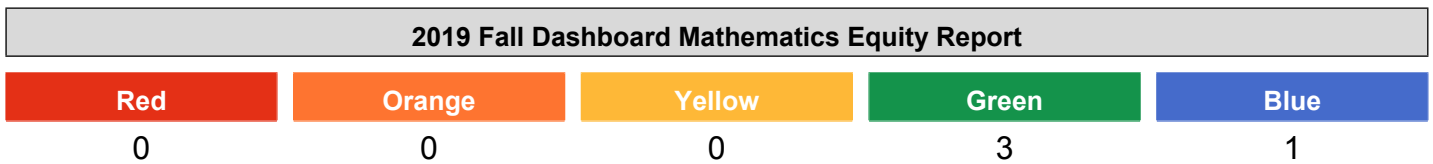
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>33.9 points above standard</p> <p>Maintained ++2.8 points</p> <p>352</p>	<p>English Learners</p> <p>No Performance Color</p> <p>6.3 points below standard</p> <p>Increased ++11.6 points</p> <p>28</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.7 points above standard</p> <p>Increased ++9.2 points</p> <p>76</p>	<p>Students with Disabilities</p> <p>Green</p> <p>9.5 points below standard</p> <p>Increased Significantly ++20.5 points</p> <p>49</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9 points above standard Declined -7.9 points 20		 No Performance Color 77.1 points above standard Maintained ++0.3 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.3 points above standard Increased ++11.6 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Blue 39.6 points above standard Maintained ++0.2 points 195

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	12.8 points above standard Declined Significantly -28.6 points 22	36.1 points above standard Increased ++3.6 points 303

Conclusions based on this data:

1. All student subgroups, except African American students, increased on the SBAC from 2017-18 to the 2018-19 school year.
2. Student's with disabilities increased overall on the math SBAC from 2017-18 to 2018-19 by 25 points.
3. White students increased overall on the math SBAC by .2 points, and improved further into the blue range..

School and Student Performance Data

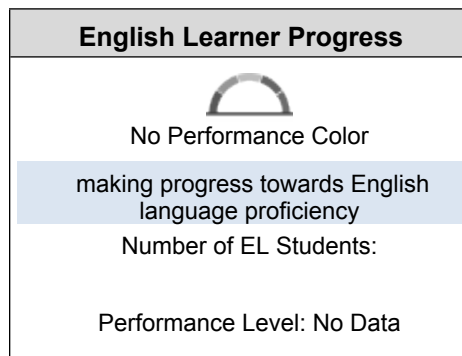
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

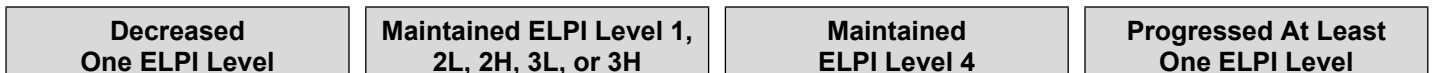
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Not enough students to report data

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.8 Maintained 0 703	 No Performance Color 3.7 Declined -2.5 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 10.6 Declined -0.7 142	 Green 6.5 Declined -2.2 92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1 Increased +7.7 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0 Maintained 0 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Blue 4.8 Declined Significantly -3.6 168	 No Performance Color 0 Declined -4.3 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.7 Increased +1.5 401

Conclusions based on this data:

1. Hispanic students declined in their absenteeism and are now in the blue range with Asian students.
2. White students are in the orange range and increased their absenteeism.
3. 0% of Asian kiddos at SME are absent.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

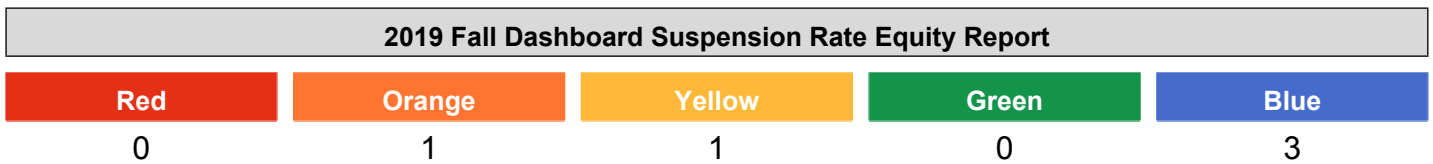
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.4</p> <p>Maintained 0</p> <p>708</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>29</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.7</p> <p>Increased +0.7</p> <p>143</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.2</p> <p>Increased +1.9</p> <p>94</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.7 Increased +3.7 27	 No Performance Color 0 Maintained 0 27	 Blue 0 Maintained 0 70	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.6 170	 No Performance Color 0 Maintained 0 27	 No Performance Color Less than 11 Students - Data 1	 Blue 0.5 Maintained 0 403

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.4

Conclusions based on this data:

1. Students with Disabilities are being suspended more than other subgroups so alternate to suspension strategies have been implemented.
2. White, Asian, and Hispanic students are all in the blue range.
3. Suspension rates for Socioeconomically Disadvantaged Students and Students with disabilities is disproportionate to White, Asian Students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Math

1. By the end of the 2021-2022 school year, we will increase the distance above standard for students in Mathematics, as measured by the CA Dashboard Mathematics Data by 1.1 points, from 33.9 to 35.
2. By the end of the 2021-2022 school year, we will decrease the distance from standard for students with disabilities in Mathematics, as measured by the CA Dashboard Mathematics Data by 9.5 points, from -9.5 to 0.
3. By the end of the 2021-2022 school year, we will decrease the distance from standard for Hispanic students in Mathematics, as measured by the CA Dashboard Mathematics Data by 15 points, from 8.3 to 23.3.
4. Increase the % of students scoring at standard or above by 8%, in each grade level- Kinder through 5th, as measured by iReady Math diagnostic 2 data, from 57 to 65%.

Identified Need

1. On the 2018-19 SBAC Mathematics Assessment, SME students in grades 3-5 demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 16.57% of students in grades 3-5 scoring "below standard"
 - At Grade 3, 15.79% scored "below standard."
 - At Grade 4, 12.61% scored "below standard."
 - At Grade 5, 20.61% scored "below standard."
2. Socioeconomically disadvantaged students:
 - The DFM of SED students is 9.1 points above standard, as measured by the 2018-19 SBAC.
3. Hispanic students:
 - The DFM for Hispanic students is 22.4 points above standard, as measured by the 2018-19 SBAC.
4. On the 2021-22 iReady Diagnostic 2 Assessment, 40% of SME students in grades K-5, were at "standard nearly met or not met".
 - At Kinder, 43% scored "standard nearly met or not met".
 - At 1st Grade, 52% scored "standard nearly met or not met".
 - At 2nd Grade, 38% scored "standard nearly met or not met".
 - At 3rd Grade, 45% scored "standard nearly met or not met".

- At 4th Grade, 40% scored "standard nearly met or not met".
- At 5th Grade, 40% scored "standard nearly met or not met".

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	71.37% of student met or exceeded Math Standards on the 2018-19 SBAC.	74% of all students will score at meet/exceed levels on the 2021-22 SBAC Mathematics Assessment.
SBAC (Mathematics)	On the 2018-19 SBAC Mathematics Assessment, the "Distance from Met" for Socioeconomically Disadvantaged students was 9.1 points below standard.	SED students will show an overall increase of .9 points in Distance from Met, on the 2021-22 SBAC Mathematics Assessment by increasing the DFM from 9.1 points above standard to 10 points above standard.
SBAC (Mathematics)	On the 2018-19 SBAC Mathematics Assessment, the "Distance from Met" for Hispanic students was 22.4 points above standard.	Hispanic students will show an overall positive increase of 12.6 points in Distance from Met, on the 2021-22 SBAC Mathematics Assessment by decreasing the DFM from 22.4 points above standard to 35 points above standard.
iReady Diagnostic (ALL Students -Diagnostic 2)	57% of students scored on or above grade level on the 2020-21 iReady Diagnostic 2.	65% of all students will score on or above grade level on the 2021-22 iReady Diagnostic 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including Socioeconomically Disadvantaged, English Learners, Foster Youth, and Hispanic Students

- Strategies for improving students' understanding of mathematical concepts and procedures:

Strategy/Activity

Principal, Teacher, Instructional Coach review of all available Math data (SBAC, IReady Diagnostics, Ready Unit Assessments, iReady Progress Monitoring, etc.) to develop need based goals within the 4 Mathematical Domains

At all grade levels, Classroom Instructional Strategies will include:

- Differentiated groups for mathematical instruction, enrichment, and reteaching
- Focus on use of mathematical discourse to further student conceptual understanding
- Demonstrate understanding of mathematical reasoning through writing and illustrations in math journals, white boards, paper, etc and on Google Slides
- Use of mathematical academic vocabulary in mathematical instruction aligned with academic language of a mathematician as seen on the CAASPP standardized assessment
- Regular and Frequent use of iReady to aid in differentiation as well as push out appropriate lessons to all, in addition to them working on their own path of lessons, games.
- Encourage the use of multiple methods for problem solving
- Build student mathematical problem solving stamina and perseverance through academic struggle, collaboration, and real world problems as well as doing math projects.
- Employ workshop model and use mini-lessons and guided math to target math skills.
- Further differentiate grade level content specific concepts through the use of higher level thinking skill questions
- Scaffold student conceptual understanding with concrete manipulatives
- Use interactive games during workshop independent practice to reinforce mathematical concepts (Clever apps, iReady games, teacher led games)

At all grade levels, Formative Assessments include:

- Assess student progress using Ready math assessments
- Utilize growth monitoring in iReady to assess student knowledge of grade level concepts

Professional Development

- Continued professional development in the employment of Common Core Mathematical Practices
- Focus on implementing math workshop (Daily 3) including whole group mini-lessons, small group instruction, and independent practice
- Continued support from site Instructional Coach and Curriculum Associates supporting the implementation of Growth Monitoring within iReady

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

I. Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELs.

- Math teachers reviewed SBAC data (IO/EADMS) with an emphasis on the "problem solving and data analysis" claim.
- Math teachers loosely implemented standards aligned Ready curriculum.
- Students with disabilities were mainstreamed into GenEd courses per IEP
- PD Plan did not provide for regular collaboration between Math teachers and District Coaches during "A" Meetings.
- Students were provided with materials and use of standards aligned materials.
- Math teachers did not meet to select a specific strategy each month that will be assigned and practiced with students
- Departmental planning time did not occur for horizontal and vertical team debriefing after the implementation of each strategy.

II. Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics.

- Math teachers did use the iReady diagnostics with fidelity
- Students worked with a variety of prompts that promote higher level thinking skills.
- Support was provided through training for Ready by publishers
- Most students completed spiral review problems regularly.

III. Students will demonstrate the ability to support mathematical conclusions.

- Teachers did provide greater exposure to writing opportunities by having student support their mathematical conclusions.
- Most math teachers did model writing strategies, using the Ready Instruction books..
- Use of clear rubrics were used by some math teachers, for math assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Math teachers did not have adequate time to plan, review, and refine. A consistent rubric was not used throughout each classroom. Having a 100% coach will facilitate our need for additional professional development and instructional support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers to embed more writing tasks throughout the lessons in math.

Teachers will incorporate these deliverables in their instruction:

1. Use of Ready performance tasks at the end of each unit;
2. Use of iReady practice of 45 minutes per week;
3. Mathematical discourse embedded in math lessons;
4. Use of prerequisite Ready pages for low performing students;
5. Devote one day weekly to use of workshop model; and
6. Implement eight standards of mathematical practice, emphasizing one practice each month

Due to COVID-19, there will not be SBAC results for 2019-20 school year so a new measure for a baseline will need to be determined.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

ELA

1. By the end of the 2021-2022 school year, we will increase the distance above standard for students in English Language Arts, as measured by the CA Dashboard ELA Data by 3.2 points, from 41.8 to 45.
2. By the end of the 2021-2022 school year, we will decrease the distance from standard for Students with Disabilities in English Language Arts, as measured by the CA Dashboard ELA Data by 5.1 points, from -10.1 to -5.
3. By the end of the 2021-2022 school year, we will decrease the distance from standard for Socioeconomically Disadvantaged students in English Language Arts, as measured by the CA Dashboard ELA Data by 0.9 points, from 9.1 to 10.
4. By the iReady Diagnostic 2 in 2021-22 school year, we will increase the % of students scoring at standard or above by 4%, in each grade level- Kinder through 5th, grade level iReady Mid-year Diagnostic assessments from 69% to 75%.

Identified Need

1. On the 2018-19 SBAC ELA Assessment, SME students in grades 3-5 demonstrated the greatest need in the area of "Writing," as demonstrated by 16.34% of all students scoring "below standard".
 - At Grade 3, 16.67% scored "below standard."
 - At Grade 4, 12.61% scored "below standard."
 - At Grade 5, 19.23% scored "below standard."
2. On the 2021-22 iReady ELA Diagnostic 2, 23% of SME students in grades K-5, were at "standard nearly met or not met".
 - At Kinder, 21% scored "standard nearly met or not met".
 - At 1st Grade, 45% scored "standard nearly met or not met".
 - At 2nd Grade, 28% scored "standard nearly met or not met".
 - At 3rd Grade, 13% scored "standard nearly met or not met".
 - At 4th Grade, 37% scored "standard nearly met or not met".
 - At 5th Grade, 36% scored "standard nearly met or not met".
3. Students with Disabilities:
 - The DFM of SWD students is 10.1 points below standard, as measured by the 2018-19 ELA SBAC.
4. EL students:

- The DFM for English Learner students is 32.6 points below standard, as measured by the 2018-19 ELA SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (English Language Arts/Literacy)	Overall 69.66% of students met or exceeded English Language Arts standards on the 2018-2019 SBAC.	75% of all students will score at "Meet/Exceeds" levels on the 2020-2021 SBAC English Language Arts/Literacy assessment.
SBAC (English Language Arts/Literacy)	On the 2018-2019 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for SWD was 10.1 points below standard.	SWD will show an overall positive decrease of 10.1 points "Distance from Met" on the 2021-2022 SBAC English Language Arts/Literacy assessment by decreasing the DFM to 0 points below standard.
SBAC (English Language Arts/Literacy)	On the 2018-2019 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for ELs was 32.6 points below standard.	EL students will show an overall positive decrease of 4.3 points in the "Distance from Met" on the 2021-2022 SBAC English Language Arts/Literacy assessment from 32.6 points below standard to 28.3 points below standard.
iReady Diagnostic 2	On the 2021-22 iReady Diagnostic 2, 69% of students scored on or above grade level.	75% of all students will score on or above grade level on the 2021-22 iReady Diagnostic 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio-Economic Status (SES).

Instructional strategies for improving reading, writing, and word study, as well as professional development for teachers in the area of ELA instruction

Strategy/Activity

Principal, Teacher, Instructional Coach review of all available ELA data (SBAC, IRI, Writing On Demands, etc.) to develop need based goals in the areas of Reading, Writing, and Word Study

Across all grade levels, teachers will provide reading instruction in Narrative and Informational text types. Resources and instructional strategies will include:

- Balanced Literacy workshop model of instruction
- Small Group reading instruction including both same level guided reading groups and strategy groups
- Reading comprehension strategies that can be employed across curricular areas and subjects. Make sure to reinforce them in the other curricular areas, Literacy Circles
- Strategies to choose “just right” books to read daily to build fluency(Especially at the beginning of year/units)
- Structures and opportunities for students to participate in sustained, independent reading
- Student create list of sight words
- Anchor charts developed with students to support reading strategies as described in Next Steps to Guided Reading and/or Reading Units of Study and refer to throughout the unit/year.
- Listening Centers and/or opportunities to listen to fluent reading during reading groups along with whole group using teacher led read alouds or through the use of technology.
- Use of leveled library to implement Guided Reading and give instruction through guided reading groups
- Students organizing and using the leveled classroom library for independent practice
- Guided practice in the use of reading skills and strategies taught during mini-lessons and teacher conferences
- Instructional read aloud's that focus on a skill that can be replicated in guided reading groups and independent reading
- Integration of the same reading and comprehension strategies used during ELA when teaching Science and Social Studies
- Use of Scholastic News and other informational texts to identify main idea and cite evidence
- Use of graphic organizers and thinking maps to analyze literature
- Consistent monitoring of student reading growth through progress monitoring
- Use of different types of texts to introduce text structures and use graphic organizers and thinking maps to organize their comprehension.
- Utilization of different thinking maps to organize student thinking and comprehension of the text.
- Use of the selected text features to find information when reading a text in order to describe the connection between a series of events, ideas, concepts, or procedures.
- Use of “scavenger hunts” to find informational text features in informational text books
- Response to literature in written form.
- Opportunities for students to draw inferences from the text.
- Exposure to literature with different structures for students to determine what structure is being used
- Opportunities for students to look at two texts and teach them how to look at the information provided and come up with similarities and differences. Allow time to write and speak about the comparisons.
- Opportunities to compare and contrast events noting multiple points of view.
- Opportunities for students to practice using a flow map / time lines to organize summaries in order to recount key details and explain main idea
- Use of Kagan structures to create team building and classroom structures

Across all grade levels, teachers will focus on intentional writing instruction in the areas of

Narrative, Informational and Functional/Procedural, and Persuasive/Opinion/Argument Writing. Resources and instructional strategies will include:

- Writer's workshop mini lessons using Lucy Calkins Writing Units of Study
- Individual student conferring and small group strategy groups
- anchor charts developed with students to support writing strategies as described Writing Units of Study
- Daily journaling, whole group writing, modeled writing, and mentor texts
- Leading students in analysis of student or teacher written anchor papers
- Grammar and Structure instruction through revision and editing mini-lessons
- The use of exemplary student work as examples for good writing
- Guiding students in the practice of comparing and contrasting nonfiction using Venn Diagrams and double bubble maps
- Creating opportunity for students to participate in writing through every subject
- Participation in peer editing.
- Opportunities for students to look at two texts and teach them how to look at the information provided and come up with similarities and differences
- Opportunities for students to quote accurately when drawing inferences from the text.
- Instruction for and opportunities to compare and contrast events noting multiple points of view
- Collaborative projects.
- Use of Kagan structures to create team building and classroom structures

Across all grade levels, teachers will differentiate Word Study opportunities for students to improve their working knowledge of letters, sounds, and spelling patterns. Resources and instruction will include

- Use of district supported Words Their Way word study materials
- Phonics and fluency mini lessons for students in grades K-3 daily

Professional Development will be obtained through district wide opportunities, A Monday meetings, collaboration with Instructional Coach, and Eagle Time grade level meetings for growth in the areas of word study, reading, and writing. These will include:

- Balanced Literacy and Writer's Workshop Training
- Leveraging text structures to advance through the guided reading levels
- Comprehension strategies and skills to use in their reading
- "Next Steps to Guided Reading" book study to inform instruction
- Grade level data team meetings to identify trends in data and skills that need to be retaught or reinforced
- Teacher Peer Mentoring
- Vertical collaboration across grade levels

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

I. Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students, including students with disabilities, LPSBG, Hispanic students, and ELs.

- ELA teachers reviewed SBAC data (IO/EADMS) to identify areas of strength and areas for growth
- ELA teachers partially implemented the standards aligned units.
- Students with disabilities were mainstreamed into GenEd courses per IEP.
- PD Plan did not provide collaboration between teachers and District Coaches during "A" Meetings.
- 50% Curriculum/Instructional Coach was hired to support ELA instruction.
- Students were provided with consistent access and use of standards aligned materials.
- ELA teachers did not select a specific strategy each month to be assigned and practiced with students
- Departmental planning time after the implementation of each strategy did not occur consistently, during Eagle Time
- SBAC aligned Guiding Questions and Challenges were used to introduce tasks and as basis for assessment
- Students did work with a variety of prompts that promote higher level thinking skills.
- Continued to build and develop library resources to support and enhance instruction.
- Emphasized the planning of written assignments before drafting (i.e Thinking Maps, strategies from Step Up to Writing, Peer Review and editing, Writer's Workshop).
- Teachers modeled writing strategies.
- Teachers utilized various rubrics to assess writing assignments during ELA blocks, but the form was not consistent from one class to the next.
- The ELA teachers did not fully collaborate to discuss and use effective prompts and rubrics to support writing and grading.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ELA teachers did not have adequate time to plan, review, and refine. A consistent rubric was not used throughout each classroom. There was not enough ELA aligned professional development, with implementation monitoring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Need to embed more writing tasks throughout the lessons in different content areas. Teachers will model writing strategies.- Giving students the opportunities to write and experience the writing process. Use of the coach to provide opportunities to collaborate with teachers on a regular basis, based on the information gained at Coaches Weekly.

The 2019-20 SBAC assessment will not be given so the data will need to have an alternate benchmark measure.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Closing the Gap:

1. Mathematics:

By August 2022, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2022 SBAC Mathematics assessment

- Students with disabilities: decrease DFM from -9.5 to 0 points below grade-level standard
- Hispanic students: decrease DFM from 8.3 to 23.3 points above grade-level standard

2. English Language Arts/Literacy

By August 2022, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2022 SBAC English Language Arts/Literacy assessment

- Students with Disabilities: decrease DFM from -10.1 to -5 points below grade-level standard
- Socioeconomically Disadvantaged students: decrease DFM from 9.1 to 10 points above grade-level standard
- Students will improve one reading band level from 2020-21 on the iReady Diagnostic 2 to 2021-22 on the iReady Diagnostic 2.

3. 20% of English Learners will reclassify annually.

Identified Need

To reclassify all 5th EL students prior to matriculating to middle school.

All EL students in grades 2-5 will increase one performance band in the writing portion of the ELPAC assessment.

By the end of May 2022, the overall score of each subgroup will increase by 4% based on the midyear Winter IRI and the midyear iReady diagnostic.

By the end of May 2022, 15% of English learners will be reclassified as "fluent English proficient."

For 2018 - 2019 the reclassification rate for English learners (ELs) at SME was 28%. As of March 2021, there are 13 students that will take the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	There were not enough ELs to measure growth on SBAC	To reclassify all 5th EL students prior to matriculating to middle school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All EL students in grades 2-5 will increase one performance band in the writing portion of the ELPAC assessment. By the end of May 2022, the overall score of each subgroup will increase by 4% based on the midyear Winter IRI and the midyear iReady diagnostic. By the end of May 2022, 15% of English learners will be reclassified as “fluent English proficient.”
IRI	Students are not making growth on IRI band levels, as compared to other non EL peers.	By the 2021-22 iReady Diagnostic 2 assessments, all English Learners will increase one reading band, from measured 2020-21 iReady Diagnostic 2.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners/Hispanic students/African American students/Socio-economically disadvantaged students/Students with disabilities:

- Strategies for closing the gap and ensuring that all students experience academic success.
- Professional development/training activities for instructional staff and administrators and resources needed for implementation of instructional strategies:
- Collaboration with parents, cultural sensitivity, and relationship building.

Strategy/Activity

Across all grade levels, teachers will focus on strategies to support English Learners, African American students, and Foster Youth Students. Resources and instructional strategies will include:

Individual Learning Plans to support each student, with targeted focus on at-risk sub groups; EL’s and FY students

Implement consistent ELD curriculum during morning block.

Implement scaffolded ELD strategies across all curricular areas.

Continue to implement workshop model of instruction to incorporate more student/teacher time.

More use of visuals and hands-on activities to teach core academic skills.

Increase use of materials with adjusted Lexile/Scholastic A-Z levels, as needed.

Differentiate instruction, using scaffolds and multiple opportunities to demonstrate mastery.

Provide more student choice to activate engagement, specifically for inquiry-based learning. Use collaborative learning model, which includes less teacher talk and more student talk. 100% Literacy Coach to provide professional development for staff (in the areas of ELA and mathematics), provide coaching for teachers, and oversee EL programs as part of their duties. Include cultural sensitivity training in professional development plan. ELAC meetings that provide information on how parents can assist their children at home. PD Plan to include continued training on the use of technology to support instruction. Additional instructional training in the areas of math, language arts, and science. (SWD) Lexia or similar computer-based program for teaching reading. (SWD) Review ELPAC results to identify students for ELD class and to target ELD instruction across all curricular areas. (ELs) PD Plan to provide training on the ELD standards & assessments, as well as effective instructional strategies (i.e. Kagan, SDAIE) across all curricular areas. (ELs) Identify parent leaders, and develop an AAPC at SME. Collaborate with AAPC and ELAC members, to provide activities and assemblies that celebrate Chinese Culture, African American History, and Hispanic Heritage. Lessons regarding cultural events and celebrations throughout the year, embedded within the weekly instruction. School Events and Celebrations honored on our School website and Facebook page. School Events and Celebrations scheduled on our School Calendar before the beginning of the year. Promote parent forums to share experiences. School Library coordinator to provide access to multi-cultural books and enhance opportunities for access to diverse reading experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- I. Continue to increase the reclassification rate of ELs within our program.
 - ELPAC results were not used to identify students to target ELD instruction across all curricular areas (Integrated ELD). Anyone who did not reclassify was placed in an ELD class (Designated ELD), regardless of ELPAC results.
 - Individual Learning Plans were not used to support each student, with targeted focus on at-risk sub groups; EL’s and FY students.

- Some PD provided training on the EL assessments, as well as effective strategies (i.e. Kagan, SDAIE) across all curricular areas.
- Created an ELD class that addressed the needs of SpEd ELs but did not incorporate the team teaching model.
- Implemented consistent ELD curriculum during ELA block.
- Implemented scaffolded ELD strategies across all curricular areas.
- 50% Literacy Coach to oversee EL programs/records as part of their duties.

II. Provided stronger academic supports for at risk students.

- Increased interventions & academic supports were not embedded.
- Computer programs for extended reinforcement & practice were implemented ie. i-Ready.
- Implementation of workshop model of instruction to incorporate more student/teacher time was limited.
- ELAC meetings that provide information on how parents can assist their children at home.
- The goal of establishing an AAPC was not met.
- PD Plan included continued training on the use of technology to support instruction.

III. Continue to expand our cultural awareness through a variety of multicultural events and activities.

- Identified parent leaders, but an AAPC remain undeveloped at our site
- Collaborated with ELAC members, to provide activities and assemblies that celebrate Chinese Culture, African American History, and Hispanic Heritage.
- Lessons regarding cultural events and celebrations throughout the year were embedded within the weekly instruction.
- School Events and Celebrations were honored on our School website and Facebook page.
- School Events and Celebrations were scheduled on our School Calendar before the beginning of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposal to develop a joint AAPC between SMMS & SME did not have the opportunity to develop. We held assemblies to celebrate Chinese Culture, but did not have a specific Chinese New Year Celebration

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Closing the Gap goal for 2019-2020 was twofold:

a. "100% of academically at-risk students will demonstrate an increase in their SBAC Math and ELA scores." The data needed to determine whether this goal was met will not be available until the SBAC scores are released in Summer 2020.

b. "100% of ELs will reclassify before they finish middle school. As of March 2020, the rate of reclassification of ELs is 22%. The data needed to determine whether this goal was met will not be available until ELPAC scores are released in Summer or Fall 2020.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4

Attendance

By June 2022, the average daily attendance rate will be 97% or higher, as measured on the Aeries dashboard.

By the end of the 2021-22 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 2.3%, from 4.8% to 2.5%.

By the end of the 2020-21 school year, we will decrease significantly chronic absenteeism for African American students, as measured by the CA Dashboard Chronic Absenteeism Rate by 6.1%, from 11.1% to 5%.

By the end of the 2020-21 school year, we will decrease significantly chronic absenteeism for students in grades 1-3, as measured by CDE DataQuest by .6%, from 3.1% to 2.5%.

Identified Need

Increased preparedness for emergency lock down situations (i.e. active shooter, unsafe conditions, etc.)

Expanded communication during emergency situations

Increased consistency with regards to procedures for student accounting and visitors on campus.

Increased awareness for staff and parents regarding the growing number of middle school students experimenting with vaping.

Increased supports for students who are chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2019-20 Month 1: 97.76% Month 2: 97.66% Month 3: 97.17% Month 4: 96.68% Month 5: 96.48% Month 6: 96.37%	Increase average daily attendance rate by 1 percentage points school wide and by 10 percentage points for academically at-risk students until 97% or better is achieved
Chronic Absenteeism Rate	4.8% Overall	Decrease % of students school wide who are absent 10% or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		more of enrolled days to 3% overall and to 5% for English Learners
Suspension Rate	.4% Overall, 1.3% for Students with Disabilities	Maintain suspension rate below .3% overall and 1% for Students with Disabilities
California Healthy Kids Survey	94% of students complete the California Healthy Kid Survey	Increase % of students scoring high on school connectedness (measured by CHKS) by 15% over three years.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

- Strategies for providing supports to students who are chronically absent (Students who are absent more than 10%)
- Strategies to Increase student attendance and reduce chronic absenteeism
- -Strategies for increased preparedness for emergency situations

Strategy/Activity

Schedule consistent monthly SART meetings to review data
 Increase number of conferences for students/parents identified by A2A system
 Conduct SST meetings early in the year for students who were chronically absent the previous year
 Provide RtI Tier II Intervention matching to promote participation
 Provide CWAS Intern support
 Establish Trauma Informed Care team and utilize strategies schoolwide
 Throughout the school year, communicate to students and parents the District's and SMMS' attendance policies
 Maintain a positive school climate and welcoming environment for students.
 Maintain a culturally responsive school environment.
 Educate parents about the risk factors for youth absenteeism and truancy
 Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns.
 Maintain comprehensive support team for campus supervision
 Provide active shooter training for teachers, staff, and students
 Collaborate with SMPD regarding campus security, safety procedures, and school information.
 Implement multiple means of communication during emergency situations.
 Provide radios to enhance communication during emergency situations
 Increase communication through Staff Contact Information, Text Messaging System, Access to Intercom in every classroom, Functioning Intercom
 Enhance Visitors Badges for identification, Increase Signage and Parent Reminders
 Positive Behavior Incentive program for attendance and positive behaviors.

Use of Rtl strategies to support students getting to school on time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

I. Increase effectiveness of our emergency procedures.

- Progress was made towards increasing communication during emergency situations.
- Purchased 10 new radios to provide one radio per teacher partner.
- Regular set of drills were scheduled to practice the use of our fire alarm, radios & P.A. system.
- Budget maintained a comprehensive student support team to include a Security Guard, Behavior Guidance Aide & Campus Aide.
- Analyzed and revamped evacuation routes in collaboration with SMPD & SMFD
- Active Shooter Training was provided for staff by SMPD
- School Tours were conducted with SMFD & SMPD for pre-planning of drills.
- Teacher/Staff list of cell phone remains a work in progress.

II. Expand social and emotional curriculum through a variety of programs and activities.

- Second Steps curriculum was implemented as part of each week's Advisory Lesson.
- Funding was not available for follow up Safe Schools Ambassadors training
- Peer Mentoring was not formally established
- School wide Kindness Challenge was implemented as part of Advisory
- Inclusive Schools Celebration was not held
- Presentations by guest speakers & groups (i.e. Veteran's Day Celebration) promoted social & emotional well being and responsibility.

III. Provide consistent Safety/Emergency Supplies throughout the campus.

- Permanent Crosswalk Signage for Auburn & Highland has not yet been purchased
- Permanent Pick-Up & Drop-Off signage for Parking Lot has not yet been purchased.
- Consistent set of emergency supplies to be stored in each of the teacher workrooms has not yet been established
- Emergency Bin inventoried as part of Great California Shakeout

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We made progress towards increasing the effectiveness of our emergency procedures, and our focus shifted to being centered on Active Shooter scenarios
We did not make the desired progress towards expanding our social and emotional curriculum, partially due to funding no longer being available for certain programs
We made some progress towards providing consistent Safety/Emergency Supplies throughout the campus by purchasing 10 new radios

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Active Shooter scenario remains the focus of our emergency preparedness
Funding needs to be increased in order to purchase the necessary emergency supplies
Student survey results of social-emotional status will be used to tweak plans for support through Mindfulness activities and training.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 5

School Safety
Social-Emotional/Trauma Informed
Mindfulness

Identified Need

- Provide Tier 2 and 3 support for students that have shown externalizing or internalizing behaviors as per the Spring and Fall Universal Screener.
- Provide Mindfulness training for all staff
- Trauma Informed Practices and Professional Development for Behavior Aide and Instructional Coach

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screener	All students will be screened for Tier 2 and 3 needs	All students will have universal tier 1 supports and additional tier 2 and 3 supports as deemed appropriate, per Universal Screener
Pulse Surveys	All students take a beginning of the year survey to determine how mindfulness activities are supporting needs.	Students and parents will be surveyed to see areas of need based on Mindfulness work

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be examined by teachers, in their analysis of internalizing and externalizing behaviors, monitored in the Universal Screener

Strategy/Activity

- -provide training for teachers on Tier 2 and 3 interventions

- monitor progress on Review 360 database
- hold SST meetings for all students identified using universal screener
- Identify, purchase and organize supplies for classroom emergency backpacks
- Utilize RtI strategies and components to promote a healthy Tier 1 school-wide program
- Use and monitoring of Peaceful Playground and PE equipment and supplies
- 16 proactive strategies
- Teach Second Step lessons in each classroom
- Analysis of pre and post assessments
- Follow up surveys after training on Mindfulness for staff
- Notate the amount of SST's related to concerns of SEL
- SEL curriculum supports in the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served through Tier 1 interventions and supports. Some Students will get Tier 1 and Tier 2, and a select group of students will get Tier 1, Tier 2, and Tier 3 interventions.

Strategy/Activity

Provide professional development for all staff on how to integrate appropriate Tier 1 supports in their classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Team was able to add Mindfulness activities and a calm room to address many of the identified needs, based on the Universal Screener results.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Many of the supplies provided for the Calm room were parent donated. We had intended on "finding" funding to support a trained adult to work with specific tier 2 and 3 supports for the some and few students that needed additional supports. CWAS provided 2 intern counselors for support. The CWAS interns had a limit of 5 students each for support. We had many more students that were in need of counseling and tier 2 and tier 3 interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Monies spent on buying supports for mindfulness curriculum, will be used to by counseling "tools" and personnel for the direct services. Staff members will receive special designated training to support Tier 1 supports in the gen ed classroom. Staff will be surveyed monthly for continued needs to support social-emotional strategies. SM PD will work with staff at SME to provide training.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 6

Parent Engagement

By August 2021, 100% of SME teachers will fully utilize the SEIS Parent Portal for grades, upcoming and missing assignments, and teacher email.

By October 2021, 100% of SME families will be registered to access the Aeries Parent Portal.

By June 2022, SME will offer three Parent Information Nights/Parent University workshops on the SME campus.

By June 2022, 25% of SME will have attended at least one Parent University Workshop.

Identified Need

Parents do not have all of the information needed to be able to support students with homework or Balanced Literacy learning.

92 % of SME teachers currently use Parent Portal system to update grades

0 % of SME families are currently registered to access the SEIS Parent Portal.

In 2020-2021, SME offered three virtual Parent workshop.

In 2020-2021, less than 8% of SME families attended a Parent Information Night/Parent University workshop.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Training	Parents do not have all of the information needed to be able to support students with homework or Balanced Literacy learning.	Increase % of parents agreeing that school/district encourages parent involvement to 100%
The percentage of teachers utilizing the Gradebook/Parent Portal system	0% of teachers are utilizing the Gradebook/Parent Portal system	The percentage of teachers utilizing the Gradebook/Parent Portal system will increase to 100%
Schedule of Parent Information Nights/Parent University workshops on the 2019-20 Master Calendar	2020-21 Master Calendar included one Parent Information Night/Parent University workshop	2021-22 Master Calendar will include three Parent Information Nights/Parent University workshops on a variety of topics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

- Strategies for increasing parent/teacher use of the Aeries Parent Portal
- Strategies for building increasing parent participation in Parent University workshops.

Strategy/Activity

- Trainings for parents on standards
- Parent educational opportunities
- Parent interest survey around Balanced Literacy, common core and 21st Century skills
- Phone messages to share information
- Feature student learning of social emotional strategies, during Monday Assemblies
- standards link on school website
- make meeting times more accessible by offering a variety of times throughout the day
- set norms for consistent translation(when necessary)
- set up teacher websites
- teach parents of ELLs how to use the internet and access websites
- recognize volunteers service hours at coffee with the principal and the volunteer luncheon
- provide parent workshops based on need
- host more "Meet and Greet" events at school
- increase volunteer opportunities by offering student valet service, parent workdays, beautification days, green team services, and library assistance.
- Ident-a-kid check in system

Provide teachers who are not using the Parent Portal with appropriate training and support for using Gradebook, uploading assignments, and other available features.

At Back to School Night, Open House, and other schoolwide events, invite parents to sign-up for access to Parent Portal.

Compile list of families who do not have access to the Parent Portal and personally extend an invitation to sign-up.

Use variety of opportunities to publish the existence and benefits of Parent Portal, including Principal's weekly Sunday Night Call/Email /Text announcements, PTA E-blast, and SME webpage. Add hyperlink on SME webpage to link parents to Parent Portal

Parent representatives to work with teachers in identifying specific classroom needs and volunteer opportunities

Promote Parent University Workshops at breakfast meetings with Parent Group Leaders and Administration on a quarterly basis.

Continue to provide opportunities for parents and guardians to provide input on parent education topics during various school functions.

Coordinate with Family Resource Center to sponsor at least two parent training events each year (Fall/Spring)

Coordinate with Family Resource Center & PTA to identify presenters for specific topics.

Library resource section for parents on topics requested through surveys

Website development for communication support with stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

I. Continue the tradition of hosting a Parent Summit, as well as multiple parent education opportunities throughout the year.

- Tools to assist parents with the transition into and out of middle school were further refined
- Administration hosted a series of Parent information nights on a variety of topics (i.e. PHS Info Night, 5th Grade Parent Info Night, Brain Science Workshop)
- Parent Workshop was based upon parent and guardian feedback and input from the previous year's Parent Summit.
- Community Assistant coordinated with Family Resource Center to sponsor one parent training event in the Spring
- Community Assistant coordinated with Family Resource Center & PTA to identify presenters for specific topics.

II. Foster collaboration between parents, teachers & students

- Parent representatives worked with teachers in identifying specific classroom needs and volunteer opportunities
- Teacher Rep attended PTA meetings/AFB meetings were during school hours precluding teacher participation
- PTA collaboration with Student Council around school activities was limited.
- Student Reps were present for initial PTA meetings but attendance was inconsistent.
- Parent Leadership Group to meet with administration on a quarterly basis has not yet been established
- Collaboration with our parents from Field continued to develop our relationship and welcome them into our community.
- An AFB Committee was formed and raised over \$50,000 during our Fall Ask Campaign
- Regular training for teachers was provided through ITS and on-site Tech Coach
- Progress was made towards 100% of teachers utilizing classroom web pages. (i.e HAIKU)
- Progress was made towards 100% of teachers utilizing the Parent Portal.

III. Increase community outreach, and publicize our student's accomplishments.

- Tech Coach was provided with extra conference period to maintain School Website and Facebook page
- Sierra Madre Rotary Club sent SME students to the Teen Leadership Camp
- Notifications to local media regarding our student's accomplishments did not increase
- 50% Community Assistant supported outreach efforts.
- Administration provided weekly Sunday Night Call/Email /Text announcements.
- Administration's email group with the school's neighbors to provided updates regarding activities on campus.
- PTA's weekly Eblast provided detail information regarding school events and activities.
- Continued expansion into Social Media: Facebook & Twitter
- Conducted regular School Tours, with updated school folder & information
- Host Volunteer Orientation meetings as needed

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to remote learning, we had not anticipated having to pay for a consultant company to present in an online format through session work.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added 6 sessions for the 2021-22 school year totaling \$2404, from SME. Field and SMMS will be paying the difference.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 2

A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

Goal 7

By Fall 2021, all students will have technology support using the Chromebooks to be able to access remote learning and direct communication with their teachers, as indicated on the Canvas analytics.

Identified Need

Students in grade K-5 need to have equitable access to tech apps that support integrated learning and digital citizenship.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Use of PowerSchool/Canvas	Technology: To enhance current infrastructure to support instruction and curriculum delivery. Students will develop K-5 foundational skills in order to be college and career ready.	By June 2022, all students with have access to a Chromebook and be able to access teacher-directed apps for integrated learning.
Reflective Work Based on Graduate Profile	Graduate Profile: Creative and Innovative Thinker	By June 2022, all students will create original work that demonstrates thoughtful and reflective approaches, provide original solutions to problems, analysis, modeling, prototyping, and testing and use obstacles and setbacks as opportunities to learn, reflect, and improve

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- use of tech teachers to support learning

- PD on specific learning apps and how to cross into curriculum
- Enhance current infrastructure to support instruction and curriculum delivery.
- Provide meaningful staff development to support the success of the integration of technology in teaching and learning.
- Teachers will learn how to use technology and integrate technology into instruction.
- Teachers will use educational technology when planning instruction and use educational technology for instruction delivery.
- Student will use educational technology to achieve mastery
- Digital Citizenship lessons for all students with library coordinator
- Designated tech lessons on how to navigate digital catalogs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students were able to take-home chromebook devices to access remote learning. Students used Clever apps in the classroom from Kinder-5th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students in K & 1st grade were primarily using the chromebooks for access to "fun" apps, vs curriculum and standards-based instructional apps.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All students will have video tutorials, as needed, on specific standards-based apps, and how to submit work remotely.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53333
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53333
Other State/Local Funds provided to the school	\$36750

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$52394
Title I Part A: Parent Involvement	\$939

Subtotal of additional federal funds included for this school: \$53,333

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$36750

Subtotal of state or local funds included for this school: \$36,750

Total of federal, state, and/or local funds available for this school: \$90,083

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	36750.00	36,750.00
Title I	52394.00	52,394.00
Title I Part A: Parent Involvement	939.00	939.00

Expenditures by Funding Source

Funding Source	Amount
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 6 Classroom Teachers
- 2 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Lindsay Lewis	Principal
Julie Cole	Other School Staff
Geannie Tarry	Other School Staff
Lisa SpigaiPerez	Classroom Teacher
Dany Richey	Classroom Teacher
Susan Andres	Classroom Teacher
Becky Bickel	Classroom Teacher
Laura Palmer	Classroom Teacher
Natasha Comer	Classroom Teacher
Hannah Haney	Parent or Community Member
Ajeenah Abdus-Samad	Parent or Community Member
Beth Korman	Parent or Community Member
Ravinder Bhatia	Parent or Community Member
Valerie Butler	Parent or Community Member
Janna Kim	Parent or Community Member
Milca Ruz	Parent or Community Member
Warren Bleeker	Parent or Community Member
Chris Hunter	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 28th, 2021(virtual).

Attested:



Principal, Lindsay Lewis on April 28, 2021

SSC Chairperson, Beth Korman on April 28, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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