School Year: **2023-24**

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	May 25, 2022	June 29, 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 and teacher development will focus on strategies to support all subgroups of learners. Closing the Gap and attendance goals will support meeting the academic and social emotional needs of our diverse student population. The teacher development goal will support the Sierra Madre Elementary plan to support 21st Century learning among all students, K-5. The School Safety Plan ensures that all students and staff at SME are safe while on campus. Parent Engagement goals will focus on engaging our parent community so they feel equipped to engage their learner after the COVID-19 pandemic.

Educational Partner 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.

Since we are not a Title I school, we receive very little state and federal funding. Most of our additional staff and materials needed are provided through funds raised by AFB and PTA.

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 14 elementary schools in the Pasadena Unified School District, and it is comprised of 25 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 630 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 pre-kindergarten through eighth grade. The student body demographics are as follows; 51% White, 25% Hispanic, 2% African American, 8% Asian, and 14% all others. Our student groups consist of English Learners (2%), Socioeconomically Disadvantaged students (34.4%) and Students with Disabilities (12.3%). In the 2022-2023 school year, Sierra Madre Elementary School was recognized as a California Distinguided School by State Superintendent Tony Thurmond.

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, 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.17%	0.32%	1	1	2
African American	3.4%	2.22%	1.9%	21	13	12
Asian	8.9%	8.03%	9.05%	56	47	57
Filipino	1.3%	1.37%	1.27%	8	8	8
Hispanic/Latino	28.2%	25.13%	25.87%	177	147	163
Pacific Islander	0.2%	0.17%	0.16%	1	1	1
White	49.6%	51.28%	47.62%	311	300	300
Multiple/No Response	7.3%	9.57%	10.79%	46	56	68
			Total Enrollment	627	585	630

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	78	89
Grade 1	114	92	95
Grade 2	110	97	97
Grade3	97	123	109
Grade 4	99	99	133
Grade 5	119	96	107
Total Enrollment	627	585	630

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	12	12	10	1.90%	2.1%	1.6%
Fluent English Proficient (FEP)	55	44	51	8.80%	7.5%	8.1%
Reclassified Fluent English Proficient (RFEP)	2			16.7%		

Conclusions based on this data:

1. The number of English Learners decreases each year and is now less than 3%
2. The amount of students that begin as fluent proficient has increased from around 7% to almost 8%.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	123		0	123		0	123		0.0	100.0	
Grade 4	98	100		0	100		0	100		0.0	100.0	
Grade 5	116	95		0	94		0	94		0.0	98.9	
All Grades	308	318		0	317		0	317		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2478.			46.34			27.64			13.82			12.20	
Grade 4		2518.			49.00			25.00			14.00			12.00	
Grade 5		2551.			42.55			27.66			14.89			14.89	
All Grades	N/A	N/A	N/A		46.06			26.81			14.20			12.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.65			50.41			8.94	
Grade 4		39.00			51.00			10.00	
Grade 5		39.36			51.06			9.57	
All Grades		39.75			50.79			9.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.52			56.91			10.57	
Grade 4		28.00			60.00			12.00	
Grade 5		35.11			53.19			11.70	
All Grades		31.86			56.78			11.36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.70			72.36			8.94	
Grade 4		21.00			70.00			9.00	
Grade 5		20.21			74.47			5.32	
All Grades		19.87			72.24			7.89	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.77			52.03			12.20	
Grade 4		33.00			63.00			4.00	
Grade 5		36.17			52.13			11.70	
All Grades		35.02			55.52			9.46	

Conclusions based on this data:

1. The overall % of students with standard exceeded in ELA, increased in 3rd, 4th, and 5th grade from 2018-19 to 2022-2023. There was no academic loss due to COVID.
2. A majority of our students are sitting at or near standard in all domains.
3. Listening is 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	123		0	123		0	123		0.0	100.0	
Grade 4	98	100		0	100		0	100		0.0	100.0	
Grade 5	116	95		0	94		0	94		0.0	98.9	
All Grades	308	318		0	317		0	317		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2468.			29.27			42.28			18.70			9.76	
Grade 4		2526.			45.00			25.00			18.00			12.00	
Grade 5		2568.			44.68			25.53			18.09			11.70	
All Grades	N/A	N/A	N/A		38.80			31.86			18.30			11.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.89			56.10			13.01	
Grade 4		52.00			34.00			14.00	
Grade 5		41.49			51.06			7.45	
All Grades		40.69			47.63			11.67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.28			49.59			8.13	
Grade 4		45.00			37.00			18.00	
Grade 5		40.43			44.68			14.89	
All Grades		42.59			44.16			13.25	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.59			58.54			4.88	
Grade 4		43.00			42.00			15.00	
Grade 5		39.36			46.81			13.83	
All Grades		39.43			49.84			10.73	

Conclusions based on this data:

1. There was very little change in data from 2018-19 to 2022-23 which means that COVID did not have a significant impact on student achievement.
2. Communicating Reasoning continues to be an area of needed growth, in Math.
3. 3rd and 5th grade had the largest number of students who did not meet standard 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades										14	8	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	64.29	*		21.43	*		7.14	*		7.14	*		14	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	64.29	*		21.43	*		7.14	*		7.14	*		14	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	42.86	*		35.71	*		14.29	*		7.14	*		14	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	64.29	*		28.57	*		7.14	*		14	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	64.29	*		28.57	*		7.14	*		14	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	57.14	*		35.71	*		7.14	*		14	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	42.86	*		50.00	*		7.14	*		14	*	

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 tool 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
585	**34.4**	**2.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sierra Madre Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	2.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	201	34.4
Students with Disabilities	72	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.2
American Indian	1	0.2
Asian	47	8.0
Filipino	8	1.4
Hispanic	147	25.1
Two or More Races	56	9.6
Pacific Islander	1	0.2
White	300	51.3

Conclusions based on this data:

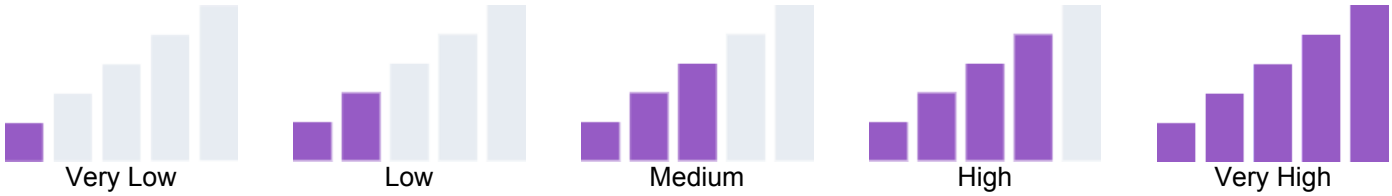
1. Over 10% of the population at SME is in the subgroup of Students with Disabilities.
2. There are 34.4% of students that are considered socioeconomically disadvantaged at SME.
3. SME has over 50% of students that are white.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Academic performance in ELA and Math is very high leading to use receiving the California Distinguished School Award.
2. Suspension rate is very low.

3. Chronic Absenteeism is medium.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
48.6 points above standard	42.8 points above standard	1 Student
308 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
1 Student	10.4 points above standard	10.7 points below standard
	115 Students	44 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 82.2 points above standard 28 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 18.7 points above standard 76 Students	No Performance Level 44.2 points above standard 19 Students	No Performance Level 1 Student	Very High 60.8 points above standard 167 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	9 Students	46.8 points above standard 277 Students

Conclusions based on this data:

1. Students with disabilities are below standard by 10.7 points.
2. Hispanic students are above standard by 18.7 points overall in ELA - this is a decrease from 2018-2019.
3. White students continue to achieve on the SBAC and are 60.8 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	2	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
37.9 points above standard	31.1 points above standard	1 Student
308 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
1 Student	4.5 points below standard	20.2 points below standard
	115 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 69.4 points above standard 28 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 10.2 points above standard 76 Students	No Performance Level 30.3 points above standard 19 Students	No Performance Level 1 Student	Very High 49.8 points above standard 167 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	9 Students	35.9 points above standard 277 Students

Conclusions based on this data:

1. Overall, SME students are scoring 48.6 points above standard.
2. Student's with disabilities are the only subgroup that scored below standard
3. White students achieve well above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Not enough students to report data

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	1	4	0	1

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
6.1% Chronically Absent	0% Chronically Absent	Less than 11 Students
610 Students	14 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Medium
Less than 11 Students	11.4% Chronically Absent	6.7% Chronically Absent
1 Student	219 Students	89 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
0% Chronically Absent	Less than 11 Students	2% Chronically Absent	Less than 11 Students
13 Students	2 Students	51 Students	8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Medium
9.4% Chronically Absent	5.9% Chronically Absent	Less than 11 Students	5.2% Chronically Absent
159 Students	68 Students	1 Student	308 Students

Conclusions based on this data:

1. Overall, 6.1% of students are chronically absent.
2. 11.4% of socioeconomically disadvantaged students are chronically absent.
3. 9.4% of Hispanic students are chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

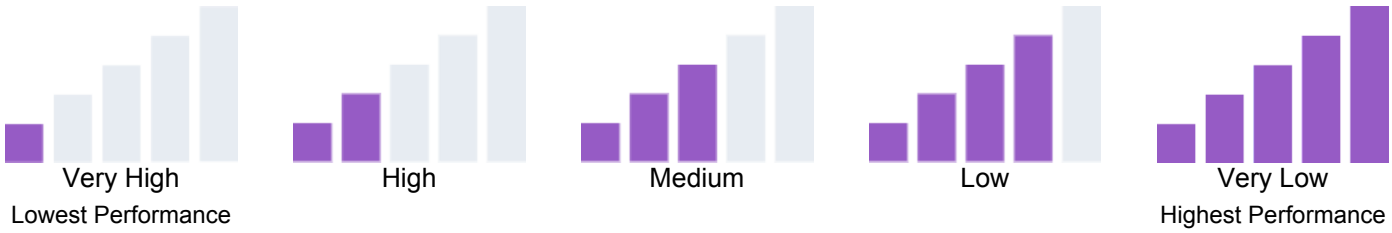
1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

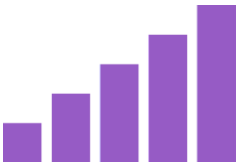
Very High	High	Medium	Low	Very Low
0	0	0	0	6

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
624 Students	16 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
2 Students	222 Students	91 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
13 Students	2 Students	52 Students	9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
164 Students	71 Students	1 Student	312 Students

Conclusions based on this data:

1. 0% of all students have been suspended

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 2023-2024 school year, we will increase the distance above standard for students in Mathematics, as measured by the CA Dashboard Mathematics Data by 5 points, from 37.9 to 42.9.

2. By the end of the 2023-2024 school year, we will decrease the distance from standard for students with disabilities in Mathematics, as measured by the CA Dashboard Mathematics Data by 4.5 points, from -4.5 to 0.

3. By the end of the 2023-2024 school year, we will decrease the distance from standard for Hispanic students in Mathematics, as measured by the CA Dashboard Mathematics Data by 5 points, from 10.2 to 15.2.

4. By the end of the 2023-2024 school year, we will increase the percentage of students performing at or above grade level from 59% to 65% on the 2022-23 midyear iReady Diagnostic.

Identified Need

1. On the 2021-22 SBAC Mathematics Assessment, 70.66% of SME students in grades 3-5 met or exceeded standard, scoring 37.9 above standard.

2. Students with disabilities:
- The DFM of SWD students is 20.2 points below standard, a decrease from the 2019-219 SBAC.

3. Hispanic students:
- The DFM for Hispanic students is 10.2 points above standard, as measured by the 2018-2019 SBAC.

4. On the 2022-23 iReady Diagnostic 2 Assessment, 61% of SME students in grades K-5, were 1 grade level or more below in mathematics.
- At Kinder, 45% scored 1 grade level or more below grade level.
- At 1st Grade, 40% scored 1 grade level or more below grade level.
- At 2nd Grade, 37% scored 1 grade level or more below grade level.
- At 3rd Grade, 44% scored 1 grade level or more below grade level.
- At 4th Grade, 36% scored 1 grade level or more below grade level.
- At 5th Grade, 38% scored 1 grade level or more below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	On the 2021-2022 SBAC, the distance from met was 37.9 points above standard.	By the end of the 2022-2023 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.
SBAC (Mathematics)	On the 2021-2022 SBAC, the distance from met for students with disabilities was 20.2 points below standard.	By the end of the 2022-2023 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.
SBAC (Mathematics)	On the 2021-2022 SBAC Mathematics Assessment, the "Distance from Met" for Hispanic students was 10.2 points above standard.	By the end of the 2022-2023 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.
iReady Diagnostic (ALL Students -Diagnostic 2)	59% of students scored on or above grade level on the 2020-21 iReady Diagnostic 2.	By the end of the 2022-2023 school year, we will increase the percentage of students performing at or above grade level from 57% to 65% on the 2022-23 midyear iReady Diagnostic.

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

Strategy/Activity

At all grade levels, Classroom Instructional Strategies will include:

- Differentiated groups for mathematical instruction, enrichment, and reteaching
- Scaffold student conceptual understanding with concrete manipulatives
- Common use of the 3 read strategy to increase student comprehension of word problems

- Implement enhanced think-pair-share to practice talking about mathematical concepts

Intervention:
Use of an intervention teacher to provide pull out supports for students to support them in reaching grade level.

Professional Development
- Focus on implementing math workshop (Daily 3) including whole group mini-lessons, small group instruction, and independent practice through the Teacher Learning Collaborative model
- Send grade level math leads to the California Math conference.

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)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The strategies and activities that were utilized were: engaging students in mathematical discourse, the use of academic vocabulary, the use of iReady to push out at level lessons, and the use of manipulatives. Additionally, teachers monitored student progress and growth on the iReady diagnostic from diagnostic 1 to diagnostic 2.

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 were not able to dedicate professional development time to Math and the identified strategies this year due to our participation in year 2 of the anti-racism 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.

Professional development around the use of common strategies such as enhanced- think-write-pair-share and notice and wonder will be presented at A Mondays. We will continue to focus on implementing math workshop (Daily 3) including whole group mini-lessons, small group instruction,

and independent practice. Sub days will be used to allow for collaborative planning with the instructional coach using the Teaching-Learning Collaborative process developed by K-12 WestEd.

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 2023-2024 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 48.6 to 53.

2. By the end of the 2023-2024 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 -10.7 to -5.

3. By the end of the 2023-2024 school year, we will increase the distance from standard for Socioeconomically Disadvantaged students in English Language Arts, as measured by the CA Dashboard ELA Data by 4.6 points from 10.4 to 15

4.During the 2023-2024 school year, we will increase the percentage of students performing at or above grade level from 69% to 75% on the 2023-24 midyear iReady Diagnostic.

Identified Need

1. On the 2021-22 SBAC ELA Assessment, SME students in grades 3-5 demonstrated the greatest need in the area of "Writing," as demonstrated by 11% of all students scoring "below standard".
- At Grade 3, 10.57% scored "below standard.".
- At Grade 4, 12% scored "below standard."
- At Grade 5, 11.70% scored "below standard."

2. On the 2022-23 iReady ELA Diagnostic 2, 25% of SME students in grades K-5, were 1 grade level or more below.
- At Kinder, 23% scored 1 grade level below.
- At 1st Grade, 35% scored 1 grade level or more below grade.
- At 2nd Grade, 21% scored 1 grade level or more below grade.
- At 3rd Grade, 10% scored 1 grade level or more below grade.
- At 4th Grade, 26% scored 1 grade level or more below grade.
- At 5th Grade, 36% scored 1 grade level or more below grade.

3. Students with Disabilities:
- The DFM of SWD students is 10.7 points below standard, as measured by the 2021-2022 ELA SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (English Language Arts/Literacy)	On the 2021-22 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for all students was 48.6 points above standard.	By the end of the 2022-2023 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.
SBAC (English Language Arts/Literacy)	On the 2021-22 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for SWD was 10.7 points below standard.	By the end of the 2023-2022 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.
SBAC (English Language Arts/Literacy)	On the 2021-2023 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for Socioeconomically disadvantaged students was 10.4 points above standard.	By the end of the 2022-2023 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.
iReady Diagnostic 2	On the 2021-22 iReady Diagnostic 2, 74% of students scored on or above grade level.	By the end of the 2022-2023 school year, we will increase the percentage of students performing at or above grade level from 69% to 75% on the 2022-23 midyear iReady Diagnostic.

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).

Strategy/Activity

Across all grade levels, teachers will focus on intentional reading and writing instruction in all Literacy Domains. Resources and instructional strategies will include:

- Use of the workshop model of instruction.

- Small Group reading instruction including both same level guided reading groups and strategy groups.
- Use of graphic organizers and thinking maps to organize writing.
- Use of Enhanced Think-Pair-Share to structure student talk.
- Use of interactive read alouds to structure student talk and comprehension of text.
- Use of iReady reading to push out just right lessons for reading.

Professional Development will be obtained through a variety of district. state and school based opportunities. These will include:
Grade level planning through the Teaching Learning Collaborative structure
Opportunity for grade level ELA leads to attend virtual or state conferences

Use of a pull out Intervention Teacher for acceleration and remediation.
Full time library coordinator to provide access to books and allow for teacher collaboration 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)
48615	Title I Part A: Allocation
70067	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Due to the large number of strategies/activities that were listed, it is hard to know the overall effectiveness of anyone strategy. That is why specific strategies and activities have been identified for 2023-24 so that their effectiveness can be better measured. One activity/strategy that was measured as being effective is the intervention teacher.

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 were not able to implement a consistent PD plan due to the time that was dedicated to anti-racism training.

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 will provide subs for teachers to collaborative and engage in common planning time. We will also provide funding for teachers to engage in professional development via conferences.

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 2023, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2023 SBAC Mathematics assessment

- Students with disabilities: decrease DFM from -20.0 to -10 points below grade-level standard
- Hispanic students: increase DFM from 10.2 to 15 points above grade-level standard
- Socioeconomically Disadvantaged students: decrease DFM from -4.5 to 0 points above grade-level standard

2. English Language Arts/Literacy
By August 2023, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2023 SBAC English Language Arts/Literacy assessment

- Students with Disabilities: decrease DFM from -10.7 to -5 points below grade-level standard
- Socioeconomically Disadvantaged students: increase DFM from 10.4 to 20 points above grade-level standard
- During the 2023-24 school year, students will improve one reading band level from on the iReady Diagnostic 2.

3. By the end of May 2024, 50% of English learners will be reclassified as "fluent English proficient.

Identified Need

- Our students with disabilities are below standard in both Math and ELA.
- Our SED students are below standard in the area of Mathematics.
- As of April 2023, there are 6 students that will take the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	Students with disabilities increased the distance from met by 10 points. Socioeconomically disadvantaged students scored 4.5 points below standard.	By August 2022, each of the listed student groups and ethnic groups will show the following decreases in • Students with disabilities: decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		DFM from -9.5 to 0 points below grade-level standard • Hispanic students: increase DFM from 8.3 to 23.3 points above grade-level standard
SBAC ELA	Students with disabilities increased the distance from met by 0.6 points Socioeconomically disadvantaged students scored 10.4, therefore meeting this goal.	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: increase DFM from 9.1 to 10 points above grade-level standard
ELPAC	12% of students reclassified	

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, Students with Disabilities and Socioeconomically disadvantaged students.

Strategy/Activity

Across all grade levels, teachers will focus on strategies to support English Learners and students with disabilities. Resources and instructional strategies will include:
More use of visuals and hands-on activities to teach core academic skills.
Thinking maps
Pre, during and post reading strategies
Enhanced think write pair share

Intervention teacher for acceleration and intervention.

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: 2022-23

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.
- Implemented consistent ELD curriculum during ELA block.
- Implemented scaffolded ELD strategies across all curricular areas.

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.

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

There was difficulty having consistent PD due to district driven PD goals.

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 will focus on using research based high leverage instructional strategies with our ELs. Manipulatives and visual aides will be used to make content more concrete for our learners.

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 2024, the average daily attendance rate will be 97% or higher, as measured on the Aeries dashboard.

By the end of the 2023-24 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 3.6%, from 6.1% to 2.5%.

By the end of the 2022-2023 school year, we will decrease significantly chronic absenteeism for Socioeconomically disadvantaged students, as measured by the CA Dashboard Chronic Absenteeism Rate by 6.1%, from 11.4% to 5%.

Identified Need

Increased supports for students who are chronically absent
Months with long holidays (Thanksgiving & Winter break) have lower attendance rates than others
Positive Behavior Incentive program for attendance and positive behaviors.
Educate parents on the importance of being on time and ready to learn everyday.
Increased social-emotional supports for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2022-23 Month 1: 95.38% Month 2: 95.14% Month 3: 93.28% Month 4: 91.38% Month 5: 91.57% Month 6: 95.45% Month 7: 93.97% Month 8: 93.70%	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	6.1% Overall for 21-22 school year	Decrease % of students school wide who are absent 10% or more of enrolled days to 3% overall and to 5% for English Learners

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

Schedule consistent monthly SART meetings to review data
Increase number of conferences for students/parents identified by A2A system
Throughout the school year, communicate to students and parents the District's and SMMS' attendance policies
Maintain a culturally responsive school environment.
Educate parents about the risk factors for youth absenteeism and truancy
Send home messages before long breaks explaining the importance of being at school everyday.
Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns.
Implement rewards system for no tardies and attendance.
Implement Social-emotional learning curriculum in every classroom weekly.
Establish a RTI team to meet monthly and identify Tier 1 and Tier 2 students.
Provide PD to teachers on RTI strategies
Behavior Aide to support in implementing RTI

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)
13445.00	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

We focused on safety throughout the school year but not attendance.

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 were able to increase the number of radios on campus so that every space has one. We also modified and updated our safety protocols for a variety of scenarios. There is a need to focus on attendance moving forward.

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.

Implement a positive reward system for coming to school on time and daily.

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

By the end of the 2023-24 school year, all classroom emergencies supplies will be updated. Monthly drills will be held with a debrief after.

Identified Need

Classroom emergency supplies have not been updated in some time. We need to include food for each classroom and emergency flashlights for each classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Drill schedule		A monthly fire or lockdown drill will occur monthly
Classroom bin inventory		All classroom bins will be restocked and will include food.

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

Collaborate with SMPD regarding campus security, safety procedures, and school information.
Implement multiple means of communication during emergency situations.
Enhance Visitors Badges for identification, Increase Signage and Parent Reminders

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

Strategy/Activity

Monthly meetings of SME safety team
Dedicate A Monday time to drill and safety training
Inventory and restock all classroom bins

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)
1000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2022-23

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.

Some teachers implemented the mindfulness and SEL lessons in the classroom but it was not school wide. We also were not able to provide PD on the 16 proactive strategies to staff.

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

CWAS provided 1 intern counselors 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.

This goal is now only going to focus on safety needs and drills.

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
Increase % of parents attending in-person parent group meeting, campus event, and/or volunteering (through hours and field trips) to 35% of overall enrollment.
Provide monthly parent education meetings and with a 10% parent attendance rate.

Identified Need

COVID-19 has has an impact on the social-emotional development of our students. This is an area that both parents and teachers are having to grow and learn in how to better support their students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Training	48% of parents have been cleared as Level 1 volunteers	Increase % of parents agreeing that school/district encourages parent involvement to 100%
Parent Summit	6% of parents attended parent summit	25% of parents will attend parent summit

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

- Provide monthly to bi-monthly Parent Education opportunities
- Recognize volunteers service hours at open house and the volunteer luncheon

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)
940	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

We received a 100% community assistant from Districts funds. She has been able to process volunteers faster and consistently throughout the year. We also hosted the Parent Summit providing an educational opportunity to 40 parents.

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 were not anticipating the low engagement from parents as we returned back to "normal". Less parents are volunteering for PTA, AFB, SSC and other events that are being hosted by the school.

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.

Instead of having 1 parent education night, we will increase these to be monthly or bimonthly on focused topics.

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

Develop well trained teachers through site-based professional development and state level conferences.

- By the end of the 2024 school year, all teachers will have engaged in at least 1 round (2 days) of the teaching learning collaborative professional development in 1 content area.
- Teachers will self-select to be a lead teacher in a content area of their choice (ELA, Math, History, SS) and will be offered the opportunity to attend virtual or in-person conferences in their chosen area.

Identified Need

The opportunity to engage in professional learning does not often happen outside of A Monday's and district PD days. Teachers need to engage in learning that is relevant and timely for their growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Substitute calendar and PD days		
Attendance at conferences		

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

- Teaching Learning Collaborative for grade-level planning and refinement.
- Attend state level conferences.

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)
47216	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The library coordinator started late so she was not able to teach the digital citizenship lessons to students. That was done in the classroom with their regular teacher. Technology is used daily to enhance student learning.

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.

This goal will be changed to focus on specific teacher professional development.

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

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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)

Annual Review

SPSA Year Reviewed: 2022-23

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	$49555
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	$49555
Other State/Local Funds provided to the school	$130728

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	$48615
Title I Part A: Parent Involvement	$940

Subtotal of additional federal funds included for this school: $49,555

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)	$130728

Subtotal of state or local funds included for this school: $130,728

Total of federal, state, and/or local funds available for this school: $180,283

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	130728	0.00
Title I Part A: Allocation	48615	0.00
Title I Part A: Parent Involvement	940	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	1,000.00
LCFF Supplemental and Concentration (S/C)	130,728.00
Title I Part A: Allocation	48,615.00
Title I Part A: Parent Involvement	940.00

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
Dr. Jodi Marchesso	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
Bethany Covington	Classroom Teacher
Natasha Comer	Classroom Teacher
Vanessa Caulfield	Parent or Community Member
Ajeenah Abdus-Samad	Parent or Community Member
Melissa Accad	Parent or Community Member
Mark Garrett	Parent or Community Member
Crystal Czubernat	Parent or Community Member
Janna Kim	Parent or Community Member
Tamara Johnston	Parent or Community Member
Katie Wunderling	Parent or Community Member
Maureen Heintz	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
	State Compensatory Education Advisory Committee
	Departmental 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 May 24, 2023.

Attested:

	Principal, Jodi Marchesso on May 24, 2022
	SSC Chairperson, Vanessa Caulfield on May 24, 2022

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.

Educational Partner 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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019

Goal/Action	Strategy	Budgeted Amount	Fund
Goal 1	Intervention teacher to support acceleration	$48,615	Title 1
Goal 2	Library Coordinator to provide access to a variety of text types	$29,255	LCFF - Base
Goal 3	Behavior Specialist	$13,445	LCFF - S &C
Goal 3	Emergency Supplies for classroom	$1000	LCFF- Base
Goal 4	Monthly Parent Education Sessions	$940	Title I: Parent Involvement
Goal 2	Teacher Professional development	$47,216.36	LCFF- Supplemental
		Total: $140,471.36	

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2023-24 is as below:

School: Sierra Madre Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,795,513.00	9,623	$186.59	224	$41,795.17