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
Norma Coombs Elementary School	19-64881-1932409	May 23, 2022	June 29, 2023

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
- Comprehensive Support and Improvement

The Single Plan of Student Achievement (SPSA) is the Norma Coombs Elementary School (NCES)' commitment to the cycle of continuous improvement, and to ensure that all students succeed in reaching academic standards.

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.

The Norma Coombs Elementary School (NCES) SPSA was developed with meaningful collaboration with teachers, administrator, instructional Coach, and the parents of NCES students. This collaboration has led to the development of a plan of action that sets goals for improved academic performance. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The SPSA coordinates all educational services and applicable federal and state funding sources.

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

The following stakeholders were involved in the planning process for the annual review and update of the Norma Coombs Elementary School Plan for Student Achievement (SPSA):

1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas always include issues related to student academic achievement, opportunities for parental involvement, and goals. September 2022 - May 2023

2. School Site Council (SSC): Agendas and minutes of the meetings reflect monthly analysis of data and how it informs our goals, progress and instructional decision making. September 2022 - May 2023

3. Parent Teacher Student Association (PTSA): Collaborative input on developing more positive behavior and student aware recognition and social emotional learning through ceramics/art and mindfulness during monthly meetings and as-hoc meetings with the Principal, September 2022 - May 2023

4 .African-American Parent Council (AAPC): Principal met with parents monthly to review goals and activities that focused on African American student development Sept 2022 - May 2023

5. Teachers reviewed the proposed SPSA goals and offered feedback on what they would like to see as it relates to school wide academic focus for the 2023-2024 school year. "A" Monday's Sept 2022 - May 2023

Resource Inequities

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

For the 2023- 2024 School Year, Norma Coombs Elementary School will receive $ 9,370 in Unrestricted funds, $_____37,424____ Title 1 Site Allocation, and $____49,812_____ from the LCAP Site Allocation, $1,053_____ Parent Involvement; in addition, the Central office will fund 1.0 Instructional Coach, 1.0 Wellness Teacher, 1.0 Intervention Teacher, and approximately 540 hours per year for our noon / instructional aides

School Vision and Mission

Vision: Through collaboration, innovation and literacy, Norma Coombs ignites the artistic and intellectual creativity of each student with visual and performing arts, music, technology, and engaging academic instruction.
Mission: "Celebrate resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the impossible, build futures, appreciate partnerships and proud to be a Lion."

School Profile

Norma Coombs Elementary School, located in the northeast section of Pasadena, adjacent to Victory Park, is one of 13 elementary schools in the Pasadena Unified School District. Norma Coombs is a choice school, where families apply through the district's open enrollment process for a permit to attend. There are 339 students currently enrolled in grades TK-5, with a little over 60% of them qualifying for free and reduced lunch. Norma Coombs has a beautifully diverse student population, ethnically, socio-economically and linguistically, resulting in a rich cultural school community. Of the 339 students enrolled, the Norma Coombs Language Census Report reveals that the following languages are spoken in the homes of Norma Coombs Elementary School: English, Spanish, Armenian, Japanese, Mandarin, and Cantonese Korean.

Significant demographic groups:
60 % Hispanic
20 % African American
15 % White
5% Asian

62.5% Socio-economically disadvantaged
21% English Learners
10% Special Education
2% Foster Youth

Norma Coombs Elementary school provides the following staff and facilities to meet the needs of our students:

3 Special Day Class Teachers (Grades Pre-K, K-2 and Grades 3-5)
15 Regular Education Teachers (Grades TK-5)
1-Transitional Kindergarten
2-Kindergarten Classes
2-First Grade Classes
2-Second Grade Classes
2-Third Grade Classes
1 Fourth Grade Classes
1 Fourth / Fifth Grade Class
1 Fifth Grade Class
1 100% Principal
1 100 % Resource Specialist Program Teacher
1 100 % Instructional Coach
1 100% Wellness Teacher
1 100% Intervention Teacher

2 50% Speech Teachers
1 40 % School Psychologist
1 20% Nurse
1 100% Health Clerk
1 Office Manager
1 100% Clerk Typist
1 100% Community Assistant
1 Cafeteria Manager and 2 assistants
1 Head Custodian and 1.5 Evening Custodians
8 Special Education Instructional Aides
1 40% Instrumental Music Teacher
1 Therapist through Pasadena Mental Health
4 Campus Aides
LEARNs Before and After School Program
After School Adventures Program
Kempo Karate After School Program
PALS After School Program
CS Impact Coding Program
Ceramics and Mindfulness Program
Music Program
Choir Program
Innovation Club
My Masterpieces
Children Investigate the Environment

Under Measure TT, Norma Coombs began construction of two (2) new buildings during the summer of 2017. The new buildings are the main offices, Health office, six new classrooms and two restrooms. Construction was completed in 2018

We have an outstanding teaching core. They are a veteran, and well-trained staff in teaching that impacts student learning. NCES is one of the few schools in the district in which every teacher has a full credential

Our primary instructional focus is building and improving reading and literacy skills. Areas of emphasis include Reading, Writing, Listening, Speaking and Viewing. We will accomplish this through implementing a balanced literacy framework to include:
Reading Aloud (Modeled Reading) Modeled or Interactive Writing
Shared Reading Shared Writing
Guided Reading (Reading Workshop) Guided Writing (Writing Workshop)
Independent Reading Independent Writing
Conferencing
Students work in small group in class as well as through targeted pullouts with the intervention team

Our Wellness teacher leads our social emotional learning at NCES. We have implemented restorative justice techniques which has significantly reduced our suspension rates. In the 2023-2024 school year we will be using the second step program for our social emotional program. These will be taught by the Wellness Teacher who will go into the classroom and work directly with students.

Our Computer Science Immersion Program provides classes that ensures every student develops the conceptual knowledge and skills necessary to responsibly and productively participate in a digital world.
Ceramics/Art Classes, including Mindfulness activities address and manage student emotional learning and encourages students to be in school every day in an environment that is safe, caring, and conducive to learning.

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	0.3%	0.33%	0%	1	1	0
African American	18.8%	13.20%	14.29%	65	40	42
Asian	0.6%	0.99%	1.36%	2	3	4
Filipino	2.6%	1.98%	1.7%	9	6	5
Hispanic/Latino	59.8%	63.70%	67.35%	207	193	198
Pacific Islander	0.3%	%	0%	1		0
White	12.7%	14.19%	10.2%	44	43	30
Multiple/No Response	4.3%	4.29%	4.08%	15	13	12
			Total Enrollment	346	303	294

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	59	65
Grade 1	49	50	44
Grade 2	48	43	54
Grade3	57	43	39
Grade 4	63	54	43
Grade 5	68	54	49
Total Enrollment	346	303	294

Conclusions based on this data:

1. There was a gradual decline in enrollment in all grades since 2017.
2. Kindergarten had the largest decline of 11 students from 2019-2020.
3. There was a decrease in enrollment of 31 students from 2018 to 2019

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	57	57	52	16.50%	18.8%	17.7%
Fluent English Proficient (FEP)	38	42	34	11.00%	13.9%	11.6%
Reclassified Fluent English Proficient (RFEP)	7			12.3%		

Conclusions based on this data:

1. There was a significant decreased in students who were Reclassified Fluent English Proficient almost 16% from 2018 to 2019
2. There was a gradual decline of English Learners from 2017 to 2019
3. Most of our English Learners are classified as English Learners at 17.5%, further supporting the need for students to receive designated ELD instruction in small group.

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	54	37		0	35		0	35		0.0	94.6	
Grade 4	61	53		0	52		0	52		0.0	98.1	
Grade 5	66	53		0	51		0	51		0.0	96.2	
All Grades	181	143		0	138		0	138		0.0	96.5	

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		2375.			14.29			14.29			14.29			57.14	
Grade 4		2464.			25.00			21.15			26.92			26.92	
Grade 5		2506.			23.53			29.41			25.49			21.57	
All Grades	N/A	N/A	N/A		21.74			22.46			23.19			32.61	

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		14.29			60.00			25.71	
Grade 4		21.15			57.69			21.15	
Grade 5		21.57			60.78			17.65	
All Grades		19.57			59.42			21.01	

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		2.86			37.14			60.00	
Grade 4		15.38			71.15			13.46	
Grade 5		19.61			54.90			25.49	
All Grades		13.77			56.52			29.71	

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		8.57			77.14			14.29	
Grade 4		15.38			71.15			13.46	
Grade 5		11.76			70.59			17.65	
All Grades		12.32			72.46			15.22	

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		8.57			57.14			34.29	
Grade 4		9.62			71.15			19.23	
Grade 5		17.65			64.71			17.65	
All Grades		12.32			65.22			22.46	

Conclusions based on this data:

1. There is evidence that Reader's and Writer's Workshop need to be taught with greater fidelity in small differentiated groups focusing on Research and Inquiry.
2. A little over half of all 4th grade students did not meet standard in ELA overall at 58.21% in 2019.
3. There was an increase of 5% students who did not meet ELA standard overall from 2018 to 2019

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	54	37		0	36		0	36		0.0	97.3	
Grade 4	61	53		0	50		0	50		0.0	94.3	
Grade 5	66	53		0	50		0	50		0.0	94.3	
All Grades	181	143		0	136		0	136		0.0	95.1	

* 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		2364.			5.56			13.89			25.00			55.56	
Grade 4		2468.			24.00			22.00			26.00			28.00	
Grade 5		2498.			24.00			16.00			32.00			28.00	
All Grades	N/A	N/A	N/A		19.12			17.65			27.94			35.29	

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		13.89			44.44			41.67	
Grade 4		36.00			32.00			32.00	
Grade 5		28.00			36.00			36.00	
All Grades		27.21			36.76			36.03	

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		5.56			27.78			66.67	
Grade 4		18.00			50.00			32.00	
Grade 5		22.00			54.00			24.00	
All Grades		16.18			45.59			38.24	

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		8.33			44.44			47.22	
Grade 4		30.00			42.00			28.00	
Grade 5		14.00			60.00			26.00	
All Grades		18.38			49.26			32.35	

Conclusions based on this data:

1. There was a 15% increase in students who did not meet standard overall in math
2. There was a 10% decrease in students meeting standards in Problem Solving and Modeling/Data Analysis. This is an area where teachers need to focus by unpacking the problems.
3. The greatest need for direct explicit instruction is in Communicating Reasoning/Supporting Mathematical Conclusions due to an 8.27 % increase in students below standards.

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	*	*		*	*		*	*		6	7	
1	*	*		*	*		*	*		9	5	
2	*	*		*	*		*	*		10	4	
3	1497.0	*		1503.7	*		1489.7	*		15	8	
4	1495.7	1506.4		1495.6	1513.4		1495.4	1498.5		16	11	
5	*	1511.0		*	1511.0		*	1510.6		7	14	
All Grades										63	49	

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	*	*		*	*		*	*		*	*		*	*	
3	13.33	*		40.00	*		46.67	*		0.00	*		15	*	
4	6.25	9.09		37.50	54.55		37.50	36.36		18.75	0.00		16	11	
5	*	14.29		*	28.57		*	21.43		*	35.71		*	14	
All Grades	12.90	6.12		38.71	34.69		40.32	34.69		8.06	24.49		62	49	

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	*	*		*	*		*	*		*	*		*	*	
3	40.00	*		46.67	*		13.33	*		0.00	*		15	*	
4	37.50	36.36		18.75	45.45		31.25	18.18		12.50	0.00		16	11	
5	*	35.71		*	21.43		*	21.43		*	21.43		*	14	
All Grades	32.26	24.49		37.10	34.69		22.58	18.37		8.06	22.45		62	49	

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	*	*		*	*		*	*		*	*		*	*	
3	6.67	*		13.33	*		66.67	*		13.33	*		15	*	
4	0.00	0.00		25.00	9.09		37.50	63.64		37.50	27.27		16	11	
5	*	7.14		*	14.29		*	35.71		*	42.86		*	14	
All Grades	8.06	2.04		25.81	16.33		45.16	44.90		20.97	36.73		62	49	

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	*	*		*	*		*	*		*	*	
3	26.67	*		73.33	*		0.00	*		15	*	
4	25.00	54.55		50.00	27.27		25.00	18.18		16	11	
5	*	21.43		*	64.29		*	14.29		*	14	
All Grades	17.74	30.61		72.58	51.02		9.68	18.37		62	49	

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	*	*		*	*		*	*		*	*	
3	46.67	*		53.33	*		0.00	*		15	*	
4	43.75	36.36		43.75	63.64		12.50	0.00		16	11	
5	*	42.86		*	35.71		*	21.43		*	14	
All Grades	43.55	26.53		46.77	51.02		9.68	22.45		62	49	

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	*	*		*	*		*	*		*	*	
3	6.67	*		53.33	*		40.00	*		15	*	
4	6.25	0.00		50.00	54.55		43.75	45.45		16	11	
5	*	7.14		*	57.14		*	35.71		*	14	
All Grades	12.90	6.12		54.84	51.02		32.26	42.86		62	49	

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	*	*		*	*		*	*		*	*	
3	21.43	*		64.29	*		14.29	*		14	*	
4	0.00	9.09		68.75	81.82		31.25	9.09		16	11	
5	*	14.29		*	42.86		*	42.86		*	14	
All Grades	13.56	8.16		71.19	59.18		15.25	32.65		59	49	

Conclusions based on this data:

1. 37.10% of our English Learners scored at level 3 overall on the 2019 EL PAC Assessment.
2. Our English Learners decreased by 20% from 43.94 to 35.48, but remained at Level 4 in Oral Language on the 2019 EL PAC.
3. English Learners decreased by almost 50% on Level 4 in Written Language on the EL PAC from 2018 TO 2019

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**
303	**76.6**	**18.8**	**0.7**
Total Number of Students enrolled in Norma Coombs 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	18.8
Foster Youth	2	0.7
Homeless	8	2.6
Socioeconomically Disadvantaged	232	76.6
Students with Disabilities	54	17.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	13.2
American Indian	1	0.3
Asian	3	1.0
Filipino	6	2.0
Hispanic	193	63.7
Two or More Races	13	4.3
Pacific Islander		
White	43	14.2

Conclusions based on this data:

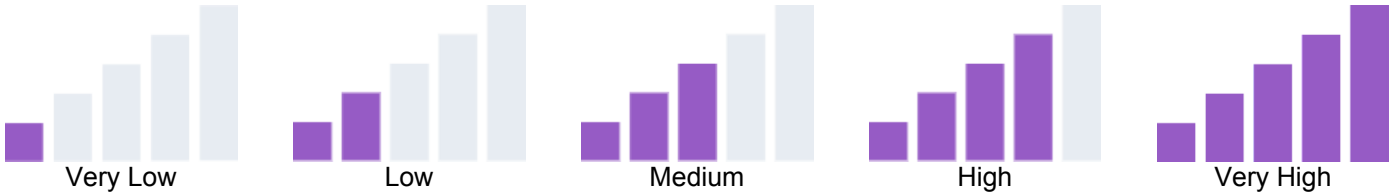
1. Two-thirds of our students are socio-economically disadvantaged and this percentage has remained consistent over the past five years. The staff and programs supported by Comprehension Support and Improvement will benefit the students academically and social emotionally.
2. Almost 20% of our population are English Learners. More effort needs to be made to "Close the Achievement Gap".
3. We have a very diverse campus with all student groups moving in a positive direction.

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: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Persistent, consistent interventions and strategies are needed for students with chronic absenteeism. Our African-American subgroup has the highest rate of absenteeism which put them in the "Red" level. LCAP Goal 2 has strategies to support all students

2. Persistent, consistent interventions and strategies are needed for students in Mathematics. Students with Disabilities, African American students, English Learners and Hispanic Students have the highest rate which puts them in the "Red" and "Orange" status.

3. Persistent, consistent interventions and strategies are needed for students in English Language Arts. Students with Disabilities and English Learners have the highest rate putting them in the "Orange" status.

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).

This section provides number of student groups in each level.

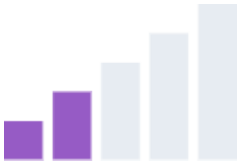
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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
Low	Low	No Performance Level
15.0 points below standard	47.9 points below standard	1 Student
133 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	24.0 points below standard	131.9 points below standard
	112 Students	26 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 71.8 points below standard 20 Students		No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 17.3 points below standard 83 Students	No Performance Level 5 Students		No Performance Level 44.4 points above standard 20 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**
74.1 points below standard 30 Students	2.7 points above standard 11 Students	8.2 points below standard 78 Students

Conclusions based on this data:

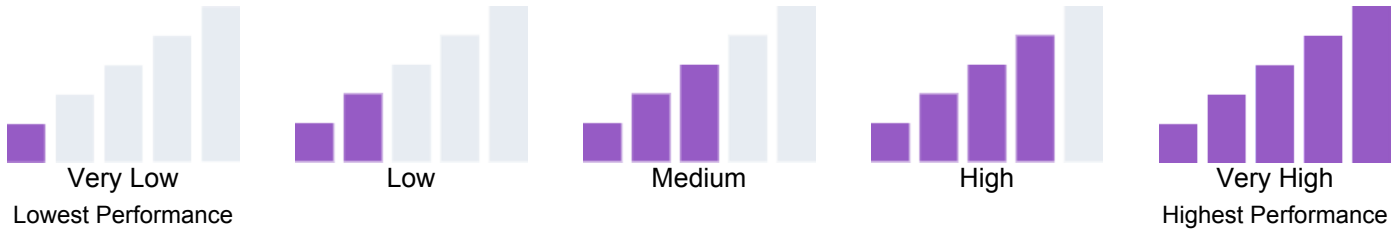
1. Socio-economically Disadvantaged, Hispanics and African American student groups increased to Yellow contributing to all students maintaining their Orange status with a -0.3 difference from the prior year.
2. Even though Students with Disabilities had the greatest distance from met at 75.3 points below standard, they still made improvements from the prior year at 89.2 points below standard.
3. Our socio-economically disadvantaged group made the biggest jump of 12.9 points "closing the achievement gap" from the prior year.

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).

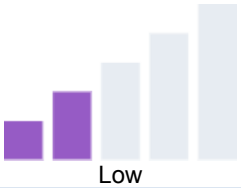


This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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**
Low 34.1 points below standard 131 Students	Low 59.6 points below standard 41 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 3 Students	Low 49.6 points below standard 111 Students	No Performance Level 141.5 points below standard 26 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 84.3 points below standard 20 Students		No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 44.9 points below standard 81 Students	No Performance Level 5 Students		No Performance Level 37.6 points above standard 20 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**
86.4 points below standard 30 Students	13.3 points above standard 11 Students	30.9 points below standard 77 Students

Conclusions based on this data:

1. Our students with disabilities is a concern because they declined significantly to Red by -25.1 points from the prior year. Small group instruction, mini lessons and conferencing is key to meeting their needs.
2. English Learner subgroup made the largest decline by -28 points from the prior year, but maintained "Orange" status. Designated ELD is critical during small group instruction.
3. The only student group above standard decreased by -14.7 points from the prior year. All students need to receive intervention in each domain of mathematics.

School and Student Performance Data

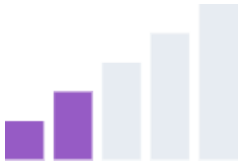
Academic Performance
English Learner Progress

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



Low

39.5 making progress towards English language proficiency

Number of EL Students: 38 Students

Performance Level: 2

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
23.7%	36.8%	0.0%	39.5%

Conclusions based on this data:

1. Continued focus on ELA designated ELD instruction and small group intervention for English learners is contributing toward increased levels of proficiency in ELA.
2. Language support has had a positive impact on math achievement, especially in being able to read and comprehend the directions as well as the word problems.
3. The achievement of our English Learners in ELA has a positive affect on chronic absenteeism rates.

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. The elementary years set the foundation and the building blocks for good habits for middle and high school.
2. The areas where we have the most challenges are chronic absenteeism. It is the perfect indicator of preparedness for college and career.
3. The skills needed for being prepared lie within the indicators for all student groups.

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.

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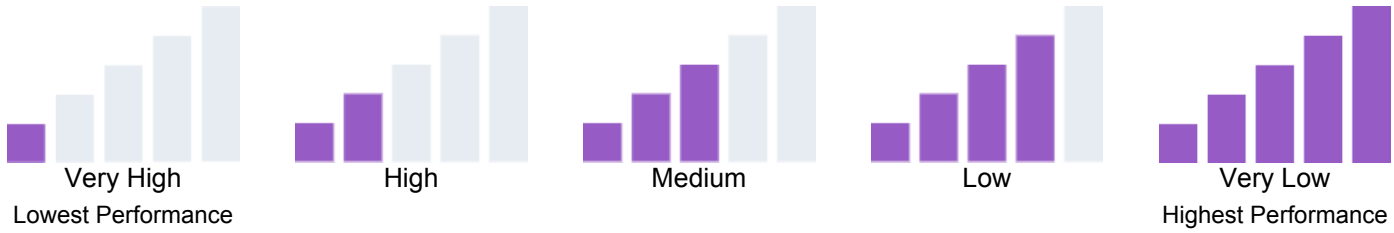


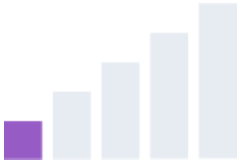
This section provides number of student groups in each level.

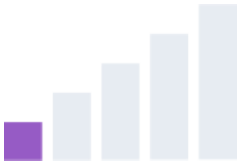
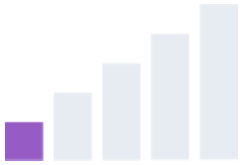
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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**
Very High	Very High	No Performance Level
52.4% Chronically Absent	44.8% Chronically Absent	Less than 11 Students
309 Students	58 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	56.4% Chronically Absent	55.6% Chronically Absent
8 Students	243 Students	63 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
59.5% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
42 Students	1 Student	3 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
57.3% Chronically Absent	56.3% Chronically Absent		23.8% Chronically Absent
199 Students	16 Students		42 Students

Conclusions based on this data:

1. Our African American student group had the largest increase from 17.7% to 24.2%, a difference of 6.5% in chronic absenteeism last year, resulting in the very high status level, Red.
2. Our students with disabilities had the largest decrease from 17.7% to 16%, a difference of -1.7% in chronic absenteeism last year, resulting in a high decline status, Yellow.
3. Daily monitoring and monthly meetings with families to reduce tardies, absences and early pick ups must implemented to turn this trend around. It can only result in high achievement

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. Chronic Absenteeism must be reduced in elementary school to increase graduation rates in high school.
2. Suspension rates must be reduced in elementary school to increase graduation rates in high school.
3. ELA and Math proficiency must be increased in elementary school to have positive graduation rates in high school.

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

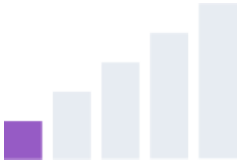
Very High	High	Medium	Low	Very Low
1	2	2	0	1

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
High	Very Low	No Performance Level
3.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
321 Students	62 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	4.4% suspended at least one day	3.1% suspended at least one day
9 Students	252 Students	65 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very High	No Performance Level	No Performance Level	No Performance Level
11.9% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
42 Students	1 Student	3 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level		Medium
1.5% suspended at least one day	11.8% suspended at least one day		2.1% suspended at least one day
204 Students	17 Students		48 Students

Conclusions based on this data:

1. Student social/emotional support during extracurricular activities and unstructured time time must be carefully planned and intentional to decrease suspension rates for every student group.
2. African American suspension rates were the highest, but with restorative justice practices shifts the focus of discipline from punishment to learning and from the individual to the community, all students can experience success.
3. English Learner student group had the lowest suspension rate and are in the Green status. They are also the group with over 58% in making progress towards English Language Proficiency.

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 four 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

Students will increase their math scores in all four domains by 10%

Identified Need

I-Ready Math Diagnostic 2 data shows the following:

30% of students are proficient according to Diagnostic 2 (Spring) data

37% of Kindergarten students are proficient
30% of first graders are proficient
17% of second grade student are proficient
29% of third graders are proficient
18% of fourth graders are proficient
50% of fifth grader are proficient

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 iReady Math Diagnostic 2 All Students	30% of students are proficient according to Diagnostic 2 (Spring) data 37% of Kindergarten students are proficient 30% of first graders are proficient 17% of second grade student are proficient 29% of third graders are proficient	Kindergarten will increase by at least 13% from 37% to 50% proficiency or higher First grade will increase by at least 15% from 30% to 45% proficiency or higher Second grade will increase by at least 20% from 17% to 37% proficiency or higher Third grade will increase by at least 20% from 29% to 49% proficiency or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18% of fourth graders are proficient 50% of fifth grader are proficient	Fourth grade will increase by at least 20% from 18% to 38% proficiency or higher Fifth grade will increase by at least 15% from 50% to 65% proficiency or higher
progress reports	% of students with C or lower in math related standards	decrease in the % of students receiving a C or lower

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 ATSI students which are White students, African-American Students and students with disabilities as well as English Learners

Strategy/Activity

Professional development around math intervention on "A" Mondays
Provide students with focused intervention during the day
Explicit teaching and increase academic language
Analyze iReady assessment data and use the analysis to drive instruction/intervention and student groupings
Time for teachers to collaborate by grade level
More time to analyze data for areas of strengths/weaknesses after assessments to get ready for CAAASP
Will provide targeted after school support for specific students after school

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)
18196	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including ATSI students which are White students, African-American Students and students with disabilities as well as English Learners

Strategy/Activity

Activity: We will use the workshop model in class to work with students in a small group setting
Activity: Instructional coach will pull small groups of students on a daily basis in grades 3-5.
Students will use the Mystery Science program as an alternate resource for exploring science

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)
1695	Title I Part A: Allocation

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.

The budgeted items will be used to specifically to assist students in this goal through our intervention department as well as small group in the classroom.

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.

Students will be identified and selected for intervention based on their diagnostic 1 iReady test scores as well as their prior year SBAC results. Students will be prioritized for intervention based

on if both data sets show the student may not meet grade-level mastery for their current grade level.

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 2

Chronic absenteeism and tardies will decrease for all students for the 2023-2024 school year
NCES will raise our monthly attendance from 93% t0 97%

Identified Need

Chronic Absenteeism issues

52.4% of students are chronically absent (according to the 2022 California Dashboard)

Improved Chronic Absenteeism by all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism for All Students Chronically Absent African American Students 42 Hispanic or Latino 199 English Learners 58 Socioeconomically Disadvantaged 243 Students with Disabilities 63 White 42	Overall Attendance Average by Student Group for 2022-2023 93.40% District Average is 93.43% Chronically Absent African American 59.5% English Leaners 44.8% Hispanic or Latino 57.3% Socioeconomically Disadvantaged 56.4% Students with Disabilities 55.6% White 23.8%	Increase Attendance of Students who are African American by 10% Increase Attendance of Students who are Hispanic or Latino by 10% Increase Attendance of students with Disabilities by 10% Increase Attendance of Students who are White by 5% from 92.79% to 97%
Average Monthly Attendance Rate 93.40%		Increase average weekly attendance % school wide until 97% or better is achieved.

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 African American, Students with disabilities English Learners and Hispanic/Latino student groups.

Strategy/Activity

Families are informed about the seriousness of their child's attendance status early in the school year
Scheduled monthly SART conferences are held for families who have 10 or more tardies within a month and/or 5 or more absences within a month to review data.
A focused plan will be created as parent, student and staff work together to ensure better attendance.
Community Assistant trouble shooting for distance learning participation, general school attendance and distance learning material distribution to community.

Student Success Team meetings for families setting strengths, concerns, intervention desired outcomes, actions plans and brainstorming strategies
Counselor from CWA to participate in meetings for families who struggle with attendance
Develop SART contract for families
Utilize SARB system for the severely chronically absent students
MTSS team meets monthly to identify problems, discuss attendance data, supports, interventions and actions taken with the family.
The community assistant will support the MTSS Committee in conducting a root cause analysis for the tardies, absences and early pick ups.

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)
500	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including African American,American Indian or Alaskan Native and Hispanic/Latino student groups

Strategies to increase student attendance and decrease chronic absenteeism.

Strategy/Activity

Implement individual, class or school wide incentives for the most improved or highest growth in positive attendance percentage.

Attendance Leadership Assembly once a month on Monday to celebrate attendance data

Utilize Attendance Awareness Month (September) to inform families of the importance of attending school regularly. Stress this during the weekly announcement to parents
"Back to School Night" discuss the importance of consistent attendance as well as coming to school on time (tardies). Impress on parents the connection between good attendance and good educational outcomes
1. Meeting with parents at the beginning of the school year
2. Attendance assemblies every other month to recognize perfect attendance
3. Recognize individual classes with a pizza party who has the best attendance on a semester basis
4. Schedule: Fall and Spring semester celebrations for students who have perfect or near perfect attendance

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.

We were able to raise the overall attendance this school year from 89% to roughly 93% for the school year. We would like an overall goal of 97% monthly 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.

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 # 3

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

I-Ready Reading Diagnostic 2 (Winter) in 2022-2023 for students K-5th, will increase in all domains by 10%.

Increase in targeted delivery of ELA interventions

Identified Need

NCES students are 15 points below state average in ELA (according to the California Dashboard 2022)

44% of students grades K-5 are proficient in ELA (iReady Diagnostic 2)

All students will raise their ELA scores by 10% measured by the iReady data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic 2 All Students	Academic year 2022-2023 iReady Diagnostic 2 Proficiency Levels: Kindergarten = 50% First grade = 31% Second grade = 31% Third grade = 75% Fourth grade = 31% Fifth grade = 52%	On i-Ready Diagnostic 2, students in grades 1st - 5th improve in 2022-2023 by 10% overall. Kinder students will participate in Diagnostic 2 testing. First grade will increase 12% from 38% to 50% Second grade will increase 12% from 31% to 43% Third grade will increase 10% from 65% to 75% Fourth grade will increase 12% from 31% to 43% Fifth grade will increase 10% from 52% to 62%

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 students with disabilities, English Learners and African American and White students.

Strategy/Activity

NCES will use the following strategies to increase our ELA scores:

Small group pull out for grades K-5 utilizing our intervention department and classroom teachers identified small groups of students will be pulled out for intervention 3 days per week for 45 minutes at a time
More teachers will begin to implement the workshop model with support from the instructional coach
Intervention, coaching and PD provided by instructional coach and intervention teacher
We will use ESSER III funds to hire one project aide and one hourly certificated sub to support student in small group intervention
Instructional Coach communicates weekly curriculum and instructional updates to teachers and staff using a SMORE.
Specific students will attend Lit Camp over the summer

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)
25246	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including students with disabilities, English Learners and African American students.

Strategy/Activity

NCES will implement PD as well as extend students school year

Teachers with the assistance of the instructional coach will analyze assessment data and use the analysis to drive instruction, intervention and student groupings
Classroom observations with timely feedback from administrator and instructional coach
Time for teachers to collaborate in grade level and vertical teams
Teachers will hold "data chats" with their students twice a year to help students understand their progress and areas of growth needed to achieve grade level mastery
Provide support in the summer in the form of Literature Camp so students can stay on grade level and receive continuing their education extended into the summer
Will hire teachers to provide after school support for students

Will hire five teachers and one project aide for the Lit Camp program over the summer
Will hire one behavior assistant to work over the summer for support during Lit Camp

Interactive read alouds, News ELA and LEXIA will be used to develop literary and informational text comprehension
Will provide professional development for teachers with NEWSELA and LEXIA during the school year

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)
10500	Title I Part A: Allocation
7000	Title I Part A: Allocation
902	LCFF Supplemental and Concentration (S/C)
2000	LCFF Supplemental and Concentration (S/C)
16200	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.

Two grade level met their goal in ELA as written in the last SPSA. Third grade was expected to go to 49% and went to 65%. Fifth grade wanted to go to 47% and went to 52%. NCES had the highest gains for student in PUSD between diagnostic 1 and diagnostic 2 of iReady.

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 # 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

Students and families are just returning to school "in full" and students still need social emotional support. Students will feel safe and supported at school. Students will have at least one adult that they feel they can speak with and trust on campus.

Identified Need

Students have come back to full time learning and their is still some social emotional challenges especially for our students who experiences TK, Kinder and First grade at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy kids survey Log kept by Wellness Teacher of students who visit him Log kept by school Health Clerk of students who visit the Health Office	Students and families are still facing challenges coming out of the pandemic and this goal and supports listed below will help address some of those issues	Since our suspension rate has improved (that was written on 2021-2022 SPSA, we want every student at NCES to feel welcomed, respected and safe on campus.

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 Students with disabilities and African American Students, Latino students and White Students.

Strategy/Activity

Wellness Teacher will make classroom visits once a week

Wellness Teacher will teach the "Second Step" program which will give students lessons on how to deal with SEL situations

We will have a "Wellness Wednesday," where the Wellness Teacher will have a theme school wide Students will have a myraid of individuals to connect with on staff as part of our RTI program. Including, but not limited to:
Campus aides
behavioral aides
project aides
classroom teacher
wellness teacher
office staff

All adults on campus will be ready to engage with all students

Staff went through SEL training this year entitled "All It Takes." Which gave us strategies on empathy and relating to students.

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)
74825	LCFF Supplemental and Concentration (S/C)
4300	LCFF Supplemental and Concentration (S/C)

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

Behavior expectations are implemented and referrals to the main office will decrease.

Teachers will continue with "All IT Takes" training
Staff will embark on anti-racism training
students who come to the summer program will have SEL support in the form of Project Aide / Behavior Assistant
2 Project Behavior Aides and 2 Recreational Aides will be trained to work with students in small social groups, helping them to make good choices when interacting with their peers.
Staff will attend meetings and trainings to implement interventions.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students including Students with disabilities and African American Students

Strategy/Activity

Teach students self regulation strategies when struggling with controlling emotions in situations on campus. A student's ability to manage their emotions helps every student avoid spending too much time in emotional, reactive states. This form of emotional management allows students to act in accordance with values and beliefs rather than emotionally react to external stimuli and thus avoid negative disciplinary interactions, including suspensions. Norma Coombs looks to focus on a multi-pronged approach to social emotional development and self-regulation.

Art, as an introspective and expressive endeavor, encourages emotional processing and the kind of active and productive healing that supports self regulation. Ceramics is a NCES signature program.
Interactive specialty physical education curriculum supports improved classroom behavior and self regulation among school-age children, including those with social and emotional disabilities.
In a dedicated calming space, students engage in activities that will help them practice emotional self regulation skills and receive a chance to adjust negative behaviors before engaging in traditional disciplinary practices such as suspensions. This space will be designed to be relaxing and peaceful and include centers for students to journal, practice mindfulness, participate in art activities, read about coping skills, and experience other activities that will promote resilience.

Literacy/Wellness Center: funded by PEF schoolwide grant $3996
Students will have access to in person and virtual wellness support to develop the students social emotional learning.
The center will help promote a positive school climate by providing social emotional support.
The Literacy/Wellness Center will positively impact the physical and mental health of our students by lowering stress/anxiety.
A key aspect of the Literacy and Wellness Lounge is a design that ensures that students feel safe and supported while igniting exploration.
The connected spaces, calming colors and unique furnishings will help transform a space into a vibrant school community where students can seek refuge, thrive, and learn.

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)
500	Unrestricted

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.

Still working on the Literacy Center (Strategy 3), this year we have to relocate the room to another space on campus to make way for our new TK classroom.

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 # 4

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

Goal 5

Would like more participation from our parents on school committees and participating in school events

Utilize the "Back to School" Event in August 2023 to communicate and set high expectations for involvement and participation from families.
Families will take a survey Panorama
*School-family Partnerships in Social-Emotional Learning

Parents will receive a school calendar and sign up for a committee, school event, and/or school fundraiser to participate in during the school year.
Families will attend a short on going assembly in the auditorium about attendance and the importance of coming to school every day on time.
By the first Trimester, 80% of NCES families will register to access Aeries Parent Portal
By the second Trimester, 85-90% of NCES families will register to access Aeries Parent Portal
By the first Trimester, 95% of NCES families will receive the weekly schoolwide phone blast, email, text and monthly newsletter sent out by the principal.
60% of NCES Parents will attend two Family Information Nights, two school events/fundraisers and two holiday programs/celebrations

Identified Need

Less than 71% of our families are registered on Aeries Parent Portal.
Less than 60% of our families are involved in Community Building events and workshops such as, Community Health Action Mental Perseverance (CHAMP) workshop, Parent workshops and trainings
Less than 30% of our families attend the monthly Coffee With the Principal, African American Parent Council Meetings, School Site Council Meetings, English Language Advisory Council Meetings and Parent Teacher Student Association
Continue to keep a pulse on scheduled events, activities and fundraisers that can be taxing on parents resources and time by ensuring the NCES Calendar reflects a healthy balance of activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents registered to access Parent Portal in Aeries	By August 2021, 70% NCES parents received Aeries Parent Portal due to Community Assistant helping parents to	The expected outcome is 80% of NCES will be registered on Aeries Parent Portal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	sign up in workshops and one on one help in the main office.	
Variety of Families Participated in School Committees, many for the first (all committees were in compliance) Families participated in school events and fundraisers Tournament ofRoses Parade Parking	Teacher Appreciation Celebration participation Black History Month nightly program (AAPC) Fall Movie Night (PTSA) Open House Music and Art Event Spring Fling Event PTSA and Annual Fund Fundraisers Movie Night (PTSA) Valentines' Day Dance (AAPC)	The expected outcome is 65% of our families will participate in school committees, family events and fundraisers
PEN Calendar communicated to parents School Tour Coffee With the Principal Young and Healthy Parenting Classes Family Engagement and Resources Events emailed to community weekly	Community Assistant facilitated parent university/trainings listed on Master Calendar	The Master Calendar lists all parent university and trainings
Volunteer Log	Due to the pandemic, parent were not allowed on the school campus since March 2020 to May 2022	2023 Volunteer log is evidence of greater percentage of parent names and number of hours showing parent participation in volunteering on the school campus.
		By 2023, Increase active parent portal accounts to 100%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategies for increasing parent/teacher use of Aeries Parent Portal.

Strategy/Activity

Community Assistant will continue training parents to use Parent Portal.
At Back to School Night, Open House, and other school-wide events, invite parents to sign up for access to Parent Portal.
Ask parent groups to refer to the Parent Portal on their agendas at their regularly scheduled meetings: PTSA, AAPC, ELAC, SSC, Coffee With the Principal
Investigate and find the families who do not have access to Parent Portal and invite them to sign up.
Teach and show parents how to access their child's report cards and messages from the school on Parent Portal
Community Assistant will engage with families giving them language support, information, training, distribute instructional materials and supplies
Poster maker provides a way to communicate events, fundraisers, academic achievement, student's social-emotional progress and visual representations of our signature programs such as coding, ceramics and music to our families and educational leaders

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)
10356	Title I Part A: Allocation
924	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students:

Strategies for increasing awareness and understanding of the CS Impact Science Immersion Program (Coding), Ceramics Program and how they support NCES students. These programs are considered to be unique offerings specific only to NCES. We are an elementary school who offers unique electives to all of our students.

Strategy/Activity

To engage all parent groups in the summer by holding a joint meeting between PTSA, AAPC, Annual Fund and ELAC.
Parent volunteer training on Coding Immersion Program: It will provide families with the information, training, and school resources needed to empower them to be supportive partners in the development of the skills needed to successfully understand the systems and language Coding Immersion Program uses to build and design programs.
Hold a Family Coding Night and invite professionals in the career to teach families the current trends in coding.

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)
	Title I Part A: Parent Involvement
	Title I Part A: Allocation

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 # 6

Students will demonstrate grade level knowledge in all core subjects and graduate in four 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 6

At least 50% of English Learners will be making progress towards English language proficiency (According to the California Dashboard)

Identified Need

39.5% of NCES English Learners are making progress towards English Language proficiency

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment Diagnostic 2 (ELA)	On the 2022 California Dashboard only 39.5% of NCES English Learners are making progress towards English proficiency compared to 50.3% of English Learners statewide. NCES English Learners are 86.4 points below standard in math as well(30 students)	25% of NCES EL students will reclassify by the endo of the 2023-2024 school year up from 10% 50% of English Learners will make progress towards ELA proficiency up from 39%)
	On the 2022 i-Ready English Language Arts/Literacy Assessment Diagnostic 2 Assessment, 47% of the students in grades K-5 are on or above grade level in all four domains. Since the Hispanic subgroup is 63% of the school population and the African American population is the next largest subgroup at 18%, these groups are good indicators of	In 2022-2023 on the iReady (English Language Arts/Literacy) Diagnostic 2 Assessment ,English Learner students will show an increase in growth by 15% in all four domains on the i-Ready diagnostic assessment. This will result in an increase from 40% to 55% for Hispanic students scoring on or above standard in all four domains in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"closing the achievement gap" when compared to all students.	order to "narrow the achievement gap."

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

Strategies that will improve instruction towards closing the gap and ensuring greater academic success.

Strategy/Activity

English Learners will meet in small groups by grade level for intervention with the reading and intervention teacher to include Math, Science, ELA and English Language Development.
The California English Learner Roadmap Policy will help guide us through the process
To look at specific strategies that will assist our students to reclassify on the ELPAC
Focus on vocabulary (schoolwide) but specifically with our English Learners to discuss multiple meanings of words
Teachers will implement word walls to enforce vocabulary and spelling
Implement strategies such as sentence stems and read alouds to expose English Leaners

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)

English Learners

Strategy/Activity

Intervention Teacher will instruct the first grade curriculum according to the PUSD scope and sequence in English Language Arts and Math. The Intervention Teacher is a teacher leader in Reading and Writing Workshop.

Students will recieve supplemental intervention lessons from a certificated teachers through small group/push-in support within the regular classroom. This will be to increase the amount of direct one-on-one/small group learning supports in math, reading, writing, and phonics during the regular instructional segments of the school day. This will be done through the hiring of an additional intervention teacher where Title I funds will be combined with other site direct funds to make the position a complete FTE.

Supplemental hours for planning lessons for closing the gap.
Supplemental hours for tutoring students.

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)
	Title I Part A: Allocation

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.

Intervention teacher was hired in the 2022-2023 school year. Teacher was paid from Title I, CSI and LCAP funds. The district has agreed to pick up the teacher's salary for the 2023-2024 school year. Teacher will work small groups of students, specifically targeting English Leaners.

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 # 1& 3

Goal 7

Assisted Targeted Support & Improvement

Identified Need

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and Improvement (ATSI). NCES has been designated an ATSI school for three under performing groups of students: 1. Students with disabilities, 2. African American students and 3. White students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 California Dashboard results	African American students are 71.8 points below standard when state average is 57.7 Student with disabilities are performing 131.9 points below grade level when the state average is 97.3% White students are performing44.4 points below grade level when the state average is 21.9 points below	All student within the ATSI category will raise decrease the points below on the California Dashboard survey African American students will close the gap from 71.8 to the state average of 57.7 Students with disabilities will close the gap from 131.9 points to the state average of 97.7 point White students will close the gap from 44.4 points below to the state average of 21.9 points

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)

ATSI identified students

Strategy/Activity

Professional development around math intervention on "A" Mondays
Provide students with focused intervention during the day
Explicit teaching and increase academic language
Analyze iReady assessment data and use the analysis to drive instruction/intervention and student groupings
Time for teachers to collaborate by grade level
More time to analyze data for areas of strengths/weaknesses after assessments to get ready for CAAASP
Will provide targeted after school support for specific students after school
Specific pull out interventions for students 3 times weekly for 45 minutes at a time
Weekly meetings between admin and intervention department to analyze the progress of student's who are receiving intervention
Support teachers through purchasing supplies and materials to assist students
Support staff buy maintaining the lease on the Copy machine

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)
5510	LCFF Supplemental and Concentration (S/C)
1745	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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)
	None Specified

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 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

All students K-5 will receive weekly direct instruction focusing on technology and collaboration skills in order to develop their proficiency in using technology to improve achievement.

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	$48671
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	$48671
Other State/Local Funds provided to the school	$130728.36

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	$47747
Title I Part A: Parent Involvement	$924

Subtotal of additional federal funds included for this school: $48,671

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: $179,399.36

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	47747	0.00
LCFF Supplemental and Concentration (S/C)	130728	0.00
Title I Part A: Parent Involvement	924	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	500.00
LCFF Supplemental and Concentration (S/C)	130,728.00
Title I Part A: Allocation	47,747.00
Title I Part A: Parent Involvement	924.00
Unrestricted	500.00

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

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

Name of Members	Role
Raymond Cross	Principal
Alicia Garvey	Parent or Community Member
Margie Cawlina	Parent or Community Member
Rebecca Garvey	Parent or Community Member
Jacquetta Moore	Classroom Teacher
Rebekah Flores	Classroom Teacher
Anneliese Liberto	Classroom Teacher
Martha Tovar	Other School Staff
Sacha Gutierrez	Other School Staff

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

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 22, 2023.

Attested:

Principal, Raymond Cross on May 22, 2023

SSC Chairperson, Alicia Garvey on May 22, 2023

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

School Site Council Minutes
May 22, 2023

1.0 Call to Order
Meeting called to order at 3:35 p.m. on 5/22/2023 by Alicia Lanz Garvey.

2.0 Roll Call: Rebecca Kahn, Alicia Lanz Garvey, Raymond Cross, Martha Tovar, Rebekah Flores, Jacquetta Moore, Margie Cawlina, Annalise Liberto

3.0 Reading and Approval of Agenda/Minutes

Agenda approved by Jacquetta More, seconded by Martha Tovar.

April Minutes approved by Jacquetta More, seconded by Alicia Lanz Garvey.

4.0 New Business

ELAC (English Learner Advisory Committee) recommendations to SSC

Ms. Tovar presented ELAC recommendations to SSC. Recommendations based on test data, attendance, and discussions by ELAC.
Most recommendations fall under SPSA Goal # 6 for English Language Learners.
Please see specific ELAC recommendations document for more information.

Review proposed SPSA (School Plan for Student Achievement) 2023 2024

Mr. Cross reviewed the SPSA Goals for 2023-2024 school year. The review included seven goals, strategies to achieve these goals, and funding sources. Some people and programs listed on the SPSA document are not reflected in the funding sources listed since they are paid for by the district.
Please see 2023-2024 SPSA document and itemized budget for more information.
Motion to approve SPSA 2023 – 2024 goals by Martha Tovar, seconded by Margie Cawlina. Unanimous approval.

5.0 Report of Officers, Committees (e.g. DAC)

No reports this month.

6.0 Budget Report

No budget report at this time

7.0 New Business, Proposals

No proposals at this time

8.0 Open Forum

Rebecca Kahn asked for an update on changing classroom door locks to lock from the inside.
Mr. Cross spoke to locksmith recently and expects the locks to be complete by the summer of 2024.
Mr. Cross plans to make classroom keys for substitute teachers to allow subs to lock and unlock doors during an emergency.

9.0 Adjournment

Alicia Lanz Garvey adjourned the meeting at 4:33 p.m.

SSC meetings expected to resume September 2023

NORMA COOMBS ELEMENTARY SCHOOL
Respect. Responsibility. Integrity.

SSC Meeting Agenda

School Site: Norma Coombs Elementary Meeting Date: May 22, 2023

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	SSC Chairperson	• Informational
2. Review and approve Minutes from February meeting	Review Minutes	• Informational • Approval
3. Preview proposed SPSA Goals 2023 2024	2023-2024 SPSA English Learner goals - SPSA goal #6 23-24_Budget Dev_Norma Coombs ES.xlsx	• Informational • Approval
4. Open Forum	Chairperson	• Information
5. Adjourn Meeting	SSC Chairperson	• Informational

Next Meeting May 25th, 2023 @ 3:30pm

GENERAL FUND (00000.0)

Fund	Resource	Goal	Function	Object	Location	Object Name	PC #
01.0	00000.0	11100	10000	4310	0600000	Materials and Supplies	
01.0	00000.0	11100	10000	4311	0600000	Supplies- Warehouse	
01.0	00000.0	11100	10000	4354	0600000	Food	
01.0	00000.0	11100	10000	5635	0600000	Copier Lease and Repair	
01.0	00000.0	11100	31400	4310	0600000	Health Supplies	

Note: Keep in mind that we always use object code "4310" as your savings account. I normally p

		23-24 Allocation
		22,774.00
2022-2023	**2022-2023**	**2023-2024**
Current Budget	**Current Actuals**	**Proposed**
10,108.00	3,787.00	9,370.00
2,400.00	2,531.00	2,600.00
1,000.00	3,000.00	3,000.00
7,554.00	7,554.00	7,554.00
-	233.00	250.00

)arked the available budget in there. You can always

Available to spend or move the budget around later on

s move the budget around later on.

LCAP (07091.0)

Fund	Resource	Goal	Function	Object	Location	Object Name
01.0	07091.0	11100	10000	4310	0600000	Materials and Supplies
01.0	07091.0	11100	24900	2930	0600000	PROJ.AIDE II/BEHAV.ASSIST
01.0	07091.0	11100	10000	1160	0600000	SS CERTIFICATED HOURLY

				23-24 Allocation
				40,812.00
Employee Name	**PC #**	**2022-2023 Current Budget**	**2022-2023 Current Actuals**	**2023-2024 Proposed**
		35,155.00	-	24,664.00
	035091	4,520.00	2,197.00	902.00
				15,246.00

Available to spend or move the budget around later on

Summer support and assistance

Summer July PR

Estimated LCAP Carryover (07091.1)

Fund	Resource	Goal	Function	Object	Location	Object Name
01.0	07091.1	11100	10000	4310	0600000	Materials and Supplies
01.0	07091.1	11100	10000	5635	0600000	Copier Lease and Repair
01.0	07091.1	19011	10000	5810	0600000	Contracted Services/Pupil Admissions
~~01.0~~	~~07091.1~~	~~11100~~	~~10000~~	~~1110~~	~~0600000~~	~~TEACHER-ELEMENTARY~~
01.0	07091.1	11100	10000	2936	0600000	NOON AIDE
01.0	07091.1	11100	24900	2930	0600000	PROJECT AIDE II

District Paid	540	Noon Aide-District Paid @ $16.93/hr
Site Paid	180	
	720	

				23-24 Allocation
				89,916.00
Employee Name	**PC #**	**2022-2023 Current Budget**	**2022-2023 Current Actuals**	**2023-2024 Proposed**
		14,466.00	5,510.00	26,706.00
		1800	1,745.00	1,745.00
		1,500.00	1,461.00	
~~IBARRA,MERCEDES~~	~~035155~~	~~30,012.00~~	~~18,697.00~~	-
Tati and Ana				4,300.00
Rickey and Vanessa				57,165.00
				-

Available to spend or move the budget around later on
Complete Business Systems

To be closed
180 hours @ $16.93/hr.
990 hrs + 1260 hrs @ $18/hr.

TITLE I (30100.0)

Fund	Resource	Goal	Function	Object	Location	Object Name
01.0	30100.0	11100	10000	4310	0600000	Materials and Supplies
01.0	30100.0	11100	24950	4310	0600000	Materials and Supplies
~~01.0~~	~~30100.0~~	~~11100~~	~~10000~~	~~1110~~	~~0600000~~	~~TEACHER-ELEMENTARY~~
01.0	30100.0	11100	24950	2930	0600000	SCHOOL COMM ASST/BIL

				23-24 Allocation
				48,671.00
Employee Name	**PC #**	**2022-2023 Current Budget**	**2022-2023 Current Actuals**	**2023-2024 Proposed**
		25,960.00	6,000.00	37,391.00
		1,003.00	1,000.00	924.00
~~IBARRA,MERCEDES~~	~~035155~~	~~30,012.00~~	~~18,697.00~~	-
Olga Manzanero				10,356.00
				-

Available to spend; Reserved for Certificated Hourly Personnel

Parent Involvement

To be closed

Olga - 2 hours extra hours

ESSER III

Fund	Resource	Goal	Function	Object	Location	Object Name
01.0	32130.0	11100	24900	2930	0600000	PROJECT AIDE I/RECREATION
01.0	32130.0	11100	24900	2930	0600000	PROJECT AIDE I/BEHAVIOR
01.0	32130.0	11100	10000	1130	0600000	CERTIFICATED SUB HOURLY

				23-24 Allocation
				59,738.00
Employee Name	PC #	2022-2023 Current Budget	2022-2023 Current Actuals	2023-2024 Proposed
Tati and Ana	New			30,110.00
Hicks	New			17,207.00
	New			12,421.00

Estimated Allocation for FY 23-24

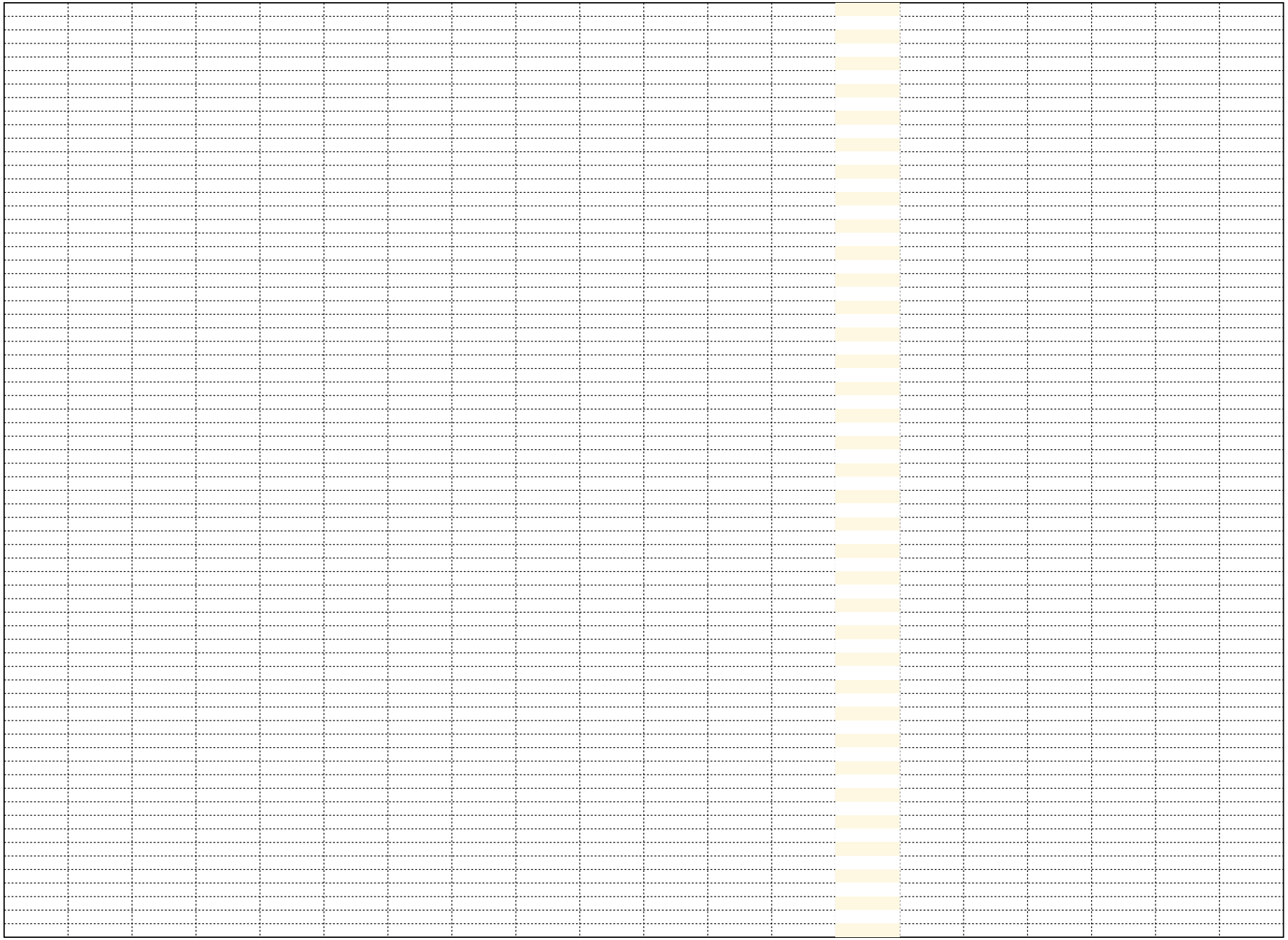
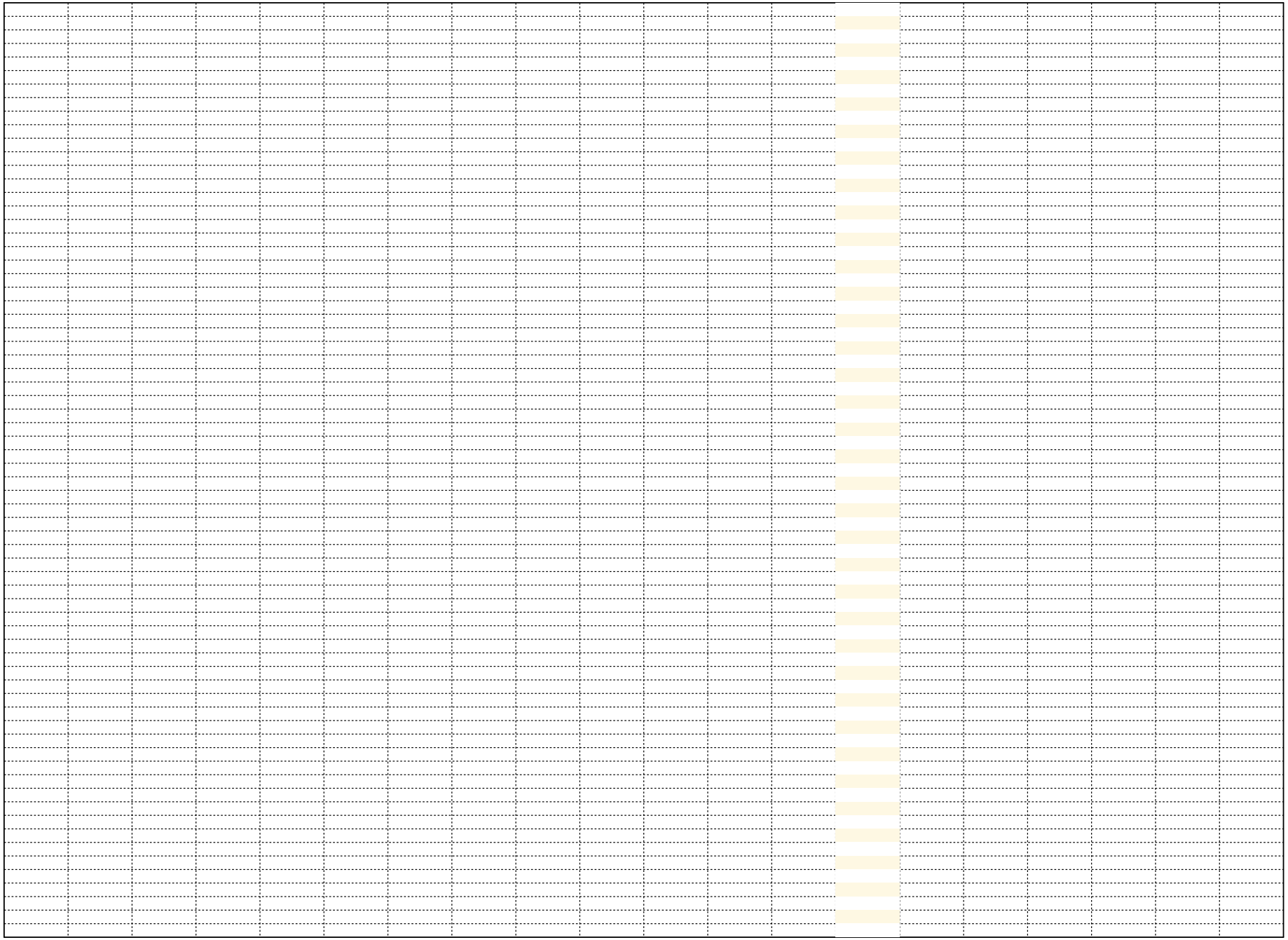
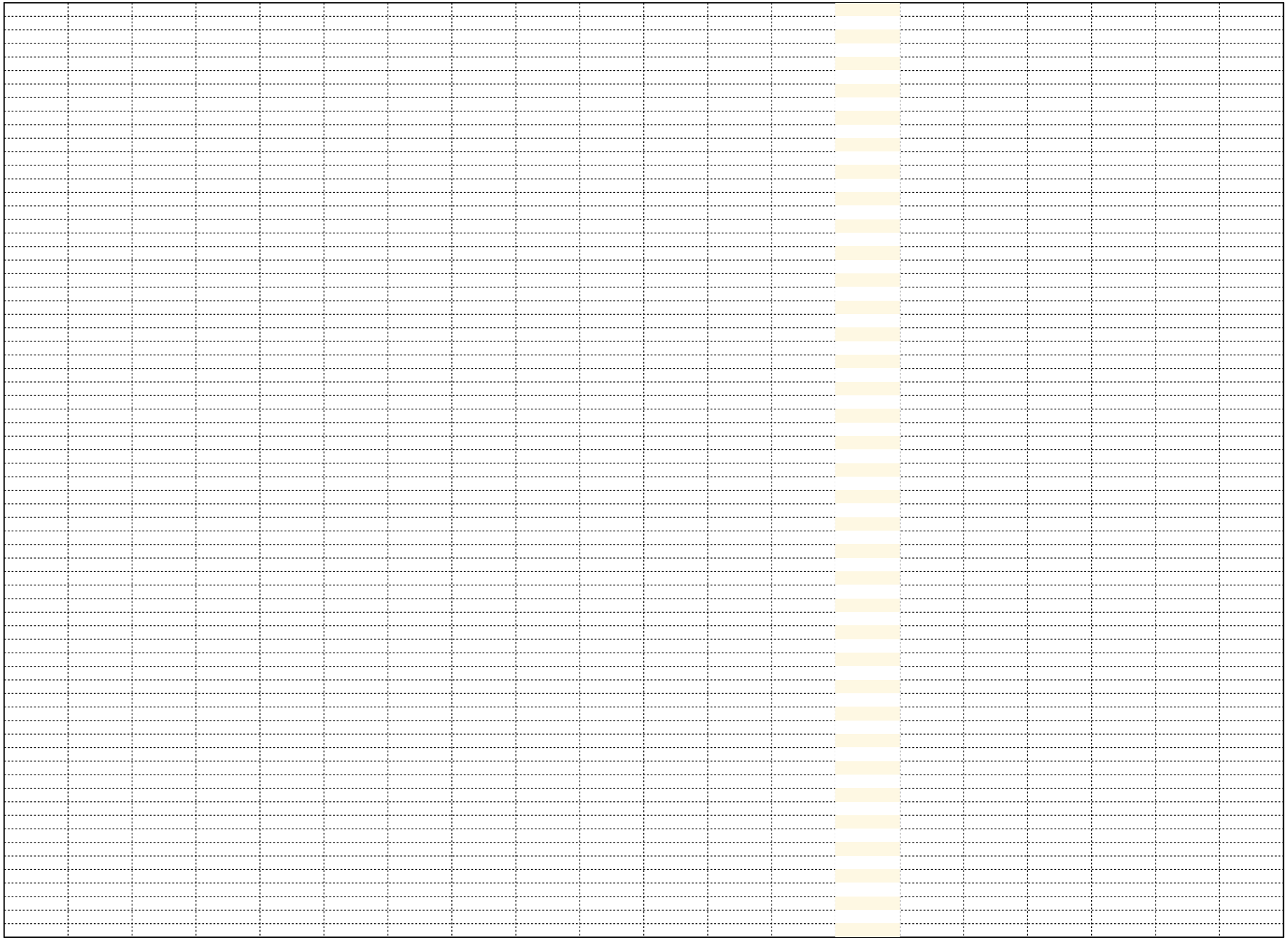
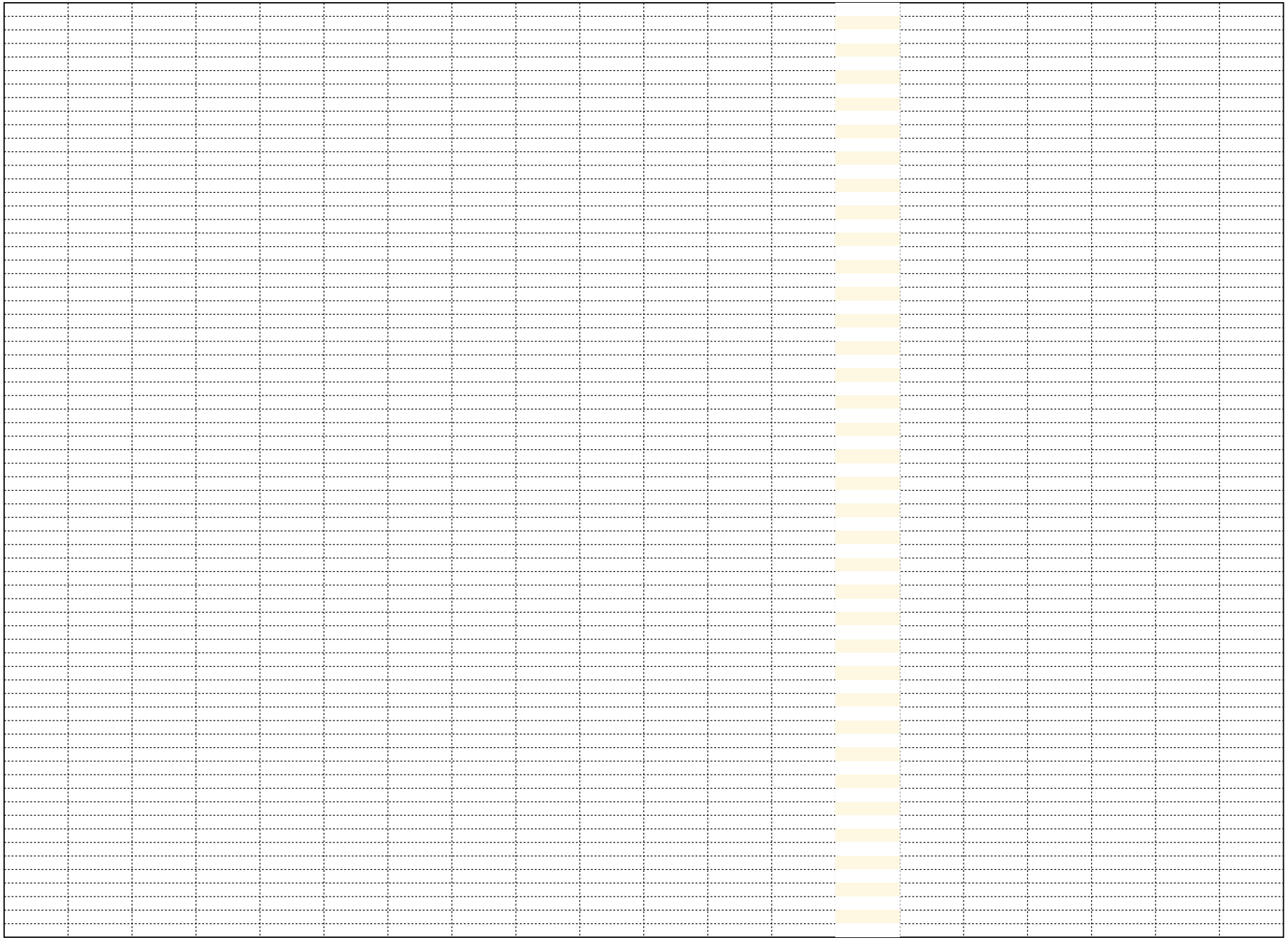
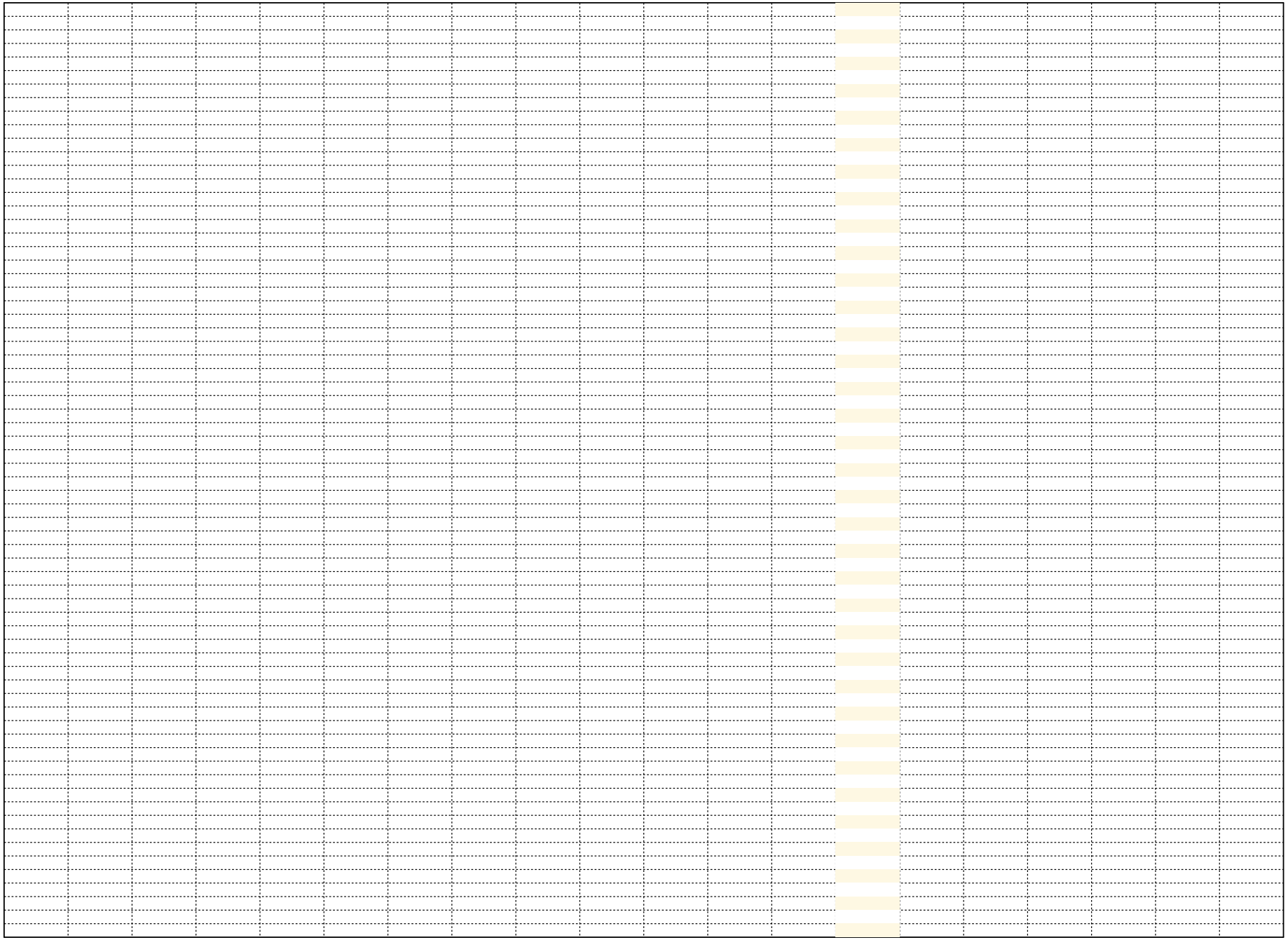
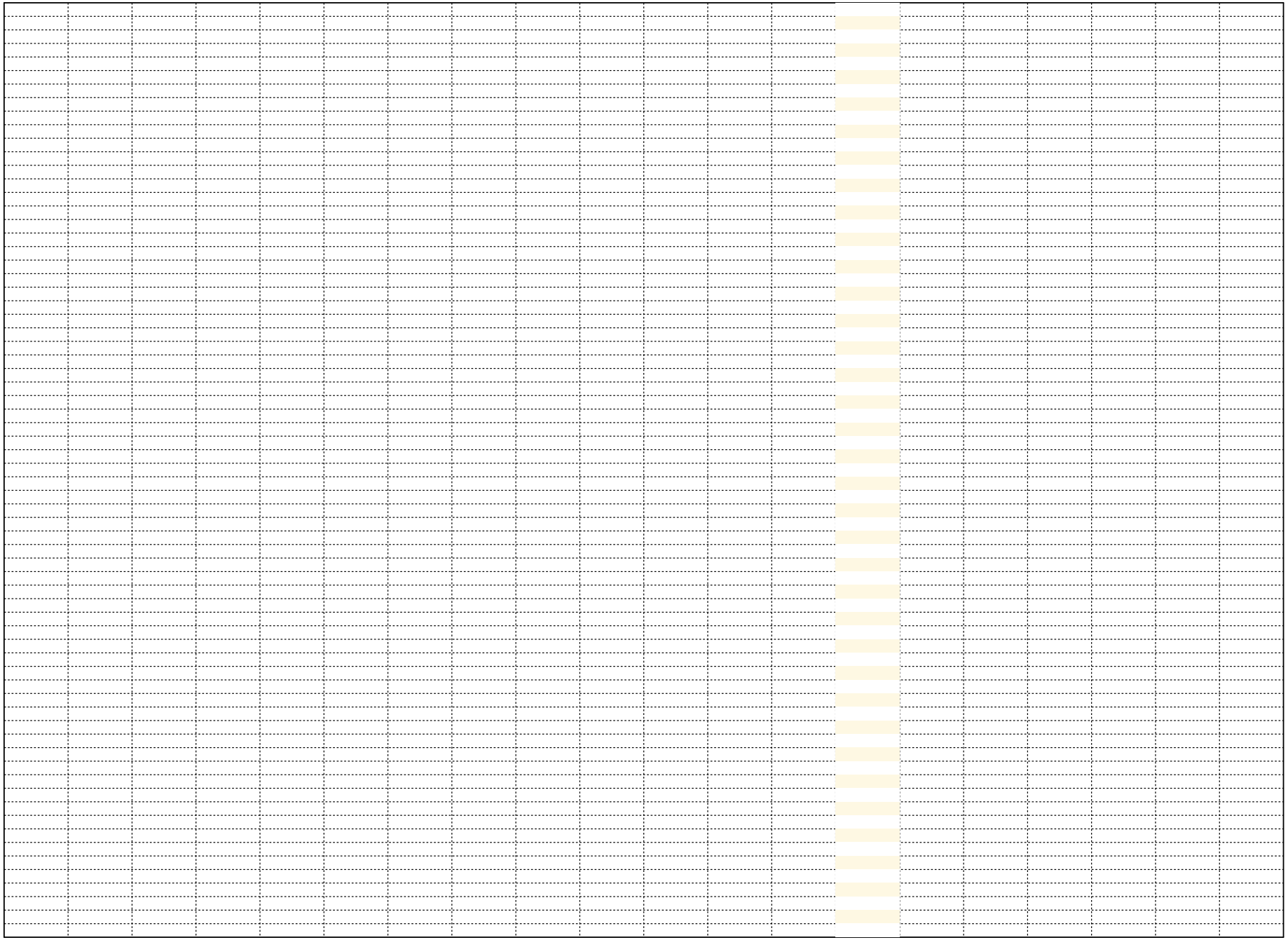
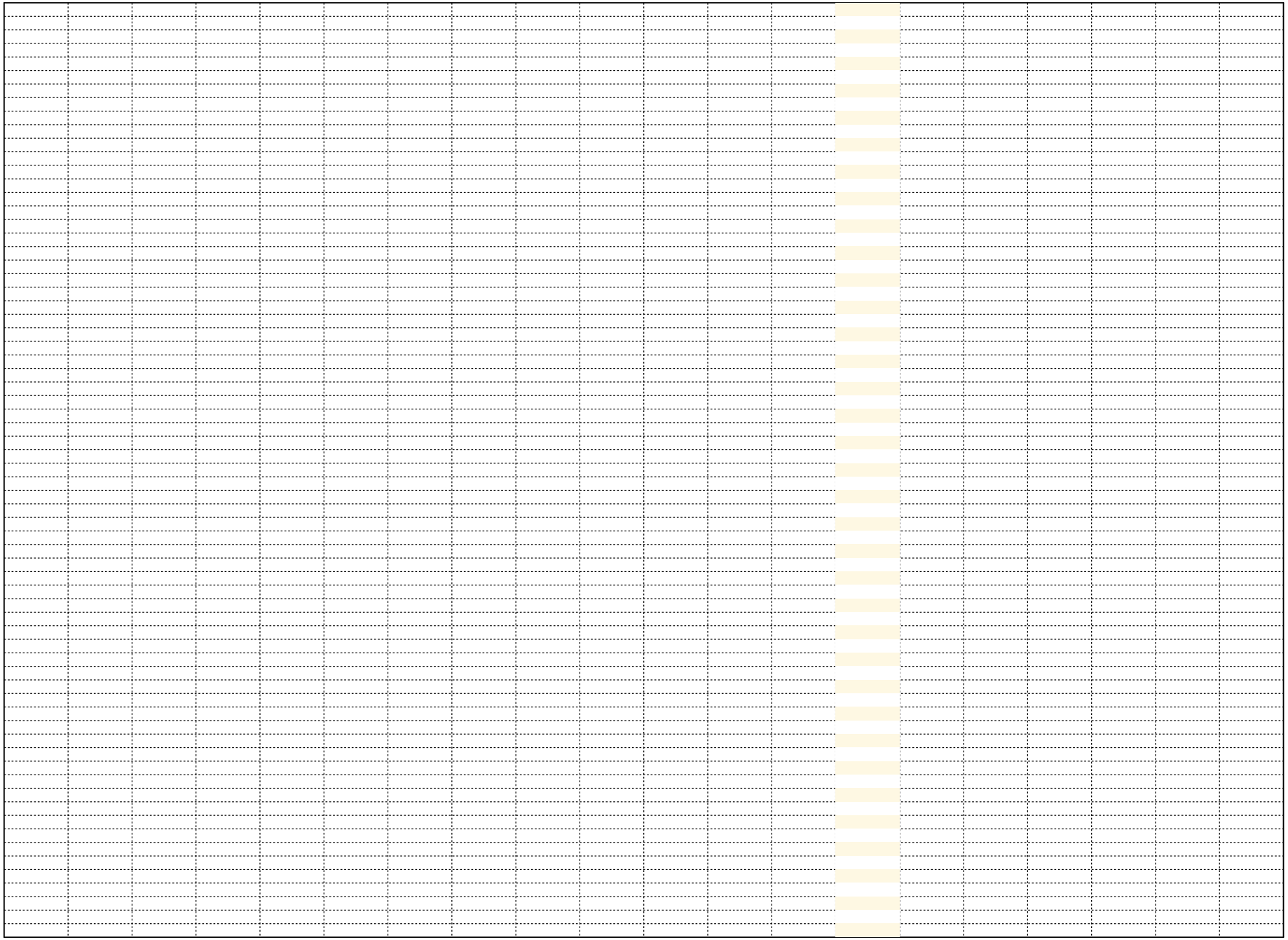
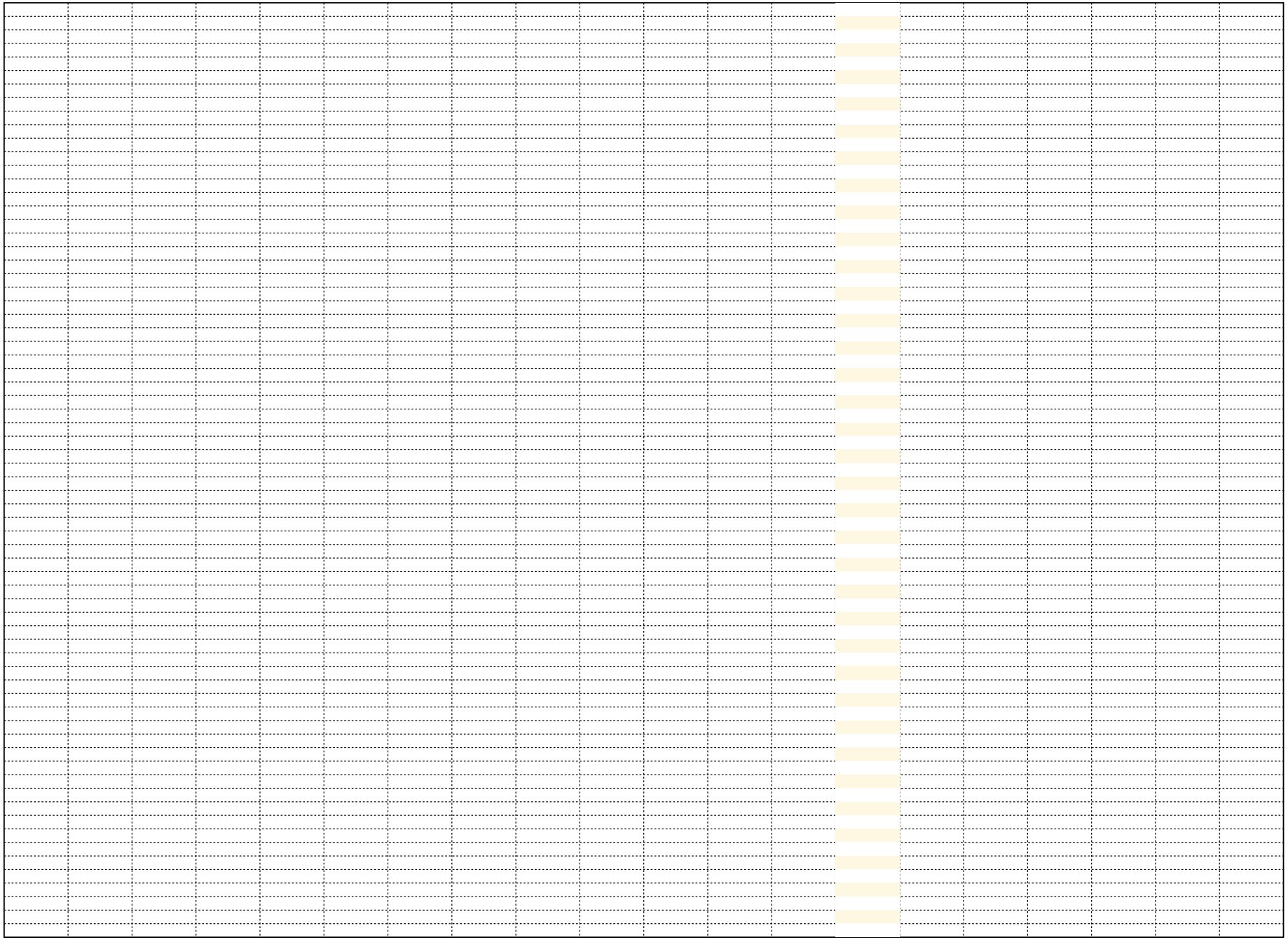
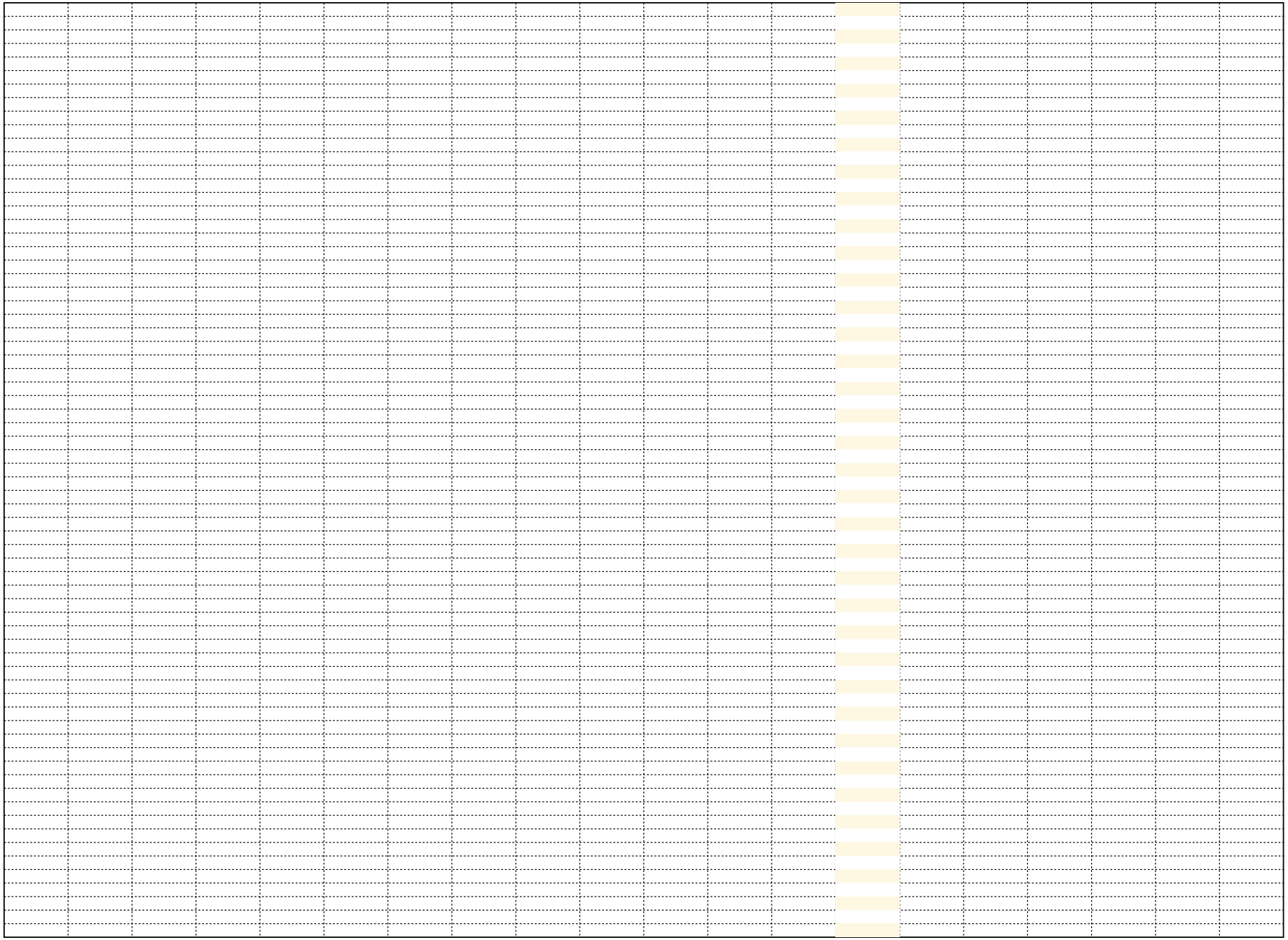
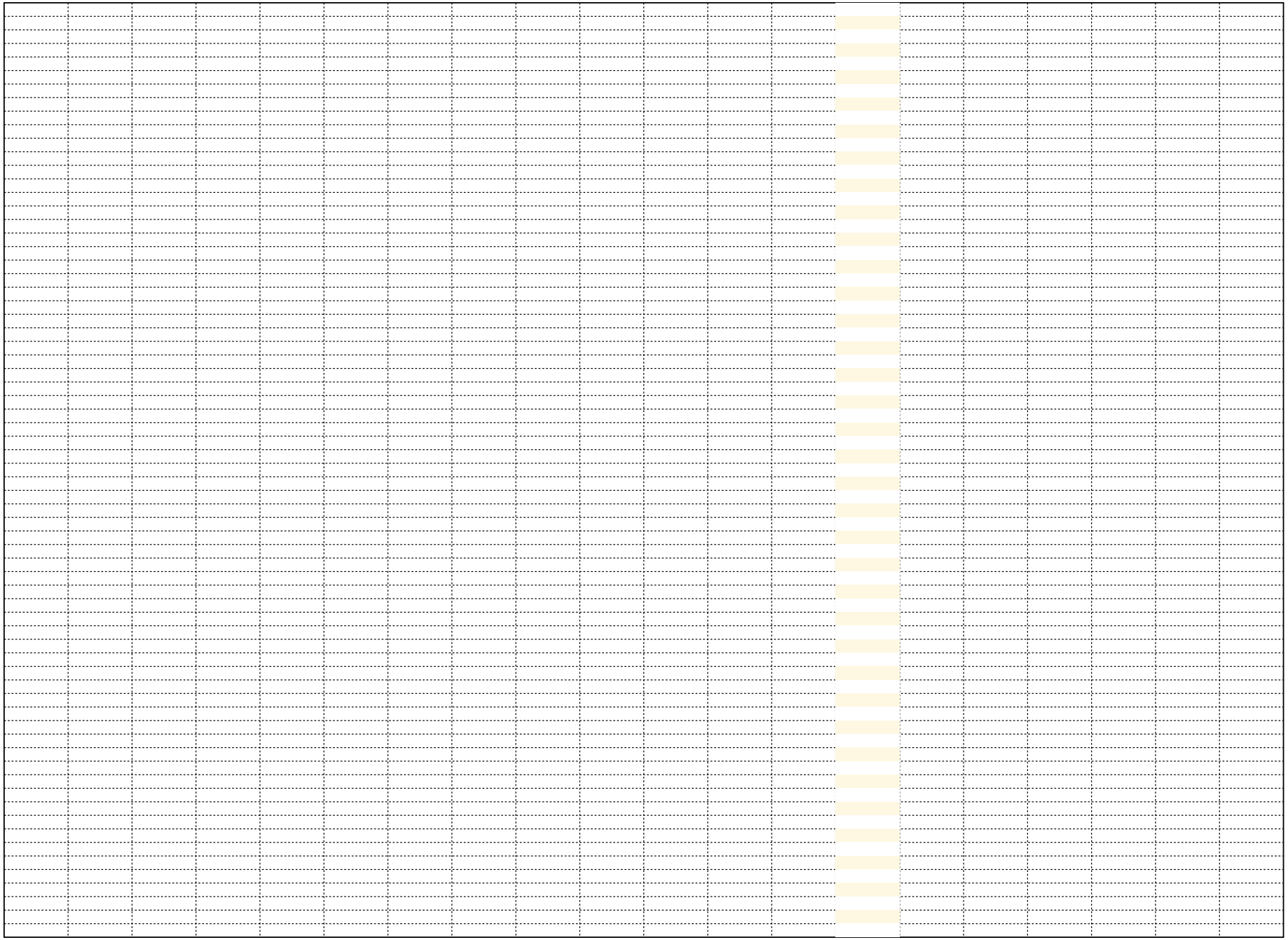
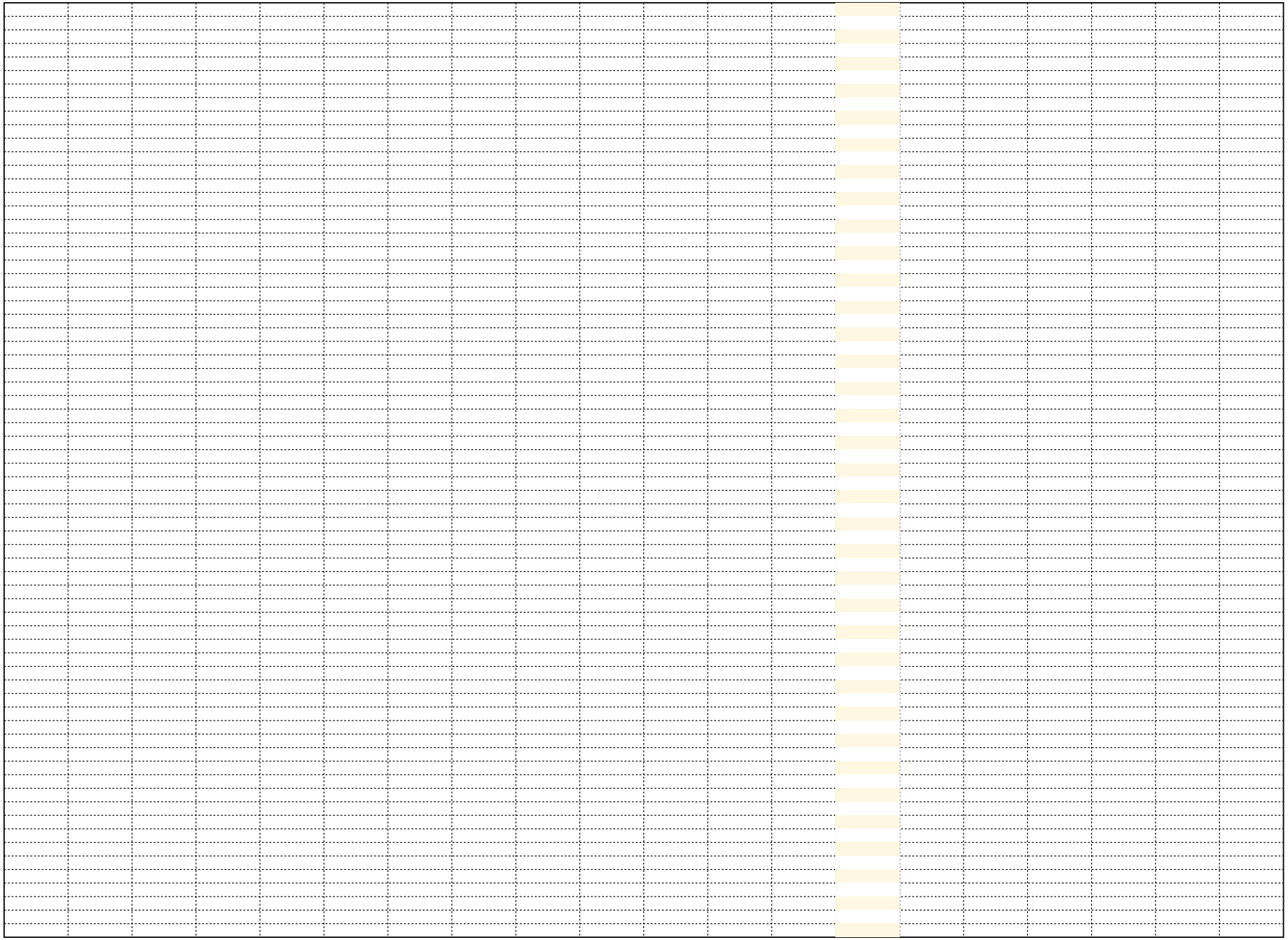
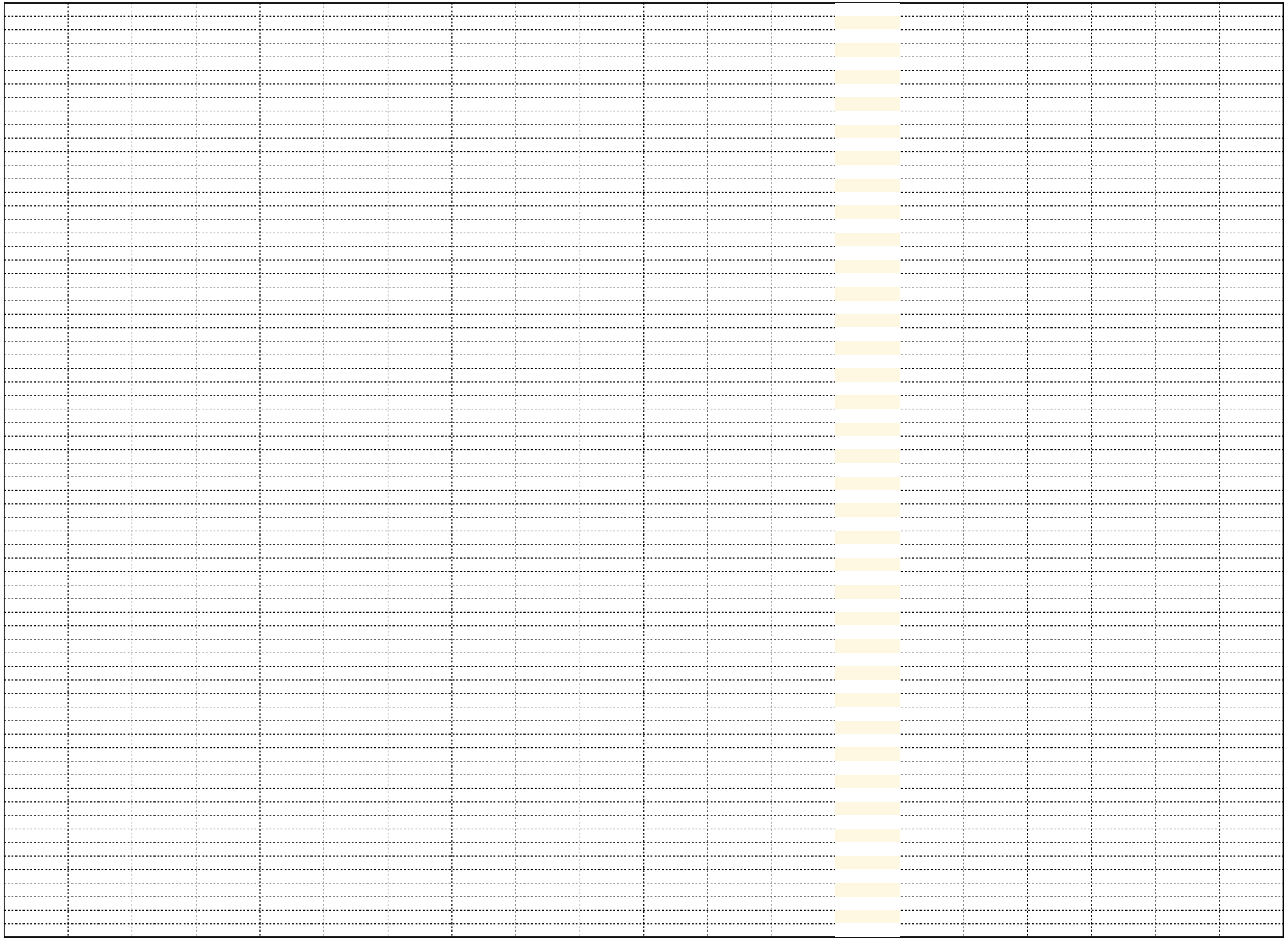
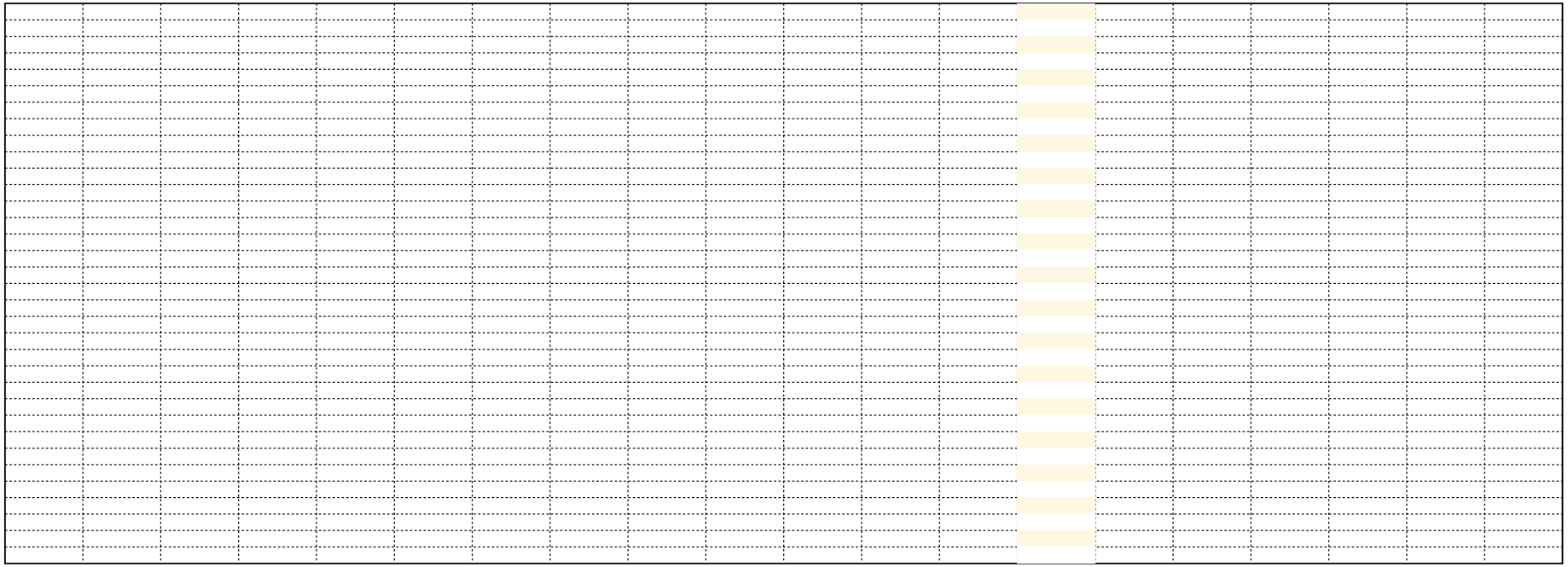
1260 hours @ $16.93
720 hours @ 16.93
Available to spend; Reserved for Certificated Sub Hourly

Employee Names	Hours/Day	X Days per Week	Hourly Rate	Job Title	Salary
Rickey	5.5	5	$18	Project Aide II/Behavior	17,820.00
Vanessa	7	5	$18	Project Aide II/Behavior	22,680.00
Tati	2	5	$16.93	Noon Aide	1,524.00
	3.5	5	$16.93	Project Aide I/Recreation	10,666.00
Ana	2	5	$16.93	Noon Aide	1,524.00
	3.5	5	$16.93	Project Aide I/Recreation	10,666.00
Hicks	20 hrs/week	3	$16.93	Project Aide I/Behavior	12,190.00
Olga	2	5	$20.38	School Community Asst Bil.	7,337.00

Notes: Create one Blanket PRs for each position	Resource
1. Project Aide II/Behavior	07091.1
2. Noon Aide	07091.1
3. Project Aide I/Recreation	32140.0
4. Project Aide I/Behavior	32140.0
5. School Community/Asst Bilingual	30100.0

Benefits	Total Cost	Needs New PR?
7,332.00	25,152.00	Yes
9,333.00	32,013.00	Yes
626.00	2,150.00	Yes
4,389.00	15,055.00	Yes
626.00	2,150.00	Yes
4,389.00	15,055.00	Yes
5,017.00	17,207.00	Yes
3,019.00	10,356.00	Yes
	119,138.00	

GENERAL FUND (00000.0)				GENERAL FUND (00000.0)				23-24 Allocation		22,774.00		Possible Use	GOAL	STRATEGY	DATE OF APPROVAL
							2022-2023	2022-2023	2023-2024						
Fund	Resource	Goal	Function	Object	Location	Object Name	PC #	Current Budget	Current Actuals	Proposed					
01.0	00000.0	11100	10000	4310	0600000	Materials and Supplies		10,108.00	3,787.00	9,370.00	Available to spend or move the budget around later on				
01.0	00000.0	11100	10000	4311	0600000	Supplies- Warehouse		2,400.00	2,531.00	2,600.00					
01.0	00000.0	11100	10000	4354	0600000	Food		1,000.00	3,000.00	3,000.00					
01.0	00000.0	11100	10000	5635	0600000	Copier Lease and Repair		7,554.00	7,554.00	7,554.00					
01.0	00000.0	11100	31400	4310	0600000	Health Supplies		-	233.00	250.00					
Note: Keep in mind that we always use object code "4310" as your savings account. I normally parked the available budget in there. You can always move the budget around later on.															
LCAP (07091.0)										23-24 Allocation					
				LCAP (07091.0)						40,812.00					
								2022-2023	2022-2023	2023-2024					
Fund	Resource	Goal	Function	Object	Location	Object Name	Employee Nan	PC #	Current Budget	Current Actuals	Proposed				
01.0	07091.0	11100	10000	4310	0600000	Materials and Supplies			35,155.00	-	24,664.00	Available to spend or move the budget around later on			
01.0	07091.0	11100	24900	2930	0600000	PROJ.AIDE II/BEHAV.ASSIST		035091	4,520.00	2,197.00	902.00	Summer support and assistance	3	#1 small group	
01.0	07091.0	11100	10000	1160	0600000	SS CERTIFICATED HOURLY					15,246.00	Summer July P (could be	3,6,7	#1 small group	
Estimated LCAP Carryover (07091.1)										23-24 Allocation					
				LCAP CARRYOVER						89,916.00					
								2022-2023	2022-2023	2023-2024					
Fund	Resource	Goal	Function	Object	Location	Object Name	Employee Nan	PC #	Current Budget	Current Actuals	Proposed				
01.0	07091.1	11100	10000	4310	0600000	Materials and Supplies			14,466.00	5,510.00	26,706.00	Available to sp X	1,3,6,7	#1 and #2 teacher supplies and materials	
01.0	07091.1	11100	10000	5635	0600000	Copier Lease and Repair			1800	1,745.00	1,745.00	Complete Business Systems	1-7	#1 and #2 teacher supplies and materials	
01.0	07091.1	19011	10000	5810	0600000	Contracted Services/Pupil Admissions			1,500.00	1,461.00					
~~01.0~~	~~07091.1~~	~~11100~~	~~10000~~	~~1110~~	~~0600000~~	~~TEACHER-ELEN~~	~~IBARRA,MERCI~~	~~035155~~	~~30,012.00~~	~~18,697.00~~	-	To be closed			
01.0	07091.1	11100	10000	2936	0600000	NOON AIDE	Tati and Ana				4,300.00	180 hours @ $16.93/hr.	4	#1 & #2 SEL Support	
01.0	07091.1	11100	24900	2930	0600000	PROJECT AIDE	Rickey and Vanessa				57,165.00	990 hrs + 1260 hrs @ $18/hr.	4	#1 & 2 SEL Support	
						Lit Camp					38,000	5 certificated teachers, 500 h X $60 per hr = 30,000	3	#2 Lit Camp - ELA summer support	
						ProJECT AIDE I	Vanessa (summer)				2,000.00		3	#2 Lit Camp - ELA summer support	
						After School Tutoring					6,200		3	#2 After school tutoring	
	District Paid	540		Noon Aide-District Paid @ $16.93/hr									1,3,6,7		
	Site Paid	180													
		720													
TITLE I (30100.0)										23-24 Allocation					
										48,671.00					
				TITLE I (30100.0)											
								2022-2023	2022-2023	2023-2024					
Fund	Resource	Goal	Function	Object	Location	Object Name	Employee Nan	PC #	Current Budget	Current Actuals	Proposed				
01.0	30100.0	11100	10000	4310	0600000	Materials and Supplies			25,960.00	6,000.00	37,391.00	Available to sp X			
01.0	30100.0	11100	24950	4310	0600000	Materials and Supplies			1,003.00	1,000.00	924.00	Parent Involvement	5		
~~01.0~~	~~30100.0~~	~~11100~~	~~10000~~	~~1110~~	~~0600000~~	~~TEACHER-ELEN~~	~~IBARRA,MERCI~~	~~035155~~	~~30,012.00~~	~~18,697.00~~	-	To be closed			
01.0	30100.0	11100	24950	2930	0600000	SCHOOL COMI	Olga Manzanero				10,356.00	Olga - 2 hours extra hours	2,5		
						NEWSELA					7,000.00	ELA Instructior Maybe	3		
						Mystery Science					1,695.00	Science Instruc Maybe	1		
						LEXIA					10,500.00	ELA Instructior Maybe	3	2 - Instructional resources/PD	
ESSER III										23-24 Allocation					
				ESSER III						59,738.00	Estimated Allocation for FY 23-24				
								2022-2023	2022-2023	2023-2024					
Fund	Resource	Goal	Function	Object	Location	Object Name	Employee Nan	PC #	Current Budget	Current Actuals	Proposed				
01.0	32130.0	11100	24900	2930	0600000	PROJECT AIDE	Tati and Ana	New			30,110.00	1260 hours @ Check for 0602000	4		
01.0	32130.0	11100	24900	2930	0600000	PROJECT AIDE	Hicks	New			17,207.00	720 hours @ Check for 0602000	1		
01.0	32130.0	11100	10000	1130	0600000	CERTIFICATED SUB HOURLY		New			12,421.00	Available to spend; Reserved for Certificated Sub Hourly			
						GLAD TRAINING PROGRAN						PD/TRAINING	6		

Employee Name	Hours/Day	X Days per Week	Hourly Rate	Job Title	Salary	Benefits	Total Cost	Needs New PR?
Rickey	5.5	5	$18	Project Aide II/Be	17,820.00	7,332.00	25,152.00	Yes
Vanessa	7	5	$18	Project Aide II/Be	22,680.00	9,333.00	32,013.00	Yes
Tati	2	5	$16.93	Noon Aide	1,524.00	626.00	2,150.00	Yes
	3.5	5	$16.93	Project Aide I/Rec	10,666.00	4,389.00	15,055.00	Yes
Ana	2	5	$16.93	Noon Aide	1,524.00	626.00	2,150.00	Yes

	3.5	5	$16.93	Project Aide I/Rec	10,666.00	4,389.00	15,055.00	Yes											
Hicks	20 hrs/week	3	$16.93	Project Aide I/Beh	12,190.00	5,017.00	17,207.00	Yes											
Olga	2	5	$20.38	School Communit	7,337.00	3,019.00	10,356.00	Yes											
							119,138.00												
	Notes: Create one Blanket PRs for each position			Resource															
	1. Project Aide II/Behavior			07091.1															
	2. Noon Aide			07091.1															
	3. Project Aide I/Recreation			32140.0															
	4. Project Aide I/Behavior			32140.0															
	5. School Community/Asst Bilingual			30100.0