School Year: 2021-22

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	March 30, 2022	May 26, 2022

Purpose and Description

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

Schoolwide Program
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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. January - May 2021

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. January - May 2021

3. NCES Multi-tier System of Support (MTSS) Team: Leader in Me (SEL) collaboration with staff, students and parents - October, 2020 - May, 2021

4. Parent Teacher Student Association (PTSA): Collaborative input on becoming a Computer Science Immersion School and social emotional learning through ceramics/art and mindfulness (Young and Healthy) during monthly meetings and as-hoc meetings with the Principal January - May, 2021

5.African-American Parent Council (AAPC): Principal attended and NCES parents attended four District AAPC Meetings during 2020-2021 school year. Principal encouraged improved attendance through phone, email, and text blast (newsletter)

Resource Inequities

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

For the 2021-22 School Year, Norma Coombs Elementary School will receive $___19,996_____ in Unrestricted funds, $_____64,578____ Title 1 Site Allocation, and $____43,750_____ from the LCAP Site Allocation, $1,053_____ Parent Involvement; in addition, the Central office will fund 1.0 Instructional Coach and approximately 25 hours per week for one (1) Noon Aide. In order to fully fund our priorities we will need to supplement our budget with $ from our Annual Fund.

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 be 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:
41 % Hispanic
28 % African American
20 % White
9 % 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
3-Third Grade Classes
2 Fourth Grade Classes
2 Fifth Classes
1 100% Principal
1 100 % Resource Specialist Program Teacher
1 100 % Instructional Coach
2 50% Speech Teachers
1 40 % School Psychologist
1 20% Nurse

1 100% Health Clerk
1 Office Manager
1 75% 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
3 Campus Aides
LEARNs Before and After School Program

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 has been completed.

We have an outstanding teaching core. They are a veteran, and well-trained staff in teaching that impacts student learning.

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

We implemented The Leader in Me/7 Habits of Happy Kids as our culture-building framework. We have begun teaching classroom lessons and have distributed Parent Guides on how to reinforce the Habits at home. We also changed the Mission Statement and Core Values to align with the 7 Habits and also our focus on how to tap into the natural gifts of every child.

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 Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.28%	0.3%		1	1
African American	23.82%	19.55%	18.8%	91	69	65
Asian	1.31%	0.57%	0.6%	5	2	2
Filipino	2.36%	2.55%	2.6%	9	9	9
Hispanic/Latino	55.24%	58.36%	59.8%	211	206	207
Pacific Islander	%	0.28%	0.3%		1	1
White	12.04%	11.33%	12.7%	46	40	44
Multiple/No Response	0.26%	0.57%	0.6%	1	2	2
			Total Enrollment	382	353	346

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	53	61
Grade 1	55	48	49
Grade 2	60	52	48
Grade3	61	63	57
Grade 4	67	64	63
Grade 5	74	73	68
Total Enrollment	382	353	346

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	67	60	57	17.5%	17.0%	16.5%
Fluent English Proficient (FEP)	43	46	38	11.3%	13.0%	11.0%
Reclassified Fluent English Proficient (RFEP)	5	7	7	6.7%	10.4%	11.7%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60	61	54	58	59	0	58	59	0	96.7	96.7	0.0
Grade 4	68	71	61	64	67	0	64	67	0	94.1	94.4	0.0
Grade 5	74	75	66	72	72	0	72	72	0	97.3	96	0.0
All Grades	202	207	181	194	198	0	194	198	0	96	95.7	0.0

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2398.	2414.		15.52	23.73		25.86	15.25		22.41	25.42		36.21	35.59	
Grade 4	2450.	2440.		20.31	14.93		26.56	26.87		15.63	16.42		37.50	41.79	
Grade 5	2513.	2503.		26.39	23.61		31.94	27.78		18.06	22.22		23.61	26.39	
All Grades	N/A	N/A	N/A	21.13	20.71		28.35	23.74		18.56	21.21		31.96	34.34	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.24	27.12		43.10	45.76		39.66	27.12	
Grade 4	25.00	20.90		40.63	44.78		34.38	34.33	
Grade 5	30.56	29.17		47.22	48.61		22.22	22.22	
All Grades	24.74	25.76		43.81	46.46		31.44	27.78	

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	13.79	8.47		41.38	55.93		44.83	35.59	
Grade 4	17.19	7.46		43.75	58.21		39.06	34.33	
Grade 5	29.17	26.39		47.22	48.61		23.61	25.00	
All Grades	20.62	14.65		44.33	54.04		35.05	31.31	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	18.97	20.34		58.62	55.93		22.41	23.73	
Grade 4	20.31	8.96		56.25	71.64		23.44	19.40	
Grade 5	22.22	26.39		59.72	54.17		18.06	19.44	
All Grades	20.62	18.69		58.25	60.61		21.13	20.71	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	18.97	16.95		44.83	47.46		36.21	35.59	
Grade 4	21.88	16.42		50.00	47.76		28.13	35.82	
Grade 5	34.72	26.39		43.06	45.83		22.22	27.78	
All Grades	25.77	20.20		45.88	46.97		28.35	32.83	

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

Conclusions based on this data:

1. 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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60	61	54	57	59	0	57	59	0	95	96.7	0.0
Grade 4	68	71	61	64	67	0	64	67	0	94.1	94.4	0.0
Grade 5	74	75	66	71	72	0	71	72	0	95.9	96	0.0
All Grades	202	207	181	192	198	0	192	198	0	95	95.7	0.0

<p style="text-align:center">Overall Participation for All Students</p>

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

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2420.	2411.		19.30	11.86		26.32	27.12		19.30	28.81		35.09	32.20	
Grade 4	2467.	2446.		12.50	11.94		28.13	22.39		31.25	35.82		28.13	29.85	
Grade 5	2510.	2495.		21.13	22.22		21.13	13.89		32.39	27.78		25.35	36.11	
All Grades	N/A	N/A	N/A	17.71	15.66		25.00	20.71		28.13	30.81		29.17	32.83	

<p style="text-align:center">Overall Achievement for All Students</p>

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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.09	25.42		28.07	33.90		36.84	40.68	
Grade 4	25.00	23.88		29.69	25.37		45.31	50.75	
Grade 5	32.39	26.39		29.58	30.56		38.03	43.06	
All Grades	30.73	25.25		29.17	29.80		40.10	44.95	

<p style="text-align:center">Concepts & Procedures
Applying mathematical concepts and procedures</p>

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.58	10.17		29.82	59.32		38.60	30.51	
Grade 4	20.31	14.93		46.88	44.78		32.81	40.30	
Grade 5	25.35	18.06		45.07	45.83		29.58	36.11	
All Grades	25.52	14.65		41.15	49.49		33.33	35.86	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.05	18.64		52.63	44.07		26.32	37.29	
Grade 4	17.19	14.93		54.69	49.25		28.13	35.82	
Grade 5	19.72	23.61		53.52	43.06		26.76	33.33	
All Grades	19.27	19.19		53.65	45.45		27.08	35.35	

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

Conclusions based on this data:

1. 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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.5	*	*	1428.8	*	*	1420.8	*	*	19	10	6
1	*	1482.5	*	*	1470.6	*	*	1493.9	*	*	14	9
2	*	1461.7	*	*	1465.7	*	*	1456.9	*	*	12	10
3	*	*	1497.0	*	*	1503.7	*	*	1489.7	*	5	15
4	*	*	1495.7	*	*	1495.6	*	*	1495.4	*	10	16
5	*	1538.2	*	*	1549.5	*	*	1526.4	*	*	11	7
All Grades										66	62	63

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	19	*	*
1	*	21.43	*	*	28.57	*	*	50.00	*	*	0.00	*	*	14	*
2	*	0.00	*	*	41.67	*	*	33.33	*		25.00	*	*	12	*
3		*	13.33	*	*	40.00	*	*	46.67	*	*	0.00	*	*	15
4	*	*	6.25	*	*	37.50	*	*	37.50		*	18.75	*	*	16
5	*	36.36	*	*	45.45	*		9.09	*	*	9.09	*	*	11	*
All Grades	22.73	17.74	12.90	36.36	37.10	38.71	25.76	33.87	40.32	*	11.29	8.06	66	62	62

Overall Language
Percentage of Students at Each Performance Level for All Students

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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	19	*	*
1	*	28.57	*	*	42.86	*	*	28.57	*	*	0.00	*	*	14	*
2	*	16.67	*	*	41.67	*	*	25.00	*		16.67	*	*	12	*
3	*	*	40.00	*	*	46.67	*	*	13.33	*	*	0.00	*	*	15
4	*	*	37.50	*	*	18.75		*	31.25		*	12.50	*	*	16
5	*	63.64	*	*	27.27	*		9.09	*	*	0.00	*	*	11	*
All Grades	43.94	35.48	32.26	30.30	30.65	37.10	*	25.81	22.58	*	8.06	8.06	66	62	62

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

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	63.16	*	*		*	*	19	*	*
1	*	21.43	*	*	28.57	*	*	42.86	*	*	7.14	*	*	14	*
2	*	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*
3		*	6.67	*	*	13.33	*	*	66.67	*	*	13.33	*	*	15
4	*	*	0.00	*	*	25.00	*	*	37.50	*	*	37.50	*	*	16
5	*	9.09	*	*	27.27	*		45.45	*	*	18.18	*	*	11	*
All Grades	19.70	9.68	8.06	22.73	22.58	25.81	31.82	50.00	45.16	25.76	17.74	20.97	66	62	62

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

Listing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	19	*	*
1	*	35.71	*	*	64.29	*	*	0.00	*	*	14	*
2	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
3		*	26.67	*	*	73.33	*	*	0.00	*	*	15
4	*	*	25.00	*	*	50.00		*	25.00	*	*	16
5	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
All Grades	43.94	25.81	17.74	37.88	59.68	72.58	18.18	14.52	9.68	66	62	62

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	84.21	*	*	*	*	*	19	*	*
1	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
2	*	16.67	*	*	66.67	*		16.67	*	*	12	*
3	*	*	46.67	*	*	53.33		*	0.00	*	*	15
4	*	*	43.75		*	43.75		*	12.50	*	*	16
5	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	46.97	38.71	43.55	43.94	50.00	46.77	*	11.29	9.68	66	62	62

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	68.42	*	*		*	*	19	*	*
1	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*
2	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
3		*	6.67	*	*	53.33	*	*	40.00	*	*	15
4	*	*	6.25	*	*	50.00	*	*	43.75	*	*	16
5	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
All Grades	22.73	11.29	12.90	51.52	67.74	54.84	25.76	20.97	32.26	66	62	62

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	19	*	*
1	*	21.43	*	*	71.43	*	*	7.14	*	*	14	*
2	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
3		*	21.43	*	*	64.29	*	*	14.29	*	*	14
4	*	*	0.00	*	*	68.75		*	31.25	*	*	16
5	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
All Grades	25.76	14.52	13.56	50.00	69.35	71.19	24.24	16.13	15.25	66	62	59

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

Conclusions based on this data:

1. 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
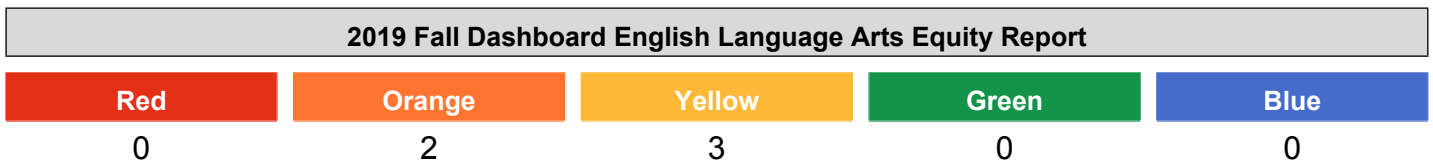
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
346	**69.7**	**16.5**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	16.5
Foster Youth	3	0.9
Homeless	8	2.3
Socioeconomically Disadvantaged	241	69.7
Students with Disabilities	61	17.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	65	18.8
American Indian or Alaska Native	1	0.3
Asian	2	0.6
Filipino	9	2.6
Hispanic	207	59.8
Two or More Races	15	4.3
Native Hawaiian or Pacific Islander	1	0.3
White	44	12.7

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

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Orange		

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
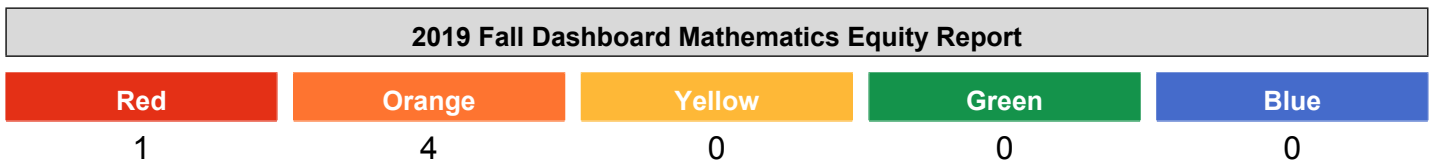## English Language Arts

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
13.6 points below standard	48.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3 points	Maintained -1 points	
193	42	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	26.2 points below standard	75.3 points below standard
	Increased ++12.9 points	Increased ++13.9 points
4	136	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
36.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7 points		3	6
47			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
23.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	54.4 points above standard
Increased ++7.9 points	10		Maintained -2.5 points
107			20

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.1 points below standard	3.9 points above standard	5.3 points below standard
Increased ++10.1 points	Declined -7.8 points	Maintained -2.4 points
24	18	134

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

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
31.3 points below standard	71.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.6 points	Declined Significantly -28 points	
193	42	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	48.1 points below standard	101.5 points below standard
	Declined -6.4 points	Declined Significantly -25.1 points
4	136	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange		No Performance Color	No Performance Color
61.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.4 points			
		3	6
47			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		No Performance Color
40.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		36.1 points above standard
Declined -5.5 points			Declined -14.7 points
	10		
107			20

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.7 points below standard	11.7 points below standard	20.8 points below standard
Declined Significantly -25.3 points	Declined Significantly -24 points	Declined -11.9 points
24	18	134

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

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58.3 making progress towards English language proficiency
Number of EL Students: 48
Performance Level: High
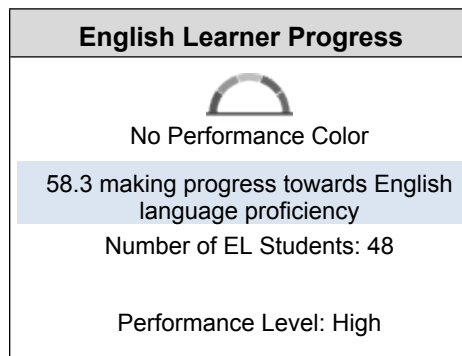
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6		4.1	54.1

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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1. 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

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
16.5	15.9	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.9	Increased +1.5	
393	69	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	17.9	16
	Increased +2.6	Declined -1.7
7	279	81

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
24.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +6.5			
91	0	7	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
14.8	22.7	Less than 11 Students - Data Not Displayed for Privacy	12.5
Increased +2	Increased +14		Increased +5.5
216	22	0	48

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
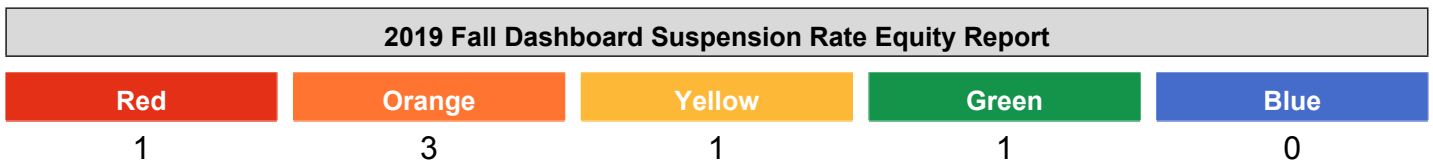## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. 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

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
5.5	2.8	Less than 11 Students - Data Not
Maintained -0.1	Declined -2.4	6
400	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not	5.6	9.8
7	Declined Significantly -1.5	Declined -2.9
	284	82

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red		No Performance Color	No Performance Color
9.6		Less than 11 Students - Data	Less than 11 Students - Data
Increased +2.5		7	9
94			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Orange
4.1	4.3		6.1
Maintained 0	Declined -8.2		Declined -0.9
218	23		49

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	5.5

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

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -101.5 (Red) from 2019 by a total of 6.5 or more (to reach Orange) with a stretch goal of 9.5 or more (to reach Yellow) to end at -95 or higher by the end of the 2020-2021 school year.

I-Ready Math Diagnostic 2 (Winter) in 2021-2022 for students Kinder-5th, will increase in two out of the four domains by 15%.

Increase in targeted delivery of math interventions.

Identified Need

On the 2018-2019 SBAC in Math, looking at grade level claim performance percentages by grade and overall -31.3 average distance from standard met revealed that students overall achievement for All Students is at 63.64% "Standard Not Met"

This led to the need for decreasing distance from met points in Math on 2022 SBAC

This led to the need for decreasing distance from met points in all domains in Math on 2021 i-Ready Math Diagnostic 2
32% of All Students placed overall in Tier 1, 40% of All Students placed overall in Tier 2, 28% of All Students placed overall in Tier 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Grade 3-5 Math IAB - Mathematics Performance Task	On the Interim Assessment Benchmark results: 3rd grade: 25.81% above standard, 54.84% near standard, 19.35% below standard. 4th grade: 24.56% above standard, 66.67% near standard, 8.77% below standard	Increase by 10% the number of students above standard on the Interim Assessment Benchmark 3rd grade: from 25.81% to 35.81% above standard. 4th grade: from 24.56% to 34.56% above standard. 5th grade: from 26.32% to 36.32% above standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th grade: 26.32% above standard, 60.53% near standard, 13.16% below standard	
2020-2021 i-Ready Math Diagnostic 2 All Students	Academic year 2020-2021 I-Ready Math Diagnostic 2 100% of the Kinder students that tested met standard (Tier 1) 36% of the 1st grade students met standard (Tier 1) 57% of the 1st grade students did not meet standard (Tier 2) 7% of the 1st grade students did not meet standard/at risk (Tier 3) 44% of the 2nd grade students met standard (Tier 1) 38% of the 2nd grade students did not meet standard (Tier 2) 18% of the 2nd grade students did not meet standard/at risk (Tier 3) 31% of the 3rd grade students met standard (Tier 1) 35% of the 3rd grade students did not meet standard (Tier 2) 35% of the 3rd grade students did not meet standard/at risk (Tier 3) 24% of the 4th grade students met standard (Tier 1) 43% of the 4th grade students did not meet standard (Tier 2) 33% of the 4th grade students did not meet standard/at risk (Tier 3) 30% of the 4th grade students met standard (Tier 1) 31% of the 4th grade students did not meet standard (Tier 2)	On i-Ready Diagnostic, students in grades K-5th will improve in 2021-2022 by 15% overall in at least two out of four domains. More Kinder students will participate in the testing. 36% of the 1st grade students will increase by 15% to 51% to meet standard. 44% of the 2nd grade students will increase by 15% to 59% to meet standard. 31% of the 3rd grade students will increase by 15% to 46% to meet standard. 24% of the 4th grade students will increase by 15% to 39% to meet standard. 30% of the 5th grade students will increase by 15% to 45% to meet standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	39% of the 4th grade students did not meet standard/at risk (Tier 3)	
i-ready placement reports	On the 2019i-Ready Math Assessment Diagnostic 2 Assessment, 41% of the students in grades 3rd, 4th and 5th are on or above grade level placement.	Improve by 10% or more in at least two out of four domains.
SBAC (Mathematics) Students with Disabilities	On the 2019 SBAC Mathematics Assessment, the distance from met for Students with Disabilities was -101.5 on the CA Dashboard Data (Red)	Improve by 6.5 or more points (to reach orange 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 students with disabilities, English Learners and African American students.

Strategy/Activity

Professional Development is provided for teachers on i-Ready Math practices that address how to effectively differentiate instruction.

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including Students With Disabilities, English Learners and African American students.

Strategy/Activity

Team uses workshop model to deliver math intervention in small group learning structure for all student groups, including materials.
Within the workshop model, students will focus on Standards of Mathematical Practice: #1 Make sense of problem and persevere in solving them. #8 Model with mathematics and show your thinking using math journals and number lines.
Strategies for applying mathematical concepts and procedures

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: 2020-21

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.

Based on our data here is what we said we would do. Goal one was: By June 2020, All students will show a 10 point positive decrease in "Distance From Met" (DFM), as measured by the 2020 SBAC Math Assessment, thereby decreasing the DFM from -16.6 points below standard to -6.6 points below standard. Here is what we actually did on the 2019 SBAC Math Assessment: The distance from standard met went from -16.6 to -31.3, increasing the DFM by -14.6 points based on data. What didn't work: By June 2020, All students will show a 10 point positive decrease in "Distance From Met" (DFM), as measured by the 2020 SBAC Math Assessment, thereby decreasing the DFM from -16.6 points below standard to -6.6 points below standard. What worked: The number of students at or near standard in Concepts and Procedures increased (29.17 to 29.80).

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 math strategies and activities on the SPSA must be intentionally reviewed at every A Monday meeting as a check in. It must be listed on the Quick Note template for the principal's walk-through. Finally, the strategies and activities on the SPSA must be referred to on teacher's bi-weekly lesson plans as a reminder for "How" to address the longterm goal.

Due to the remote teaching and learning plan for the teachers and students caused by the pandemic during the 2019-20 and 2020-21 school year, the strategies/activities were carefully thought out to support learning loss, social-emotional changes and trauma experienced by the students.

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.

Changes to the goal have been streamlined and focused so teachers can specifically address "what" and "how" the needs of the student are met. In addition, added focus is on students who may be duplicated in the Low Performing Student Block Grant. The students who are in "Red" and "Orange" status on the CA Dashboard for Math, resulting in the school being in Comprehensive Support Improvement status will be monitored. All strategies and activities will be monitored for teaching with fidelity.

The goals will remain the same based on the 2019 CA Dashboard metrics and the 2021 i-Ready Math Diagnostic Assessments. There is much work to be done. Moving forward, we will respond to the CDE's testing flexibility options and administer the i-Ready Math Diagnostic Assessment in May 2021. Based on the results, we will respond to the data and set benchmarks for the students while monitoring their progress. Teachers will receive PD in Do the Math Intervention Program to help address learning loss and provide additional support to our Tier 2 students. See Goal 6 Strategy 1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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 for African American will decrease the baseline of 24.2 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 23.7 or lower by the end of the 2020-2021 school year.

Decrease absences, tardies and early pick ups for all student groups

Identified Need

On the Fall 2019 CA Dashboard, the data for Chronic Absenteeism showed all students were absent for 16.5% of the instructional days they were enrolled. It increased significantly by 3.9% from 12.6% in 2018 putting all students in high status (Red)

Improved Chronic Absenteeism by all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism for African American Students	Chronic Absenteeism for African American will decrease the baseline of 24.2 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 23.7 or lower by the end of the 2020-2021 school year.	Improve by -0.5 or more to reach Orange or higher
Chronic Absenteeism for All Students	Overall 16.5% Two or More Races 22.7% SED 17.9% SWD 16..0% English Learners 15.9% Hispanic 14.8% White 12.5%	Decrease the % of students school wide who are absent 10% or more of enrolled days to 5% overall, and the following groups by 50%: Decrease Two or More Races to 11.4%% Decrease SED 17.9% to 7.9% Decrease SWD 16..0% to 6.0% Decrease English Learners 15.9% Decrease Hispanic 14.8% to 4.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Decrease White 12.5% to 2.5%
Average Daily Attendance Rate	2019-2020 Month 1: 96.96% Month 2: 96.29% Month 3: 96.77% Month 4: 93.81% Month 5: 93.29% Month 6: 93.97% Month 7: 93.72% Average Months 1-7 95%	Increase average daily attendance rate per month by 1-4 percentage points school wide until 97% or better is achieved
Average Daily Attendance Rate	2020-2021 Month 1: 94.13% Month 2: 94.12% Month 3: 94.15% Month 4: 94.43% Month 5: 94.44% Month 6: 94.80% Month 7: 94.97% Month 8: 95.03% Average Months 1-8 95.50%	Increase average daily attendance rate per month by 2 to 3 percentage points 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 student group

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 CWAS 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 and absences

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	Title I
15,000	CSI

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

Strategies to increase student attendance and increase 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. Students will participate by signing compacts to pledge a promise to attend school every day on time ready and prepared to learn.
Part of MTSS roll-out: A family checklist- "How to get students to school on time every day ready and prepared to learn"
1. Meeting with parents at the beginning of the school year
2. Leader in Me bracelets, pencils, bookmarks/charms for rewards
3. Principal and team conduct a field day for improved attendance
4. Schedule: Aug-Oct, Nov-Jan, Feb-Apr, May "End of Year" Celebration

Updated 3/28/2022
Increase incentives, student leadership guides and teacher leadership guides. Add $4,632.
Promotion Yard Signs as incentives and motivation for 5th grader Add $300

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)
5,932	CSI

Annual Review

SPSA Year Reviewed: 2020-21

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.

Based on our data here is what we said we would do. By June 2020, the daily average attendance rate will be 97%. The average daily attendance rate will be less than 10% for African Americans students, English Learners students, Socioeconomically Disadvantaged students, Hispanic students, and Students With Disabilities. The chronic absenteeism rate will be less than 3%. Here is what we actually did: The average monthly attendance rate for 7 months Aug-Feb was 95% instead of meeting the 97% goal. What didn't work: The All Students increased significantly from 12.6% to 16.5% putting them in the High Status "Red". What worked: There was a positive decline in the chronic absenteeism rate of our SWD student group from 17.7% to 16.0%, putting the group in "Yellow"

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

There were differences between the budgeted expenditures and the intended implementation of the strategies and activities to decrease absenteeism among all students. The Multi-Tier System of Support (MTSS) that was planned to discuss best practices for SST meetings, attendance support and provide tiered level interventions was not implemented to it's fullest. We did not meet regularly to discuss reasons for the chronic absenteeism. I needed to be brought up to date with the MTSS practices with it being my first year as principal at NCES. I was able to get to know the families and observe the trends for the daily tardies, absences and early pick ups. The funds were not available to pay the aides for extended hours for meetings. There needed to be better follow through and data kept on students arriving late to school by staff.

Due to the remote teaching and learning plan for the teachers and students caused by the pandemic during the 2019-20 and 2020-21school year, the strategies/activities were carefully thought out to support learning loss, social-emotional changes and trauma experienced by the students.

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.

Better planning on a calendar will contribute to consistent support for students in the area of attendance. Staying in contact with students and families will build genuine relationships between staff and families. Research and training regarding attendance is necessary. Finding the root cause of the absences and tardies. CSI support will provide much needed resources, training and

and added staff to implement the practices and interventions needed to decrease chronic absenteeism.

The goals will remain the same based on the 2019 CA Dashboard metrics and the 2020-2021 YTD PUSD Attendance Percentages with historical data.
There is much work to be done. Moving forward, we will respond to the daily attendance percentages during the 2020-2021 school year. Based on the results, we will respond to the data by setting benchmarks for students to meet while monitoring their attendance. Strategy 1 and 2

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

CAASPP ELA Average Distance From Standard for Students with Disabilities will increase the baseline of -75.3 (Orange) from 2019 by a total of -5.3 or more (to reach Yellow) with a stretch goal of -3 or more (to reach Green) to end at -80.6 or lower by the end of the 2021-2022 school year.

I-Ready Reading Diagnostic 2 (Fall) in 2021-2022 for students K-5th, will increase in all domains by 15%. Kinder students will increase on the i-Ready Reading and Math Diagnostic 2 by 15%.

Increase in targeted delivery of ELA interventions

Identified Need

On the 2018-2019 SBAC, looking at grade level claim performance percentages by grade and overall-13.6 average distance from standard met revealed that students overall achievement for All Students is at 55.55% "Standard Not Met".

This led to the need for decreasing distance from met points in ELA on 2022 SBAC

This led to the need for decreasing distance from met points in all domains in Reading on 2021 i-Ready Reading Diagnostic 2
217 out of 339 students tested
33% of All Students overall placed in Tier 1, 34% of All Students overall placed in Tier 2, 32% of All Students overall placed in Tier 3

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA) Students with Disabilities	On the 2019 SBAC ELA Assessment, the distance from met for Students with Disabilities was -75.3 (Orange) on the CA Dashboard Data (Red)	Improve by -5.3 or more points (to reach Yellow or higher)
I-Ready Reading Diagnostic 2 All Students	Academic year 2020-2021 I-Ready Reading Diagnostic 2	On i-Ready Diagnostic 3, students in grades 1st - 5th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	None of the Kinder students tested on the i-Ready Reading Diagnostic 2

45% of the 1st grade students met standard (Tier 1)
55% of the 1st grade students did not meet standard (Tier 2)

51% of the 2nd grade students met standard (Tier 1)
28% of the 2nd grade students did not meet standard (Tier 2)
21% of the 2nd grade students did not meet standard/at risk (Tier 3)

42% of the 3rd grade students met standard (Tier 1)
18% of the 3rd grade students did not meet standard (Tier 2)
39% of the 3rd grade students did not meet standard/at risk (Tier 3)

40% of the 4th grade students met standard (Tier 1)
45% of the 4th grade students did not meet standard (Tier 2)
25% of the 4th grade students did not meet standard/at risk (Tier 3)

30% of the 4th grade students met standard (Tier 1)
28% of the 4th grade students did not meet standard (Tier 2)
42% of the 4th grade students did not meet standard/at risk (Tier 3) | improve in 2021-2022 by 15% overall from 33% to 48%

Kinder students will participate in the testing.
45% of the 1st grade students will increase by 15% to 60% to meet standard.
51% of the 2nd grade students will increase by 15% to 66% to meet standard.
42% of the 3rd grade students will increase by 15% to 57% to meet standard.
30% of the 4th grade students will increase by 15% to 45% to meet standard.
30% of the 5th grade students will increase by 15% to 45% to meet standard. |

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 students.

Strategy/Activity

Professional Development is provided for teachers on Balanced Literacy practices that address how to effectively differentiate instruction for all students.

Activity:

PD for teachers on how to give mini lessons in clear and purposeful writing followed by guided practice and conferencing with students from Instructional Coach
PD for teachers on how to differentiate phonics, reading and writing instruction for students who are in Tier I, Tier II and Tier III from the Instructional Coach

Release time for teachers to work in their grade level teams once monthly
Training: Teachers will continue to use tools from Columbia Teacher's College Writing Project training, Balanced Literacy Implementation Guide and observation of teachers who have experience doing Reading and Writing Workshop to help students improve written response to literature.

Instructional Coach communicates weekly curriculum and instructional updates to teachers and staff using a SMORE.

Updated March 28, 2022
Add SMORE for instructional coach, $100

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)
300	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

Team uses workshop model to deliver ELA intervention in small group learning structure for all student groups, including materials.

Strategies:
Strategies for comprehension
Strategies for understanding literary and non-fiction text
Strategies for phonics and word knowledge

Activities:

Heinemann Virtual Units of Study Teaching Resources will be used as a supplement to the print Units of Study series to help all students with phonics and writing in small-group work and whole-class instruction.
The Guided Reading Program will be used for small group instruction during virtual and in-person teaching.
Within the workshop model, teachers will use Leveled Readers based on Fall Assessment IRI will be used to support all students and differentiate instruction

Interactive read alouds, News ELA and Read Works will be used to develop literary and informational text comprehension

Renzulli Learning personalizes talent development for each student, giving students the tools and resources to increase engagement and achievement.
Within small groups English Learners will receive designated English Language Development instruction to target key skills.
Teachers will meet students in small guided reading groups and teach them in at their instructional level.

All students will be assessed on Lexia Placement Assessment.
Lexia provides students with a personalized learning path (differentiated instruction) where they are motivated by their own success.
Lexia provides teachers with the resources to implement small group, differentiated instruction and scaffolded lessons.
Students reading below grade level will do Lexia at least twice a week for 30 minutes each in school and 30 minutes for homework per night.

Teachers will use mentor texts, anchor charts and anecdotal records as tools to use during writing instruction.

Reading and Writing Units of Study Materials/Anchor Chart Sticky Notes (TK-2) to strengthen student's reading, phonics, comprehension and writing process skills and strategies

Updated on 3/21/2022
Lexia Program ($9,500)
Maps ($4,334.85)

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)
16,235	CSI

Annual Review

SPSA Year Reviewed: 2020-21

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.

Based on our data here is what we said we would do: Goal 1 was: By June 2020, All students will show a 10 point positive decrease in "Distance From Met" (DFM), as measured by the 2019 SBAC ELA Assessment, thereby decreasing the DFM from -13.3 points below standard to -3.3 points below standard. Here is what we actually did on the 2019 SBAC Math Assessment: The distance from standard met went from -13.3 to -13.6 increasing the DFM by -0.3 points based on data resulting in maintaining progress. Here is what didn't work: The percent of students above standard on the 2018 SBAC in Writing (Producing Clear and purposeful writing) decreased by 5.97% on the 2019 SBAC. In addition, there is a decrease in ELA overall achievement for All Students in standard exceeded from 21.13% to 20.71%.
Here is what worked: The number of students in Reading (Demonstrating understanding of literary and non-fictional texts) at or near standard increased from 43.81% to 46.46%. This caused a decrease in the percent of students below standard in the same domain.

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 ELA strategies and activities on the SPSA must be intentionally reviewed at every A Monday meeting as a check in. It must be listed on the Quick Note template for the principal's walk-through. Finally, the strategies and activities on the SPSA must be referred to on teacher's bi-weekly lesson plans as a reminder for "How" to address the longterm goal.

Due to the remote teaching and learning plan for the teachers and students caused by the pandemic during the 2019-20 and 2020-21school year, the strategies/activities were carefully thought out to support learning loss, social-emotional changes and trauma experienced by the students.

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.

Changes to the goal have been streamlined and focused so teachers can specifically address "what" and "how" the needs of the student are met. In addition, added focus is on students who may be duplicated in the Low Performing Student Block Grant. The students who are in the "Orange" and "Yellow" status on the CA Dashboard for ELA, resulting in the school being in Comprehensive Support Improvement status will be monitored. All strategies and activities will be monitored for teaching with fidelity.

The goals will remain the same based on the 2019 CA Dashboard metrics and the 2021 i-Ready Reading Diagnostic Assessments. There is much work to be done. Moving forward, we will respond to the CDE's testing flexibility options and administer the i-Ready Reading Diagnostic Assessment in May 2021. Based on the results, we will respond to the data and set benchmarks for the students to meet while monitoring their progress.

The strategies have been expanded to provide more intervention and support in the areas of comprehension (literature and informational text), vocabulary and phonics. See Strategy 2

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

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

Suspension Rate for African American will decrease the baseline of 9.6 (Red) from 2019 by a total of -3.6 or more (to reach Orange) with a stretch goal of 3.3 or more (to reach Yellow) to end at 6 or lower by the end of the 2021-2022 school year.

Identified Need

Improved Suspension Rate by Students with Disabilities and African American students. On the 2019 CA Dashboard indicators, the SWD (9.8% Orange) and AA (9.6% Red) students have the highest suspension rates among all student groups.

This led to the need for decreasing the suspension rate on the 2022 CA Dashboard indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension for African American Students	Suspension Rate for African American will decrease the baseline of 9.6 (Red) from 2019 by a total of -3.6 or more (to reach Orange) with a stretch goal of 3.3 or more (to reach Yellow) to end at 6 or lower by the end of the 2020-2021 school year.	Improve by -3.6 or more to reach Orange or higher
Suspension Rate for all students	Suspension Rate for all Students decreased from 22 to 3 in 2019-2020 school year.	Improve by 3 to 0 students being suspended in 2020-2021 school year.
Suspension Rate for all students	Suspension Rate for all Students decreased from 3 to 0 in 2020-2021 school year.	Maintain the zero suspension rate for 2021-2022

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

Strategy/Activity

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

Proactively select students who have observable peer relation challenges to participate in a social skills group twice a week.
Teach students self regulation strategies when struggling with controlling emotions in situations on campus.
Students will participate in weekly Leader In Me lessons in the classroom
They will demonstrate habits throughout the school day by proactively associating their behavior to a habit.
Playground behavior aides and recreational aides will use the habits to redirect negative behavior.
Teachers will use habits to have students reinforce learning, make decisions, set goals, and take responsibility.
Students demonstrating the 7 Habits may be chosen for a Leader In Me Award or earn a Lions Ticket to trade in for a reward.
Weekly Leadership Assembly to inform educational partners, highlighting students in leadership roles and reinforce "The Leader in Me Habit of the Week"
Students will actively participate and engage in creating leadership visuals to display around the campus.

Updated on march 21, 2022
Add Literacy/Wellness Center. An environment that positively impacts the physical and mental health of our students by lowering stress/anxiety. The center will nurture the students and provide social emotional support.
Student area rug $559.99

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)
4,533	CSI

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities and African American Students

Strategy/Activity

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

Decrease MTSS behavior referrals
Leader in Me (Social Emotional Learning) Professional Development Staff and the Lighthouse Team
Deepen the implementation of the 7 Habits /Leader in Me Social Emotional Learning Curriculum for students, staff and teachers
Release time for staff to work together to learn how LIM can impact student behavior, culture and academics. Substitute teachers will be provided.
Staff will engage in LIM PD during selected A Monday meetings to build a sense of unity and collaboration, work with data in a positive and nonjudgmental way, use summative school proficiency data. Choose the right lead measures to apply the 4 Disciplines of Execution with fidelity. Create a "roll out": plan to implement 4DX with fidelity to close our school proficiency gap.
Teachers and staff will develop personal and professional capacity allowing them to confidently teach and model social and emotional leadership skills.

2 Project Behavior Aides and 2 Recreational Aides will be trained and work with students in small social groups, helping them to making good choices when interacting with their peers.
Staff will attend meetings and trainings to implement interventions.
PD for teachers to teach Culturally Responsive Teaching Strategies for students to explore and embrace the importance of cultural differences.

Update
March 28, 2022
Add Leader in Me Core2 Digital Participant Guide $720

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)
71,820	CSI

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.

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)
28,700	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall goal for decreasing suspensions was to deepen the implementation of the 7 Habits/Leader in Me Social Emotional Learning Curriculum throughout the campus in order to decrease behavior referrals to the office. The daily and weekly check-ins with students during the morning message and Leadership assembly made a huge difference with student behavior. Our SWD in the special day classroom missed the morning message because of breakfast, so I brought the leadership and "7 Habit" message to them in the cafeteria and sometimes in the classroom. This gave them an opportunity to connect with me. This made a huge difference with the 5th graders who met me for the first this year. I was able to get to know them and their personalities. They were able to learn about how I handled situations before a problem surfaced. The students found it to be easier to talk things out because they already connected with me in the morning. As a result, as of March 13, 2020 we had only three suspensions compared to 22 in the prior year. One of the suspensions was due to a new student who was inappropriately placed in a general education classroom and was enrolled for one day.

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 expenditures were correct for the Leader in Me Program. However, by the time the PR went through it was almost half way through the school year. We implemented the teacher PD during A Monday meetings. There needed to be more release time and funds to pay for subs so

that the Lighthouse Team could meet and move from level 2 to level 4 on the implementation rubric.

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

We will calendar meetings at the beginning of the school year so it will not be a surprise and the team is prepared to meet and discuss how they can lead the staff in implementing the LIM program. Furthermore, provide opportunities for the Lighthouse Team to visit other LIM schools to observe best practices. Finally, to overlap the efforts of MTSS and LIM teams. The additional funds from CSI to support PD for teachers, staff for students and community assistant communication for parents is part of the plan.

The goals will remain the same based on the 2019 CA Dashboard metrics. Even though we decreased our suspensions from 22 to 3 during the 2019-2020 school year and from 3 to 0 during the 2020-2021 school year. We will continue to monitor behavior trends, provide SEL and MTSS strategies and maintain zero suspensions for all students.   Goal 4 Strategy 3

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 # 5

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

Goal 5

Utilize the "Back to School" Event in August 2020 to communicate with families.
Families will take a brief survey on attendance, participation and engagement.
Parents will receive a school calendar and sign up for a committee, school event, 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, 60% of NCES families will register to access Aeries Parent Portal
By the second Trimester, 70% of NCES families will register to access Aeries Parent Portal
50% of NCES Parents will attend two Family Information Nights about Leader in Me Program and Family Coding Night

Identified Need

Less than 50% of our families are registered on Aeries Parent Portal.
Less than 30% of our families are involved in Community Building events such Campus Beautification, Fall Festival, and Market Fair.
Less than 20% of our families attend the monthly African American Parent Council Meetings, School Site Council Meetings, and English Language Advisory Council Meetings.
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 March 13, 2020, we had 50% NCES parents receiving Aeries Parent Portal due to Community Assistant helping parents to sign up in workshops and one on one help in the main office.	The expected outcome was 35% of NCES registered on Aeries Parent Portal
Schedule of Family Code Night on the Master Calendar	In November we had an Epic Build Showcase on Nov. 13, 2019 during the day and Family Coding Night on Dec. 13, 2019	The expected outcome was 3 parent family nights including NCES families to participate in the Showcase and Family Coding Night

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Information Nights/Parent University Workshops on 2019-2020 Master Calendar	Community Assistant facilitated parent university/trainings listed on Master Calendar	The Master Calendar lists all parent university and trainings
Volunteer Log	Volunteers worked on Ceramic's Clean up Day on Sept.14th 9am-12pm. Volunteers worked on Science Room Set up on Oct. 19th 9am-12pm. Volunteers worked on Campus Beautification Day on February 22nd 9am-12pm. Master Calendar has many opportunities for parent volunteers to sign up to volunteer	2020 Volunteer log is evidence of greater percentage of parent names and number of hours
Parent Portal Accounts	By November 2020 Active Parent Portal Accounts equaled 247 families out of 346 families, 71% of our families have accounts.	By 2022, 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
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 stakeholders

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,800	LCFF - Supplemental and Concentration (S/C)
32,047	Title I
1,053	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 Code to the Future Computer (CTTF) Science Immersion Program and 7 Habits/Leader in Me (LIM) and how both programs support NCES students. These two programs, considered the backbone of NCES, is paving the way for students to have successful careers in technology and to be future leaders in the work place.

Strategy/Activity

Parent volunteer training on the 7 Habits/Leader in Me: It will provide families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child's social-emotional learning.
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 two Family Coding Nights and invite professionals in the career to teach families the current trends in coding.
Continue to include one of the Habits in the weekly Wednesday Packet, newsletter and marquee.

Modification December 2021
Parents will participate in Community Health Action Mental Perseverance (CHAMP) to focus on using creativity to process events and experiences as it relates to the COVID-19 pandemic.
Through a series of three narrative writing workshops, parents and guardians have access to a supportive space to use their voice, tell their story, and share lessons learned during this challenging time. The presentation is in partnership with Pacific Oaks College-Family Success Collaborative.

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)
5,000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of Parent Portal usage was below 10% at the beginning of the school year. The Community Assistant made every effort to train and help parents access Parent Portal. The goal was to increase parent usage by 35% by Trimester 2. By April 2020, NCES had 50% parents using Parent Portal.

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

There were no major differences between the implementation of the activity and the budgeted expenditures used to fund this activity. The goal was exceeded by 15%.

Due to the remote teaching and learning plan for the teachers and students caused by the pandemic during the 2019-20 and 2020-21school year, the strategies/activities were carefully thought out to support learning loss, social-emotional changes and trauma experienced by the students.

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

We are going to extend the goal to 60% of our parents using Parent Portal by November 2020 and then increase by another 10% to 70% of NCES parents using Parent Portal by February 2021. This can be found in Goal 5.

The goals will remain the same based on the 2019 CA Dashboard metrics. There is much work to be done. Moving forward, we will respond to the needs of our families by increasing strategies and monitoring how we communicate with our families to get better engagement, participation and outcomes. Strategy 1

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

Closing the Achievement Gap for all Subgroups

1. Mathematics:
On the 2018-2019 SBAC Mathematics assessment, all student groups declined or declined significantly from grade-level standard: All students, -14.6 points, African Americans, -11.4, English Learners, -28 points, Hispanic students, -5.5, Socio-economically Disadvantaged, -6.4, Students With Disabilities, (--25). All student subgroup scores, except English Learners (-28 pts) and Students With Disabilities, (-25 pts), made a lower DFM toward standard than the "All students" score of (14.6 pts). Even though the Hispanic student subgroup (40.6 below standard) took a decline along with the all student group (31.3), it is "narrowing the achievement gap"

By August 2021, each of the listed groups and ethnic groups will show the following decreases in "Distances from Met" (DFM), as measured by the 2021 SBAC Mathematics assessment.
**English Learners: decrease DFM from 28 to 14 points below grade level standard
**Students With Disabilities: decrease DFM from 25 to 12.5 points below grade level standard
**African American Students: decrease DFM from 11.4 to 5.5 points below grade level standard
**Socio-economically Disadvantaged: decrease DFM from 6.4 to 3.2 points below grade level standard
**Hispanics: decrease DFM from 5.5 to 2.75 points below grade level standard

2. English Language Arts/Literacy:
On the 2018-2019 SBAC English Language Arts/Literacy assessment, all student groups declined or declined significantly from grade-level standard: All students, -14.6 points, African Americans, -11.4, English Learners, -28 points, Hispanic students, -5.5, Socio-economically Disadvantaged, -6.4, Students With Disabilities, (--25). All student subgroup scores, except English Learners (-28 pts) and Students With Disabilities, (-25 pts), made a lower DFM toward standard than the "All students" score of (14.6 pts).   The African American students, socio-economically disadvantaged, and Hispanic subgroups increased by 7 to 12 points "narrowing the achievement gap" of these groups.

By August 2021, each of the list groups and ethnic groups will show the following decreases in "Distance from Met (DFM), as measured by the 2021 SBAC English Language Arts/Literacy assessment.
**English Learners students: decrease DFM from 48.1 to 24.05 points below grade level standard
**African American Students: decrease DFM from 36.8 to 18.4 points below grade level standard
**Hispanic Students: decrease DFM from 23.3 to 11.65 points below grade level standard
**Socio-economically Disadvantaged: decrease DFM from 26.2 to 13.3 points below grade level standard
**Students With Disabilities: decrease DFM from 75.3 to 37.65 points below grade level standard

3. To ensure that every student develops the foundational conceptual knowledge and the skills to responsibly and productively participate in a digital world.

Identified Need

1. Mathematics: School-wide, students scored 31.3 points below grade level standards on the 2019 SBAC Mathematics assessment; however, English Learners scored 71.1 points below grade level standard, African American students 61.7 points below grade level standard, Hispanic students scored 40.6 points below grade level standards, students with disabilities scored 101.5 points below grade level standard, and socio-economically disadvantaged scored 48.1 points below grade level standard.

2. English Language Arts/Literacy: School-wide, students scored 13.6 points below grade level standards on the 2019 SBAC English Language Arts/Literacy assessment; however, English Learners scored 48.1 points below grade level standard, African American students 38.8 points below grade level standard, Hispanic students scored 23.3 points below grade level standards, students with disabilities scored 75.3 points below grade level standard, and socio-economically disadvantaged scored 26.2 points below grade level standard.

3. According to the 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners, our Reclassified English Learners are 3.9 points above grade level standard compared to our English Only students who are 5.3 points below grade level standard. The gap that needs to be closed is between our current English Learners (24) at 87.1 points below standard and our English Only students (134) at 5.3 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	On the 2018-2019 SBAC Mathematic assessment, the Hispanic students score declined by 5.5, which was 9.1 less than the "All students" who declined by 14.6 points. The Hispanic subgroup was the closest to narrowing the gap from the "All student" group.	Hispanic students will show an increase growth score exceeding the "All Students growth score by 5 points or greater in order to narrow the achievement gap as measured by the 2019-2020 SBAC Mathematics assessment.
SBAC (English Language Arts/Literacy)	On the 2018-2019 SBAC English Language Arts/Literacy assessment, the Hispanic students growth score was 7.9 points, which was 7.6 points more than the "All students" growth score of -0.3.	Hispanic students will show an increase in growth score exceeding the "All students" growth score by 10 points or greater in order to narrow the achievement gap as measured by the 2020-2021 SBAC
i-Ready Diagnostic Assessment Results	On the 2020 i-Ready Math Assessment Diagnostic 2	Hispanic and African American students will show an increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Assessment, 41% of the students in grades 3rd, 4th and 5th are on or above grade level in all four domains. Since the Hispanic subgroup is 55.24% of the school population and the African American population is the next largest subgroup at 23.83%, these groups are good indicators of "closing the achievement gap" when compared to all students.	in growth by 10% in all four domains on the i-Ready diagnostic assessment. This will result in an increase from 33% to 43% of the students scoring on or above standard in all four domains in order to "narrow the achievement gap."
SBAC Grades 3,4,5 ELA IAB - Narrative and Opinion Performance Task	On the 2020 SBAC Grades 3,4,5 ELA IAB Writing Performance Task, 59.25% of the 3rd graders are above standard in Narrative Writing. 25% of the 4th graders are above standard in Opinion Writing. 36% of the 5th graders are ave standard in Narrative Writing Since the Hispanic subgroup is 55.24% of the school population and the African American population is the next largest subgroup at 23.83%, these groups are good indicators of "closing the achievement gap" when compared to all students.	Hispanic and African American students will increase on the i-Ready diagnostic assessment by 10%, bringing the % of these subgroups from 33% to 43% on or above grade level in order to narrow the achievement gap.
2020-2021 i-Ready Reading Diagnostic 2	Academic year 2020-2021 I-Ready Reading Diagnostic 2 None of the Kinder students tested on the i-Ready Reading Diagnostic 2 45% of the 1st grade students met standard (Tier 1) 55% of the 1st grade students did not meet standard (Tier 2) 51% of the 2nd grade students met standard (Tier 1) 28% of the 2nd grade students did not meet standard (Tier 2)	Students in grades 1st - 5th will improve in 2021-2022 by 15% overall from 33% to 48% Kinder students will participate in the testing. 45% of the 1st grade students will increase by 15% to 60% to meet standard. 51% of the 2nd grade students will increase by 15% to 66% to meet standard. 42% of the 3rd grade students will increase by 15% to 57% to meet standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21% of the 2nd grade students did not meet standard/at risk (Tier 3) 42% of the 3rd grade students met standard (Tier 1) 18% of the 3rd grade students did not meet standard (Tier 2) 39% of the 3rd grade students did not meet standard/at risk (Tier 3) 40% of the 4th grade students met standard (Tier 1) 45% of the 4th grade students did not meet standard (Tier 2) 25% of the 4th grade students did not meet standard/at risk (Tier 3) 30% of the 4th grade students met standard (Tier 1) 28% of the 4th grade students did not meet standard (Tier 2) 42% of the 4th grade students did not meet standard/at risk (Tier 3)	30% of the 4th grade students will increase by 15% to 45% to meet standard. 30% of the 5th grade students will increase by 15% to 45% to meet standard.
2020-2021 i-Ready Math Diagnostic 2	Academic year 2020-2021 I-Ready Math Diagnostic 2 100% of the Kinder students that tested met standard (Tier 1) 36% of the 1st grade students met standard (Tier 1) 57% of the 1st grade students did not meet standard (Tier 2) 7% of the 1st grade students did not meet standard/at risk (Tier 3) 44% of the 2nd grade students met standard (Tier 1) 38% of the 2nd grade students did not meet standard (Tier 2)	In 2021-2022, students will improve by 15% or more in at least two out of four domains. More Kinder students will participate in the testing. 36% of the 1st grade students will increase by 15% to 51% to meet standard. 44% of the 2nd grade students will increase by 15% to 59% to meet standard. 31% of the 3rd grade students will increase by 15% to 46% to meet standard. 24% of the 4th grade students will increase by 15% to 39% to meet standard. 30% of the 5th grade students will increase by 15% to 45% to meet standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18% of the 2nd grade students did not meet standard/at risk (Tier 3) 31% of the 3rd grade students met standard (Tier 1) 35% of the 3rd grade students did not meet standard (Tier 2) 35% of the 3rd grade students did not meet standard/at risk (Tier 3) 24% of the 4th grade students met standard (Tier 1) 43% of the 4th grade students did not meet standard (Tier 2) 33% of the 4th grade students did not meet standard/at risk (Tier 3) 30% of the 4th grade students met standard (Tier 1) 31% of the 4th grade students did not meet standard (Tier 2) 39% of the 4th grade students did not meet standard/at risk (Tier 3)	

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 students.

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 math intervention teacher to include Math, Science, ELA and English Language Development.
Students in Tier II will get additional support in reading and math, and meet with instructional coach and intervention teacher in small groups.

SSTs will be held for students in tier II group who continue to struggle and not make progress in reading and math.
Roving Substitute Teacher for SSTs
"All student" groups will use Lexia for additional practice with vocabulary.
"All students" will use Read Works for additional practice with comprehension.
"All students" will participate in the Computer Science Program to receive classes in coding.
"All students" will use i-Ready Math, Mystery Science, STEMscopes, Reading A to Z and Epic Books

Math Intervention Program, including preparation materials, objectives, step-by-step instruction, monitor student progress and professional development for teachers to help address learning loss and provide additional support for our Tier 2 students.

Expand STEM Lab for all student groups. They will engage in hands-on science to increased science knowledge uptake, conceptual uptake and knowledge retention, particularly for English Language Learners.

Summer Lit Camp is offered to all students based on diagnostic results and IRI levels to prevent summer slide for students who are at or near grade level. To provide intervention for Tier II students needing extra support.

Updated 3//21/22
Remove Summer Lit Camp due to district funding the summer program. $26,322
Add Summer Lit/Math Camp $18,000, CSI
Add Motivation ELA and Math (Curriculum Associates). $4,815 CSI
Add Summer Lit/Math Camp Office Staff, $5,400 LCAP

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)
43,916	CSI
5,400	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

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

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 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, English Learners and African American students.

Strategy/Activity

Professional Development, support and coaching is provided for teachers to equip them with the foundational tools, training and pedagogy necessary to integrate computer science and coding into the core content areas.
The budget allocation is shared with strategy/activity 5.

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 4
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

To address the gap, students will use the computer science standards to participate in rigorous and equitable computer science classes, K-5, to ensure that every student receive foundational knowledge and skills to prepare for college and career. The budget allocation is shared with strategy/activity 4.

Updated on March 28, 2022
Add 3D Printers for 3D printing classroom success. $2780.37

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)

2,781

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

One of the strategies I observe on a consistent basis is teachers meeting students in small guided reading groups. This is an effective way to meet students where they are at their instructional level. Students have a second opportunity to be pulled by the intervention teacher to practice skills that support learning in the classroom. With daily meetings the proficiency gaps will begin to close.
We want to provide all students with the opportunity to learn computer science in a fun and engaging way while developing the skills needed to be successful in our digital future addressing the technology barriers for children of color.

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

There are no major differences between the intended implementation and the budgeted expenditures. This year we have the opportunity to have an additional intervention teacher to meet with students to work on skills to close the achievement gap. Next school year we will have the support of CSI to assist us as we implement much needed strategies to help our students progress and teachers participate in learning communities.

Due to the remote teaching and learning plan for the teachers and students caused by the pandemic during the 2019-20 and 2020-21school year, the strategies/activities were carefully thought out to support learning loss, social-emotional changes and trauma experienced by the students.

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.

Changes will not be made. More monitoring of instruction, data chats with the students and communication with the families are critical.

The goals will remain the same based on the 2019 CA Dashboard metrics. There is much work to be done. Moving forward, we will respond to the CDE's testing flexibility options and administer the i-Ready Reading Diagnostic & i-Ready Math Diagnostic in May 2021. Based on the results, we will

respond to the data by providing appropriate interventions and supports as well as monitor student progress. Strategy 1

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	$64,578.36
Total Federal Funds Provided to the School from the LEA for CSI	$191633
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$217,833.06
Other State/Local Funds provided to the school	$43,750.00

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	$64,578.36
CSI	$153,254.70

Subtotal of additional federal funds included for this school: $217,833.06

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)	$43,750.00

Subtotal of state or local funds included for this school: $43,750

Total of federal, state, and/or local funds available for this school: $261,583.06

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	63,525.00	30,978.00
CSI	153,254.70	-4,181.30
LCFF - Supplemental and Concentration (S/C)	43,750.00	36,250.00
Title I Part A: Parent Involvement	1,053.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	2,781.00
Comprehensive Support and Improvement (CSI)	33,700.00
CSI	157,436.00
LCFF - Supplemental and Concentration (S/C)	7,500.00
Title I	32,547.00
Title I Part A: Parent Involvement	1,053.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Debra Lucas	Principal
Martha Tovar	Other School Staff
Deidra Nadal	Classroom Teacher
Annaliese Liberto	Classroom Teacher
Jacquetta Moore	Classroom Teacher
Rebekah Flores	Classroom Teacher
Alicia Garvey	Parent or Community Member
Tamara Rodell	Parent or Community Member
Margie Cawlina	Parent or Community Member
Rebecca Kahn	Parent or Community Member
Maria Ramirez	Parent or Community Member
Kelly Aguirre	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 March 30, 2022.

Attested:

Debra Lucas	Principal, Debra Lucas on March 30, 2022
	SSC Chairperson, Kelly Aguirre on March 30, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

   i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

   ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

   iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

   iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

   v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: <u>Norma Coombs</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	231	$40,692.96
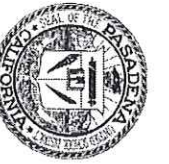
Pasadena Unified School District
Child Welfare, Attendance & Safety

Attendance Improvement Program
Attendance Improvement Implementation Plan

School: Norma Coombs Elementary School	Principal: Debra Lucas
School Number: 60	Counselor:
Date Completed: May 10, 2021	Principal Signature: *(signature)*

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
95%	96%	97%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
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 absences within a month and/or 5 or more tardies 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	Families	Daily, weekly and monthly	The goals will remain the same based on the 2019 CA Dashboard metrics and the 2020-2021 YTD PUSD Attendance Percentages with historical data. There is much work to be done. Moving forward, we will respond to the daily attendance percentages during the 2020-2021 school year. Based on the results, we will respond to the data

Pasadena Unified School District
Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE
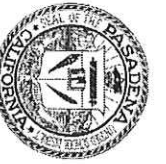
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Implement individual, class or school wide incentives for the most improved or highest growth in positive attendance percentage. Attendance Leadership Assembly once a month on Monday to celebrate attendance data Utilize Attendance Awareness Month (September) to inform families of the importance of attending school regularly. Students will participate by signing compacts to pledge a promise to attend school every day on time ready and prepared to learn. Part of MTSS roll-out: A family checklist- "How to get students to school on time every day ready and prepared to learn" 1. Meeting with parents at the beginning of the school year 2. Leader in Me bracelets, pencils, bookmarks/charms for rewards 3. Principal and team conduct a field day for improved attendance 4. Schedule: Aug-Oct, Nov-Jan, Feb-Apr, May "End of Year" Celebration Daily review of the list of students absent generated by the attendance clerk. Phone calls made daily to families of the students on the list who show a trend of absences on particular days.	students	Daily, weekly and monthly	The goals will remain the same based on the 2019 CA Dashboard metrics and the 2020-2021 YTD PUSD Attendance Percentages with historical data. There is much work to be done: Moving forward, we will respond to the daily attendance percentages during the 2020-2021 school year. Based on the results, we will respond to the data by setting benchmarks for students to meet while monitoring their attendance. Strategy 1 and 2 2020-2021 Month 1: 94.13% Month 2: 94.12% Month 3: 94.15% Month 4: 94.43% Month 5: 94.44% Month 6: 94.80% Month 7: 94.97% Month 8: 95.03% Average Months 1-8 95.50% Increase average daily attendance rate per month

"Discover What's Right About Pasadena Schools · Community for Better Schools · Schools for Better Community"

- 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us

monitoring their attendance.
Strategy 1 and 2

Committee in conducting a root cause analysis for the tardies and absences.

Daily review of the list of students absent generated by the attendance clerk. Phone calls made daily to families of the students on the list who show a trend of absences on particular days.

2020-2021
Month 1: 94.13%
Month 2: 94.12%
Month 3: 94.15%
Month 4: 94.43%
Month 5: 94.44%
Month 6: 94.80%
Month 7: 94.97%
Month 8: 95.03%
Average Months 1-8 95.50%

Increase average daily attendance rate per month by 2 to 3 percentage points school wide until 97% or better is achieved

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Appendix B

**English Learner Advisory Committee (ELAC) Recommendation to
School Site Council (SSC) Form**

Name of the School: _Norma Combs E.S._   Date of the meeting: _4/27/2021 (ELAC)_
5/25/2021 (SSC)

The ELAC participates in the school's planning process for the programs and services for
English Learner (EL) students and provides the SSC written recommendations regarding the
needs of these students. The ELAC must review student and parent involvement data prior to
submitting recommendations to the SSC. This data includes:

• CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results	• EL reclassifications data
• CA Accountability Model & School Dashboard https://www.caschooldashboard.org/	• Parent/Community Involvement data
	• School Accountability Report Card (SARC)
	• Other school selected indicators
• Title I, Part A-Accountability	• Student attendance – Truancy
• Title III Accountability	• Student discipline – referrals, suspensions, expulsions
• English Language Proficiency Assessment for CA – ELPAC (transition from CELDT by 2018) results	• Trimester/Semester and/or other formative assessment results

Please list the data reviewed by your committee prior to making the recommendations(s):

1. _Lexia_
2. _Intervention Teachers - EL, ELA, Math_
3. _Renzulli Learning Subscription for ELs in grades 3-5_
4. _Mystery Science in grades K-5_

Please indicate the action(s) the ELAC recommends as a result of the data reviewed:

· _Pull students in small groups by proficiency level to provide extra intervention and extra language support. (Intervention teachers)_

· _Use Renzulli learning and Lexia to provide scaffolding and language development._

· _Hands on science has been proven to motivate ELs and help them develop proper language skills._

Alicia Lanz Garvey   _[signature]_   _5/4/2021_
Chairperson Name   Chairperson Signature   Date submitted

This form may also be used by a subcommittee of the SSC when there is a delegation of authorization

Pasadena Unified School District
Office of Academics
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

1 = This is an established practice that has been in place since before the 2021-22 school year.

2 = This practice is being implemented for the first time during the 2021-22 school year.

3 = This practice is being developed now to be implemented during the 2021-22 school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			X
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors? Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		

Are all parents informed of the GATE Parent Education Workshops offered by the District? X

Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?

Updated 3/2021

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			X

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students? Do all teachers include a discussion of the ILP during the October parent conference for GATE students?	X		X
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			X
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			

	1	2	3
• Independent projects/Independent Study/Interest based enrichment opportunities	X		
• Curriculum compacting			
• IB program	X		
• Kaplan's prompts of depth and complexity	X		
• Thinking like a disciplinarian	X		
• Integration of creative and critical thinking clusters			X
• Thematic learning across disciplines			
• Scholarly Dispositions	X		
Middle School			

Updated 3/2021

Are high-achieving GATE students placed in accelerated or honors classes?
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?
Are the following instructional options used in the development of the SPSA and GATE plan: • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory
High School Do honors classes offered in the core subject areas provide a more rigorous educational experience?
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?

Question	
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?	
Are Advanced Placement classes available?	
Is the IB diploma program available?	
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?	
Are the following instructional options used in the development of the school SPSA and GATE Plan: • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory	X
All Grades	
Does the Principal provide leadership in supervising and monitoring implementation of the *GATE Principal Checklist* to ensure that GATE students are receiving an appropriate education?	
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the *GATE Principal Checklist* annually as needed?	
Does the School Site Council review and approve the *GATE Principal Checklist* annually?	
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	

Updated 3/2021

Section 4: Social and Emotional Development

Question			
Is the *GATE Principal Checklist* developed in response to the specific and varied learning needs of the individual school population?	X		

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Question	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		

				1 2 3
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?				
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?				
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?				
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?				

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A

X

meetings on any of the following topics:
- PUSD GATE Program Overview
- GATE Identification Process
- Characteristics of Gifted Learners from Diverse Populations
- How to get or renew GATE Certification
- How to create and use the Individualized Learning Plan

Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the

X

following topics:
- Kaplan's Prompts of Depth and Complexity/Content Imperatives
- Acceleration of content (Universal Themes and Big Ideas)
- Differentiation of skill, product, process
- Critical and Creative thinking
- Independent Study/Developing an Interest
- Characteristics of Giftedness
- Scholarly Behaviors (Thinking like a Disciplinarian)
- Interdisciplinary lesson development

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
All of these practices were implemented at our school but Covid has changed things.	X		
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?	X		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		
Is the School GATE Plan shared with parents and the community effectively and systematically?	X		

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.	1	2	3

Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

GATE students in grades 3-5 will have an Individual Learning Plan based on iReady Diagnostic Results and the Renzulli Learning Student Profile Report. Teachers of GATE students will develop (with the help of the GATE Coordinator/Instructional Coach Tamyke Edwards) and share the ILP within three weeks of the close of the diagnostic window. The teacher will allow the student to develop his/her own goal around thinking like a disciplinarian, scholarly dispositions, and/or independent study. The plan will also be shared with the student's parents during Parent /Teacher

conferences. The plan will be revisited after every diagnostic to determine whether the goals are appropriate and are being or have been met.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

Davis Geoffrey

Edwards Tamyke

Updated 3/2021

Ezor Janet

Fstkchyan Marineh

Liberto Annaliese

Moore Jacqueline

Whitley Donita

School: _Norma Coombs ES_

Date Approved By GATE Site Advisory Council: Approval must be done in Sept. 2021 at the 1st meeting. See email from Karen Anderson 5/10/21 attached to this document.

Date Approved By School Site Council: *Approval must be done in Aug. Sept. at 1st SSC meeting. I received GATE Checklist on May 10, 2021. See email from Karen Anderson 5/10/21.*

(Andrea Lucas)

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic	date	topic
1st meeting	September 2021	NCES GATE Program Overview and Individual Learning Plans	3rd meeting January 2022	Scholarly Dispositions
2nd meeting	November 2021	Using Renzulli Learning Independently and Other Independent Study Opportunities	4th Meeting March 2022	Kaplan's prompts of depth and complexity

Updated 3/2021

GATE Principal's Checklist for planning

1 message

Karen Anderson <anderson.karen@pusd.us>   Mon, May 10, 2021 at 4:00 PM
To: Angela Baxter <baxter.angela@pusd.us>, Benita Scheckel <scheckel.benita@pusd.us>, Brian Stanley
<stanley.brian@pusd.us>, Charlene Tucker <tucker.charlene@pusd.us>, David Ibarra <ibarra.david@pusd.us>, Debra
Lucas <lucas.debra@pusd.us>, Erica Ingber <ingber.erica@pusd.us>, Erika Cooper <cooper.erika@pusd.us>, Garrett
Newsom <newsom.garrett@pusd.us>, Karrone Meeks <meeks.karrone@pusd.us>, Kristin Forrest
<forrest.kristin@pusd.us>, Lawton Gray Iii <grayiii.lawton@pusd.us>, Lindsay Lewis <lewis.lindsay@pusd.us>, "Lori (Lori)
Touloumian" <touloumian.lori@pusd.us>, Mark Anderson <anderson.mark@pusd.us>, Merian Stewart
<stewart.merian@pusd.us>, Merle Bugarin <bugarin.merle@pusd.us>, Michael Bell <bell.michael@pusd.us>, "Noemi
(Noemi) Montano" <orduna.noemi@pusd.us>, Rita Exposito <exposito.rita@pusd.us>, Roberto Hernandez
<hernandez.roberto2@pusd.us>, Rodolfo Ramirez Jr <ramirez.rodolfo@pusd.us>, Shannon Malone
<malone.shannon@pusd.us>
Cc: Julianne Reynoso <reynoso.julianne@pusd.us>, David Rennie <rennie.david@pusd.us>, Helen Hill
<hill.helen@pusd.us>, Elizabeth Blanco <blanco.elizabeth@pusd.us>

Good afternoon, Principals,

The GATE Principal's Checklist and planning document has normally been a part of the SPSA planning process. With
the various transitions this year, it did not get included in doctracker with your planning docs. I am attaching it here for
you to take a moment to reflect on your site level programs and determine where there are opportunities for growth in
supporting the special needs of your gifted population.

Please fill this out at your convenience and send it back to me, Dr. Rennie, and Dr. Reynoso. I am happy to schedule
a time to do this with you and brainstorm opportunities for your particular site. I would like to have all of these in by
June 30 as we plan for supports for 2021-22.

Warm regards,

Karen Anderson
Arts & Enrichment Coordinator/GATE Specialist
Pasadena Unified School District
anderson.karen@pusd.us
626-396-3600 ext. 88129

Norma Coombs Elementary School
Parent Involvement Policy
2021-2022 School Year

I.   **Norma Coombs has developed a written parental involvement policy**

   with input from parents.

- Parent Representatives from School Site Council, PTSA, ELAC, parents of GATE students and staff **will participate** in the periodic updates of the policy to meet the changing needs of parents in the school. The SSC reviews and approves the policy.
- Parents who do not speak English and whose primary language is Spanish, will receive the Policy in Spanish.
- Since the Parent Involvement Policy has not been approved, parents will receive a copy of the policy after SSC approval. In the future, the Policy will be distributed during the registration process and in the first Wednesday Packet of the school year. Copies of the policy will also be available during PTA, ELAC, and AAPC meetings, and in the school's main office. In addition, the Parent Involvement Policy will be available in the Parent Work Room in the Cottage, the school's main office, and on the school website.
- Norma Coombs Elementary School Parental Involvement Policy **will be** available to the local community.

II.   **Involvement of Parents**

   1.   Norma Coombs Elementary School offers flexible number of meetings.

- School Site Council (SSC) meetings are held the 3rd Wednesday of the month at 3:30 pm.
- PTSA meetings are held the 3rd Thursday of the month at 6:30pm and every other month at 9:00 am.
- English Language Advisory Committee (ELAC) meetings are held the 4th Friday of the month at 9:00 am.
- African American Parent Council (AAPC) 3rd Thursday of the month at 6:00 pm.
- GATE Parent meetings are held five (5) times a year per year.
- Annual Fund Committee meetings are held monthly on the 1st Tuesday.

- Joint meetings (PTSA, ELAC, AAPC AND Annual Fund) are held twice per year (Fall and Spring)
- State of Schools meetings are held twice per year (November and March)
- Strategic Planning meetings are held in the summer with representatives from all parent groups.

2.   Involves parents in the development of the school's Single Plan for Student Achievement (SPSA).

- PTSA, ELAC, AAPC and GATE parents will annually have the opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's parental involvement policy.
- Parent Leadership Team (PLT) will meet with the principal at least quarterly for updates, discusses issues and shares concerns.

3.   Norma Coombs Elementary School provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Resources (internet, handouts, etc)

4.   Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTSA, ELAC, and SSC meetings, Town Hall Meetings, Wednesday Newsletters, and at *Coffee With the Principal*, at parent workshops offered throughout the district.

5.   Parents receive information and procedures for volunteering from both the PTSA and Community Assistant.

6.   Norma Coombs Elementary School with opportunities for regular meeting to participate in decisions relating to the education of their children.

- Annual parent teacher meeting to review academic goals
- Individual Education Plan (IEP) meetings
- Student Study Team (SST) meetings with parents with staff if there are concerns.
- Parents are encouraged to set-up meetings with their children

III.   Communication

1. In an effort to communicate effectively to all parents, the school will use several modes of communication to get information out to parents.

- **Twice-weekly** morning assembly formation will be conducive to all parents being able to hear announcements
- Blackboard phone messages will be sent regularly on Sunday evenings and in advanced of meetings and events
- Wednesday Newsletter with information from different parent groups and school activities and events will go out on a weekly basis, in English and Spanish.

- Parents receive information and procedures for volunteering from both PTSA and Community Assistant
- Teachers will communicate with students and parents regarding school events and policies.
- Parents will let teachers know their availability for volunteering.
- Parents and staff members will make personal contact with parents in an attempt to be more inclusive and get more parents involved.
- Teacher initiated communication systems, e.g., access and use the new website.
- The school will send information by email, snail mail in the Wednesday Packets and through Blackboard phone and text messages, School Website and Twitter.
  - A Community Assistant in charge of marketing and social media has been hired to manage content on the Website, Facebook, Instagram and Twitter
- Facebook
  - A community Assistant in charge of marketing and social media has been hired to manage content on the Website, Facebook and Twitter

IV.   Building Capacity for Involvement

Norma Coombs Elementary School wishes to engage parents in meaningful interactions within the school. It supports a partnership among staff, parents, and the community to improve student academic achievement..

- Norma Coombs parents receive information on parent trainings and content standards, as well as how to help improve the achievement of their children.
- Norma Coombs provides a monthly calendar for parents to ensure they are informed about parent meetings, school events, and activities.
  - It is recommended that it includes a link to sign-up for parents to volunteer.
- Norma Coombs School Community Assistant encourages and supports all parents to fully participate in the education of their children.
- Norma Coombs School communicates with parents through all communication avenues available, such as telephone, Blackboard phone blasts, newsletters, school calendar, AM assemblies, and methods with information regarding school activities email newsletters, school calendars, blacktop assemblies, marquee and other methods with information regarding school activities. It is our intentional goal that parents who do not speak English and whose primary language is Spanish, will receive all communication from the office in English and Spanish.
- Norma Coombs PTSA hosts *Coffee With the Principal* 4 times a year to give parents information about the school and inform them of ways they can help.
- Norma Coombs School PTSA distributes a form to all parents at the beginning of the year to elicit parents who would like to be room parents, parents who would like to volunteer and how, and permission to include parent contact information on a list for the sole purpose of the room parent activities for the classroom.
- Parents will have the opportunity to volunteer and be given the necessary information (classroom volunteering is under the purview of the classroom teacher)
- Volunteer Orientation event supported by the Families Engagement Office.
- Room Parents will receive training by the district's Parent Resource Center and site volunteer leaders
- Norma Coombs families will participate in at least 2 school events (about 10 hours) and volunteer either on school campus or at home as a virtual volunteer

V   Accessibility

Norma Coombs Elementary School provides opportunities for all parents to participate, including: parents with limited English proficiency and parents with disabilities.

- All parents will have School Messenger messages and printed materials come home in the appropriate language, either English or Spanish.
- All parents will be notified that they do not have to be a member of PTSA to come to meetings, events, or volunteer; however, they are strongly encouraged to join.
- Facilities for meetings will be conducive to discussion and adult comfort
- The school will make all reasonable efforts to provide childcare at community meetings.
- Parents are encouraged to make the Office and Community aware of skill sets relevant to community projects.
- Minutes from the PTSA General Meetings will be posted on the NCAS website
- Minutes from the Annual Fund and SSC minutes will be posted (new Website structure)

VI   Parent Information and Resources

Norma Coombs will collaborate with the district office and local agencies to inform parents about resources and services offered through school and the community.

- The school community assistant attends monthly meetings and distributes information about parent resources.
- The school community assistant will encourage parents to participate, volunteer, and join PTSA to strengthen and unify the community.

Norma Coombs Elementary School

Responsible * Respectful * Integrity

Parent/Student Agreement – Compact

We are excited for your child to return to in-person learning. To ensure that all students are safe, it is important that you read through all the safety protocols and review them with your child.

Schedule
Mondays – No in-person school, remote learning day
Tuesdays – Fridays 8:00 AM - 12:55 PM

By signing below, you as the Parent agree to:

- Make sure your child(ren) understands that they must follow all COVID19 safety protocols. This includes and is not limited to wearing a facemask at all times, staying 6ft apart from others, washing hands and any other directives from school site personnel.
    - 1. Warning 2. Phone call home 3. Go home to learn for 1 day 4. Second time, moved to distance learning for the rest of the year.
- Bring your child to school on time to your <u>assigned gate</u>. Parents must wait with their child(ren) to check in and answer the screening questions. Late students will need to enter through the main entrance with their parents/guardian.
- Students must be picked up on time every day, at the designated grade level exit points.
- Be available within 30 minutes when we call you to pick up your child, **if** your child shows symptoms or becomes ill during the day.
- Send your child to school prepared, with his/her Chromebook charged and necessary materials. Sharing of materials is prohibited.
- Make sure students arrive at school having had a healthy breakfast.
- Prescreen your child before leaving the house. Students who are not feeling well and show any symptoms will not be allowed to attend in-person school that day.
- **Cell Phones:** Students store cell phones during school hours. Cell phones must be off and in the students' backpacks at all times while on campus.

I understand that by breaking any of these rules, my child may need to return to remote learning.

Student Name_____ Grade_____Teacher_____

Parent Name:_____ Parent Signature_____

Escuela Primaria Norma Coombs

Responsible * Respetuoso * Integro

Acuerdo Compacto Padre-Tutor/Estudiante

Estamos encantados por su hijo(a) que regresara a la escuela a la enseñanza en persona. Para asegurarnos que todos los estudiantes estén seguros, es importante que lea todo el contrato compacto de las reglas y protocolos de seguridad con su hijo(a)

HORARIO
Lunes – No hay clases en persona , solo enseñanza virtual
Martes – Viernes 8:00 AM - 12:55 PM

Al firmar a continuación , usted como el padre/tutor está de acuerdo a:

- Asegúrese que su hijo(a) comprenda que debe seguir las reglas y protocolos de seguridad COVID19. Esto incluye usar su máscara todo el tiempo, estar 6 pies a distancia de otros, lavarse las manos, y obedecer las reglas del personal docente.

    o   1. Llamada de atención 2. Llamada a la casa 3. Ir a casa a aprender 1 día 4. La segunda llamada de atención será expulsado a enseñanza virtual por el resto del año escolar.

- Traiga a su hijo(a) a tiempo a la reja asignada. Los padres deben esperar con sus hijos para contestar el cuestionario de salud. Los estudiantes que lleguen tarde deben entrar a la oficina con sus padres/tutores.
- Deben recoger a sus hijo(a) a tiempo en las rejas designadas de acuerdo a su grados.
- Si le llamamos porque su hijo(a) muestra síntomas de estar enfermo debe estar disponible a recogerlo(a) dentro de los 30 minutos después de llamarle. Mande a sus hijos a la escuela preparados con todos los materiales y su Chromebook cargado y todos los materiales necesarios. Se prohíbe compartir materiales.
- Asegúrese que al traer a su hijo a la escuela haya comido un desayuno saludable.
- Antes de salir de la casa verifique que su hijo(a) esté saludable antes de venir a la escuela.
- Los estudiantes que no se sienten bien y tienen síntomas no se les permitirá quedarse en la clase en persona por ese día.

- **Celulares:** Los estudiantes deberán guardar su celular durante horas de la escuela. Los celulares deberán estar apagados en su mochila todo el tiempo mientras están en la escuela.

Entiendo que al no obedecer estas reglas mi hijo(a) no regresará a la escuela en persona y se deberá quedar en casa para las clases virtuales

Estudiante _____ Grado _____ Maestro(a)_____

Padre/Tutor:_____ Firma _____

Norma Coombs Elementary School

**School Accountability Report Card
Reported Using Data from the 2018–19 School Year
California Department of Education**

Address:	2600 Paloma Street	**Phone: (626) 396-5660**
Principal:	Debra Lucas	**Grade Span: Pre-K-5th**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

➢ For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
➢ For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ms. Debra Lucas, Principal

About our School
Welcome to Norma Coombs Elementary School. We are a learning community committed to professional growth and development to maintain a standard for excellence in overall academic achievement.
We are proud of the soaring levels of academic achievement of its students, the quality of instruction provided by its teachers, and the rich diversity (ethnic, cultural, linguistic, and socio-economic) of our families. The administrative and classified staffs support the work of the instructional staff, ensuring that teachers have the professional development, materials, supplies, clean and safe facilities, needed to maximize the teaching and learning experiences in the classroom, on the playground, and in the community. Norma Coombs School offers a variety of co-curricular and extra curricular activities, including an instrumental music program at 2nd -5th grades, a chorus program, science fair, book fair, student council, yearbook, Leader In Me (7 Habits of Happy Kids), Code to the Future Science Immersion Program, Ceramics, and STEM Innovation Club. Many of these activities enrich the education of Norma Coombs students and make us more cohesive as a community. The California Department of Education (CDE) has recognized Norma Coombs for its student achievement in 2016 with California Gold Ribbon for its Balanced Literacy Framework and a Title I Academic Achievement Award. This award acknowledged that all students at Norma Coombs School are making significant progress toward proficiency on California's academic content standards and that the subgroups within the school are meeting or exceeding the achievement targets set by the State of California and the federal government. The Norma Coombs staff is proud of and dedicated to the success of our "Little Lions". We are a community that practices peace and kindness.

Contact

Norma Coombs Elementary
2600 Paloma St.
Pasadena, CA 91107   Phone: 626 396-5660   E-mail: lucas.debra@pusd.us

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Pasadena Unified School District
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Norma Coombs Elementary School
Street	2600 Paloma Street
City, State, Zip	Pasadena, CA 91107
Phone Number	(626) 396-5660
Principal	Debra Lucas
Email Address	lucas.debra@pusd.us
Website	http://normacombs.pusd.us
County-District-School (CDS) Code	DPC

School Description and Mission Statement (School Year 2019–20)

Norma Coombs is a beautifully diverse community school with amazing students, parent support and outstanding staff. We discover your child's gifts through collaboration, innovation and literacy. We ignite the artistic and intellectual creativity of each student with visual and performing arts, music, technology, and engaging academic instruction.

Mission Statement: We celebrate resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the impossible, build futures, appreciate partnerships and be "Proud to be a Lion"

CS IMPACT
Science Immersion School

Gold Ribbon Award in Academics

7 Habits of Happy Kids

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	DPC (**data input by the CDE,** Please don't alter the numbers that CDE puts in on the SARC web page**)**
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC

Grade Level	Number of Students
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
Total Enrollment	DPC

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	DPC (**data input by the CDE** Please don't alter the numbers that CDE puts in on the SARC web page**)**
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Foster Youth	DPC
Homeless	DPC

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials *(District – HR provide data)*

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	DPL	DPL	DPL	DPL
Without Full Credential	DPL	DPL	DPL	DPL
Teaching Outside Subject Area of Competence (with full credential)	DPL	DPL	DPL	DPL

Teacher Misassignments and Vacant Teacher Positions *(District – HR provide data)*

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	DPL	DPL	DPL
Total Teacher Misassignments*	DPL	DPL	DPL
Vacant Teacher Positions	DPL	DPL	DPL

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: DPL (District- Academics & CIPD Provide data)

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	DPL	DPL	DPL
Mathematics	DPL	DPL	DPL
Science	DPL	DPL	DPL
History-Social Science	DPL	DPL	DPL
Foreign Language	DPL	DPL	DPL
Health	DPL	DPL	DPL
Visual and Performing Arts	DPL	DPL	DPL
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Norma Coombs Elementary School was originally constructed in 1972 and is currently comprised of 25 classrooms, a library, a cafeteria, two art rooms, a computer lab, one staff lounge, an auditorium and two playgrounds. In the summer of 2009, the school added a new shade structure and new grass was planted on the primary playground. Future deferred maintenance projects included exterior painting of all south facing windows and trim.

Construction for two beautiful buildings began in the Spring 2017. The school has also received three surplus modular units from the District to help with housing displaced classrooms during construction, but the units will remain after construction to provide some additional classroom options.

Norma Coombs provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional environment.

A scheduled maintenance is administered by the custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: *DPL* (District-Facilities Department provides FIT data)

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	DPL	DPL	DPL	DPL
Interior: Interior Surfaces	DPL	DPL	DPL	DPL
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	DPL	DPL	DPL	DPL
Electrical: Electrical	DPL	DPL	DPL	DPL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	DPL	DPL	DPL	DPL
Safety: Fire Safety, Hazardous Materials	DPL	DPL	DPL	DPL
Structural: Structural Damage, Roofs	DPL	DPL	DPL	DPL
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	DPL	DPL	DPL	DPL

Overall Facility Rate

Year and month of the most recent FIT report: *DPL* (District - Facilities Department provides FIT data)

Overall Rating

Exemplary	Good	Fair	Poor
DPL	DPL	DPL	DPL

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard (DPC: data input by the CDE Please don't alter the numbers that CDE puts in on the SARC web page**)**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19) (DPC: data input by the CDE Please don't alter the numbers that CDE puts in on the SARC web page**)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC	DPC

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19) (DPC: data
input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC	DPC

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

> *Narrative provided by the LEA (District CTE Department)*
>
> *Use this space to provide information about Career Technical Education (CTE) programs as follows:*
>
> • *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
>
> • *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
>
> • *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Career Technical Education (CTE) Participation (School Year 2018–19) **(DPC: data input by the CDE Please don't alter the numbers that CDE puts in on the SARC web page)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPC
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	DPC
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPC

Courses for University of California (UC) and/or California State University (CSU) Admission **(DPC: data input by the CDE Please don't alter the numbers that CDE puts in on the SARC web page)**

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC

UC/CSU Course Measure	Percent
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19) **(DPC: data input by the CDE** Please don't alter the numbers that CDE puts in on the SARC web page**)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Norma Coombs Elementary has consistently logged some of the largest Parent Volunteer hours in the district. We logged over 5700 hours last year. In addition to classroom support, we have opportunities for parents to serve on organized committees such as PTSA, ELAC, African-American Parent Council (AAPC), Annual Fund Committee, GATE Parent Advisory Council, and School Site Council. Parents support in other ways by leading school tours, assisting with ceramics instruction, and maintaining our garden spaces. If parents have an idea to support the school, e.g., implementing a Lost and Found system or creating a Craft Table for students before school, or organizing a recycling program, they are encouraged to lead those efforts.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and

- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) **(DPC: data input by the CDE** Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) **(DPC: data input by the CDE** Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions **(DPC: data input by the CDE** Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Rate	School 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2019–20)

The safety of students and staff is a primary concern of Norma Coombs Elementary School. Entry and exit from the campus was difficult last school year due to construction of the new administration building and classroom buildings. Currently, all visitors to the campus must sign in at the office and wear a visitor's badge at all times. Students are monitored before, during, and after school by supervisors, resource teachers, and the principal. Teachers help supervise students during recess. All student drop-off and pick-up are at the circle drive with teachers assigned to weekly supervision. The School Site Safety Plan is revised annually in the spring by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2018. Key elements of the Safety Plan include maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake

standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)
(DPC: data input by the CDE Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018–19) **(DPC: data input by the CDE** Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Title	Ratio
Academic Counselors*	DPC

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19) **(DPC: data input by the CDE** Please <mark>don't alter</mark> the numbers that CDE puts in on the SARC web page**)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	DPC
Library Media Teacher (Librarian)	DPC
Library Media Services Staff (Paraprofessional)	DPC
Psychologist	DPC
Social Worker	DPC
Nurse	DPC
Speech/Language/Hearing Specialist	DPC
Resource Specialist (non-teaching)	DPC
Other	DPC

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18) **(DPL: District input –** Business Department provide data**)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	<mark>DPC</mark>
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	<mark>DPC</mark>	<mark>DPC</mark>
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018–19)

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

One Preschool Special Day Class teacher with one assistant

14 Regular Education Teachers (Grades TK-5)

Three Special Day Class Teachers (Grades K-3, Grades 3-5)

1-Transitional Kindergarten

2-Kindergarten Classes

2-First Grade Classes

2-Second Grade Classes

3-Third Grade Classes

2-Fourth Grades Classes

2-Fifth Grade Classes

1 Fine Arts/Ceramics Teacher

1 20% Instrumental Teacher

1 100% Principal

1 100% Resource Specialist Program

1 100% Instructional Coach/Language Development resource Teacher

2 50% Speech Teachers

1 40% School Psychologist

1 20% Nurse

1 100% Health Clerk

1 100% Office Manager

1 75% Clerk Typist

1 Cafeteria Manager and 2 Assistants

1 Head Custodian and 1.5 Evening Custodians

6 Special Education Aides

1 Campus Aide, 1 Project Aides, 1 Behavior Aide

YMCA Before and After School Program

LEARNs Before and After School Program. We have an outstanding teaching core. They are a veteran and well-trained staff in teaching that impacts student learning.

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 *Guided Writing (Writing Workshop) *Independent Reading Independent Writing. We have classroom libraries in every class with more than 600 books each. We have a 1:1 ratio of Chromebooks for every TK-5 student. Our Signature Ceramics Program provides a semester of Ceramics for every student. We have prioritized Music at Grade 2 by funding

Recorder Instruction. Code to the Future is our Science Immersion Program that provides weekly coding classes for students TK-5.

Teacher and Administrative Salaries (Fiscal Year 2017–18) **(DPC: data input by the CDE** Please don't alter the numbers that CDE puts in on the SARC web page**)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018–19) **(DPC: data input by the CDE** Please don't alter the numbers that CDE puts in on the SARC web page**)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (DPL: District Input)

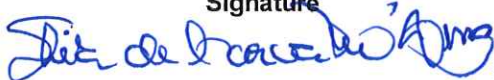| Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	DPL	DPL	DPL

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 March 30, 2022.

Attested:

	Principal, Debra Lucas on March 30, 2022
	SSC Chairperson, Kelly Aguirre on March 30, 2022

Signatures For the Approval of the 2021-2022 SPSA

4 messages

Debra Lucas <lucas.debra@pusd.us>   Thu, May 13, 2021 at 4:29 PM
To: Alicia Garvey <█████████████@gmail.com>, Kendra Ackerman ████████████gmail.com>, Maria
Silverman <███████@gmail.com>, Susan Hunter <███████████@gmail.com>, Annaliese Liberto
<liberto.annaliese@pusd.us>, Deidra Nadal <nadal.deidra@pusd.us>, Charlotte Caldwell <caldwell.charlotte@pusd.us>,
Debra Lucas <lucas.debra@pusd.us>

Hello SSC Committee Members~
Thank you for attending the School Site Council Meeting on Tuesday, May 11, 2021 at 3:30pm.
We voted on and approved the **Proposed 2021-2022 SPSA**

You are a part of the 8 votes that approved what was proposed 2021-2022 SPSA.

Your response to this email serves as your signature for the Recommendations and Assurances Page

Thank you SSC Members.

Ms. Lucas

Debra Lucas
Principal
Norma Coombs Elementary School
2600 Paloma St.
Pasadena, CA 91107

School Website: https://www.pusd.us/normacoombs

Facebook: https://www.facebook.com/ncesprincipallucas

Twitter: https://twitter.com/DebraLu56271970

Instagram: https://www.instagram.com/normacoombs_scienceimmersion/

My CliftonStrengths:

Achiever, Futuristic, Arranger, Belief, Developer
"Celebrate resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the
impossible, build futures, appreciate partnerships and be proud to be a Lion"

2021_School_Plan_for_Student_Achievement_Norma_Coombs_Elementary_School_20210504.pdf
4047K

/ **Maria Silverman** ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓   Thu, May 13, 2021 at 4:52 PM
To: Debra Lucas <lucas.debra@pusd.us>
Cc: Alicia Garvey ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓, Annaliese Liberto <liberto.annaliese@pusd.us>, Charlotte
Caldwell <caldwell.charlotte@pusd.us>, Deidra Nadal <nadal.deidra@pusd.us>, Kendra Ackerman
▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓>, Susan Hunter <▓▓▓▓▓▓▓▓▓▓▓▓▓>

Hello Ms. Lucas,
I note that this acts as my approval of the 2021-2022 SPSA.

Kindly,
Maria Silverman
[Quoted text hidden]

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2 **Kendra Liu-Ackerman** ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓>   Thu, May 13, 2021 at 4:53 PM
To: Debra Lucas <lucas.debra@pusd.us>
Cc: Alicia Garvey <▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓>, Maria Silverman <▓▓▓▓▓▓▓▓▓▓▓▓▓>, Susan Hunter
<▓▓▓▓▓▓▓▓▓▓▓▓>, Annaliese Liberto <liberto.annaliese@pusd.us>, Deidra Nadal <nadal.deidra@pusd.us>,
Charlotte Caldwell <caldwell.charlotte@pusd.us>

Hello,

This email serves as confirmation that I attended the Norma Coombs Elementary SSC meeting on May 11, 2021 at
3:30pm and voted to approve the Proposed 2021-2022 SPSA as presented.

Best,
Kendra Ackerman
Norma Coombs Elementary
SSC Parliamentarian 2020-2021

On May 13, 2021, at 4:29 PM, Debra Lucas <lucas.debra@pusd.us> wrote:

Hello SSC Committee Members~
Thank you for attending the School Site Council Meeting on Tuesday, May 11, 2021 at 3:30pm.
We voted on and approved the **Proposed 2021-2022 SPSA**

You are a part of the 8 votes that approved what was proposed 2021-2022 SPSA.

**Your response to this email serves as your signature for the Recommendations and Assurances
Page**

Thank you SSC Members.

Ms. Lucas

Debra Lucas
Principal
Norma Coombs Elementary School
2600 Paloma St.
Pasadena, CA 91107

School Website: https://www.pusd.us/normacoombs

Facebook: https://www.facebook.com/ncesprincipallucas

Twitter: https://twitter.com/DebraLu56271970

Instagram: https://www.instagram.com/normacoombs_scienceimmersion/

CS IMPACT

My CliftonStrengths:

Achiever, Futuristic, Arranger, Belief, Developer

"*Celebrate resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the impossible, build futures, appreciate partnerships and be proud to be a Lion*"

<2021_School_Plan_for_Student_Achievement_Norma_Coombs_Elementary_School_20210504.pdf>

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garvey family -   Thu, May 13, 2021 at 5:19 PM
To: Kendra Liu-Ackerman <
Cc: Debra Lucas <lucas.debra@pusd.us>, Maria Silverman   >, Susan Hunter
<   >, Annaliese Liberto <liberto.annaliese@pusd.us>, Deidra Nadal <nadal.deidra@pusd.us>,
Charlotte Caldwell <caldwell.charlotte@pusd.us>

Hello Ms. Lucas,

I acknowledge I attended the Norma Coombs SSC meeting on May 11, 2021 and that I voted affirmatively to approve the 2021-22 SPSA.

Thank you,
Alicia Lanz
SSC Secretary 2020-21
[Quoted text hidden]

Signatures For the Approval of the 2021-2022 SPSA

Susan Hunter ▪   Thu, May 13, 2021 at 7:31 PM
To: Debra Lucas <lucas.debra@pusd.us>
Cc: Alicia Garvey ◂   ▸, Kendra Ackerman ◂   ▸, Maria
Silverman ◂   ▸, Annaliese Liberto <liberto.annaliese@pusd.us>, Deidra Nadal
<nadal.deidra@pusd.us>, Charlotte Caldwell <caldwell.charlotte@pusd.us>

Sorry I'm late to the party!

This email serves as confirmation that I attended the Norma Coombs Elementary SSC meeting on May 11, 2021 at 3:30pm and voted to approve the Proposed 2021-2022 SPSA as presented.

Thank you so much,
Susan Hunter
Chair, Norma Coombs SSC

On May 13, 2021, at 4:29 PM, Debra Lucas <lucas.debra@pusd.us> wrote:

[Quoted text hidden]
<2021_School_Plan_for_Student_Achievement_Norma_Coombs_Elementary_School_20210504.pdf>

Signatures For the Approval of the 2021-2022 SPSA

5 **Deidra Nadal** <nadal.deidra@pusd.us>   Fri, May 14, 2021 at 7:32 AM
To: Debra Lucas <lucas.debra@pusd.us>

Hello Ms. Lucas, I acknowledge that I went to the SSC meeting on May 11 and voted to approve the   **2021-2022 SPSA.**
Ms. Deidra Nadal

On Thu, May 13, 2021 at 4:29 PM Debra Lucas <lucas.debra@pusd.us> wrote:
[Quoted text hidden]

Signatures For the Approval of the 2021-2022 SPSA

Annaliese Liberto <liberto.annaliese@pusd.us>   Fri, May 14, 2021 at 10:29 AM
To: Debra Lucas <lucas.debra@pusd.us>
Cc: Charlotte Caldwell <caldwell.charlotte@pusd.us>

Happy Friday!

This email serves to confirm that I attended the Norma Coombs SSC meeting on May 11, 2021 and voted to approve
the 2021-22 SPSA.

Thank you,
Annaliese Liberto
[Quoted text hidden]

Signatures For the Approval of the 2021-2022 SPSA

Debra Lucas <lucas.debra@pusd.us>   Fri, May 14, 2021 at 10:50 AM
To: Alicia Garvey <​███████████████████​>, Kendra Ackerman ███████████████ Maria
Silverman ███████████████, Susan Hunter <​███████████████​>, Annaliese Liberto
<liberto.annaliese@pusd.us>, Deidra Nadal <nadal.deidra@pusd.us>, Charlotte Caldwell <caldwell.charlotte@pusd.us>,
Debra Lucas <lucas.debra@pusd.us>

This is Debra Lucas, Principal of Norma Coombs ES. This email response serves as my signature to approve the
2021 SPSA I voted for on May 11, 2021.
Thank you,
Ms. Debra
[Quoted text hidden]
[Quoted text hidden]

8

Signatures For the Approval of the 2021-2022 SPSA

Charlotte Caldwell <caldwell.charlotte@pusd.us>   Fri, May 14, 2021 at 11:41 AM
To: Debra Lucas <lucas.debra@pusd.us>

Hello Ms. Lucas,

This email serves as confirmation that I attended the Norma Coombs Elementary SSC meeting on May 11, 2021 at 3:30pm and voted to approve the Proposed 2021-2022 SPSA as presented.
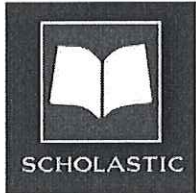[Quoted text hidden]
--
Charlotte Caldwell, MAEd.
Norma Coombs School
PUSD Induction Mentor
Scholastic Reading Club, Teacher Advisor

SCHOLASTIC

Need One More Signature

Susan Hunter   Mon, May 17, 2021 at 10:29 AM
To: Debra Lucas <lucas.debra@pusd.us>

Hello Ms. Lucas,

This email serves as my signature on the Recommendations and Assurances page of the Norma Coombs Elementary School 2021-2022 SPSA.

Thank you,
Susan Hunter
NCES SSC Chairperson '20/'21

[Quoted text hidden]

School Site Council minutes
May 11, 2021

1.0 Call to Order
Meeting called to order at 3:39 pm on 5/11/2021 by Ms. Hunter

2.0 Roll Call: Debra Lucas, Tamyke Edwards, Charlotte Caldwell, Deidra Nadal, Annalise Liberto; Susan Hunter, Alicia Lanz Garvey, Kendra Ackerman, Maria Silverman; Alma Livingstone; Christina Lisath Jones

3.0 Reading and Approval of Minutes
April 20, 2021 Minutes: Motion to approve the minutes made by Ms. Edwards; seconded by Ms. Ackerman. Unanimous approval.

4.0 Report of Officers, Committees (e.g. DAC)
Chairperson Hunter presented on DEI, with a summary of where PUSD hopes to go in the future. A PUSD Board Town Hall meeting will be held tonight to discuss funds for enhanced learning support in response to COVID relief.

5.0 Budget Report
Ms. Christina presented NCES 2020-21 Budget Balance (as of May 2021; balances displayed currently unavailable):
-    LCFF S&C $4,000 balance.
      o   Lit camp, PE curriculum, and STEM lab materials purchased since last SSC meeting.
-    Title 1 $2,722 balance
-    CSI $17,770 balance.
      o   Lexia renewal, headphones, math intervention curriculum, math intervention supplies purchased since last SSC meeting. (Mystery science not able to be renewed)
-    Also: General Fund $67.75 balance (not under SSC purview)
-    Gifts and grants: Carries over. $6,444.48 to be returned to NCES PTSA pre previous vote.
      Schools are provided information on carryover amounts in October 2021.

Old Business-None

6.0 New Business
New Funding proposals for 2021-22, presented by Ms. Edwards (not in her role as instructional coach, just on behalf of Ms. Lucas/NCES/SSC). Please see attached presentation "New Proposals" for additional details.
-    Poster maker & Duplo machine $1800. This is a service contract for both items, but does not include supplies. Motion to approve this expense made by Ms. Silverman; seconded by Ms. Nadal. Unanimous approval.
-    Ceramics Program salary support $28,700; Motion to approve this expense made by Dr. Lanz Garvey; seconded by Ms. Ackerman. Unanimous approval.
-    Other proposals **not** voted on at this time (and not included in SPSA): Math intervention teacher and additional professional development opportunity.

Annual funding proposals, presented for 2021-22 by Ms. Lucas (these items are annual NCES expenses); see attached "Annual Proposals" presentation for additional details.
-    Personnel:
      o   Community Assistant: $ 32, 470 salary; $8,500 for 2 additional hour salary support for family communication; $500 transportation allowance
      o   Behavior aides: $68,100 for playground supervision and de-escalation of inappropriate student behaviors using Leader in Me and Multi-Tiered System of Supports (MTSS) strategies
      o   Substitute teachers for SART meetings: $6,500
      o   Motion to approve this expense made by Ms. Ackerman; seconded by Ms. Silverman. Unanimous approval.

- Communication
    - S'more communication between Instructional Coach and teacher: $100
    - Parent engagement funding for outreach and community building: $1,053
    - Motion to approve this expense made by Ms. Lucas; seconded by Ms. Ackerman. Unanimous approval.
- Incentives
    - Attendance rewards for students: $1,000.
    - Motion to approve this expense made by Dr. Lanz Garvey; seconded by Ms. Nadal. Unanimous approval.
- Lit Camp (2021-22):
    - Program for NCES students in Tier 2 in need of extra Reading/Writing/Language Arts support: $26,400.
    - Motion to approve this expense made by Ms. Liberto; seconded by Ms. Caldwell. Unanimous approval.

Proposed 2021-22 SPSA: Ms. Lucas presented the goals and proposed budget for NCES, as recorded in the 2021-22 SPSA (shared with the SSC by PDF in advance of this meeting). All SPSA items proposed and approved at the April and May 2021 SSC meetings, although the SPSA only records totals for each goal by funding category. Motion to approve the 2021-22 SPSA as presented made by Ms. Ackerman; seconded by Ms. Liberto. **Unanimous approval.**

7.0 Public Comment – Ms. Caldwell is retiring, and Ms. Lucas thanked the SSC committee for their hard work.

8.0 Adjournment
Ms. Hunter adjourned the meeting at 5:34 pm. Seconded by Ms. Lucas.
Next regular SSC meeting: 3:30 pm August 2021, exact date TBD.

Proposal for Annual Items

School Site Council May 11, 2021

Personnel

Community Assistant (Salary) = $32,470 (LCAP Goal 4, SPSA Goal 5)
Community Assistant (+2 hrs/wk) = $8,500 (LCAP Goal 3, SPSA Goal 2)
Transportation allowance = $500 (LCAP Goal 3, SPSA Goal 2)

Behavior Aides = (LCAP Goal 3, SPSA Goal 4): $7,500 + $37,000 +$23,600 = $68,100

Substitute teachers for SART meetings & PD = $6,500 (LCAP Goal 3, SPSA Goal 2)

Communication

- Smore = $100 (PUSD LCAP Goal 1 SPSA Goal 3)

  Instructional Coach communicates weekly curriculum and instructional updates to teachers and staff using SMORE. The service provided is Smore/Newsletter to meet the needs of All student groups. The identified need being met is Instructional Coach communicates weekly curriculum and instructional updates to teachers and staff using SMORE..

- Parent Engagement = $1,053 (PUSD LCAP Goal 4 SPSA Goal 5)

Curriculum Materials/Incentives

- Attendance Incentives = $1,000 (PUSD LCAP Goal 3, SPSA Goal 2)

2021-2022 Summer Lit Camp

Summer Lit Camp Salaries and Supplies = $26,400 (PUSD LCAP Goal 1, SPSA Goal 6)

The need for low income students to make gains due to learning loss during the pandemic. To help close the achievement gap that has been in part attributed to accumulated learning loss during the summers.

The summer program will give students an opportunity to practice skills and make gains in order to catch up to their peers who have learning experiences that help keep them at grade level.

Children from low-income families are also disproportionately affected by the summer slide, in ways that can affect them years into their education. In fact, research shows that more than half of the gap in reading scores between low-income 9th graders and their middle-income peers could be attributed to differences in summer learning accumulated between first and fifth grade.

Children from low-income families are also disproportionately affected by the summer slide, in ways that can affect them years into their education. In fact, research shows that more than half of the gap in reading scores between low-income 9th graders and their middle-income peers could be attributed to differences in summer learning accumulated between first and fifth grades.

New Proposals

Poster Maker & Duplo Copier

Cost = $1,800

Communication of events, fundraisers, academic achievement, affirmations to inspire and motivate student's social-emotional progress. Visual representations to communicate present levels of our coding, ceramics and music programs.

Inspires engagement, participation, in addition, motivates and inspires and gives parents a voice.

Parents consistently ask about using the poster-maker to create ways to communicate messages to families during dropoff and pickup of students.

Ceramics Program 2021-2022

Proposal to support ceramics program at NCES for 2021-22.
Includes support for Ceramics Program Instructor at $28,700 CSI
Relates to SPSA Goal #4, Strategy/Activity #2 (Social Emotional Learning support)

How do ceramics classes relate to Social-Emotional Learning?

Classes begin with the core practice of deep breathing together and warming up our bodies and focusing our mind, senses, and heart for artistic expression. This sets up the foundation of SEL with self-awareness and self-management.

Our lessons include the history of ceramics, looking at native cultures and the ways that early cultures created art with clay. "Mud toys" are made in the tradition of Native American children, and pieces are not always made to last forever. Using clay is a lesson in understanding nature, and the interplay of the elements of earth, water, air and fire. This brings awareness of the power of nature as well as human history and social awareness-- human interaction with clay and the myriad forms of expression through clay.

Every session, we have group projects which develop relationship skills, the fourth SEL competency. Pre-Covid era, classes did group projects in clay, learning how to collaborate. During the remote learning at least one project per session was a group project in which each student creates one piece which becomes part of a greater work of art. We think of our individual expression and how we come together in a collaborative piece, celebrating our differences as well as our similarities.

We use multiple intelligences in our lessons, and work with the rules of building with clay, requiring responsible decision-making. If a piece is too thick or thin, it could break in the kiln. In remote learning students are challenged to keep the clay in a workable state and if they want to see it through to becoming an actual ceramic piece, going through the process to bring it safely to be fired in a kiln. In the kinesthetic process of shaping with clay, we make countless artistic decisions in one moment, finding the flow and the way with the medium.

Equity, UDL and Literacy: A Framework for Social Justice in the RLA Classroom with Katie Novak and Mirko Chardin

Join us for a 5-webinar series with **Katie Novak and Mirko Chardin**, authors of *Equity by Design*, as we read and discuss their book. Every student deserves the opportunity to be successful regardless of their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, their religion, and whether or not they have a disability. If we truly want to be inclusive in our districts, schools, and classrooms, we must proactively plan for student variability and begin to see culture and diversity as an asset. In order to fight against injustice and inequity, educators in every system need to examine their own implicit bias, power and privilege, and universally design classrooms and schools so all students have equal opportunities to learn, share their voice, and work toward meaningful, authentic, and relevant goals. Our calling is to drop our egos, commit to removing barriers for all learners, and treat our learners with the unequivocal respect and dignity they deserve. This series will support educators called to this task to provide conditions of nurture, challenge each other with radical candor, and be open to the voices of our learners as we listen and celebrate their stories of self.

Who Should Attend: Grades K-12 Teachers, Instructional Coaches, Administrators

(5 Day Event) 11/03/2021 - 12/15/2021

3:00-4:30

SPSA Goal 5

Math Intervention Teacher

Cost= $7,200 (this page is a work in progress)

Funding to be determined

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-2022

Problem Statement	Long-term Outcome (Outcome/Need)
Chronic Absenteeism by All Student group increased significantly from 12.6% in 2018 to 16.5% in 2019, putting them in "High" level status (between 10% and 20%). African American students is the only student group to increase from 17.7% in 2018 to 24.2% in 2019, putting them in "Very High" status level (more than 20%). 2020-2021 Month 1: 94.13% Month 2: 94.12% Month 3: 94.15% Month 4: 94.43% Month 5: 94.44% Month 6: 94.80% Month 7: 94.97% Month 8: 95.03% Average Months 1-8 95.50%	Students are supported by qualified/credentialed, competent teachers and leaders throughout their learning experience who effectively differentiate instruction for all students improve achievement overall. 2021-2022 Increase average daily attendance rate per month by 2 to 3 percentage points school wide until 97% or better is achieved

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]

Our Children. Learning Today. Leading Tomorrow.

Pasadena Unified School District

1. Bi-weekly phone calls are made to families by Community Assistant and Principal to families who have 10 or more absences within a month	Families are informed about the seriousnes of their child's attendance status and the impact it has on their education early in the school year.	A contract will be created as parent, student and staff work together to ensure better attendance.	Students attending school every day on time ready and prepared to learn. ELA and Math Assessment scores will increase due to students being in school consistently during critical instructional minutes.
2. If Professional Development is provided for teachers to grow their knowledge of the Leader in Me program, it will help kick off the year on a positive note and give staff the tools they can share with their students as they adjust to the "new normal".	Then teachers and staff will have release time to work together to learn how they can impact personal wellness, student behavior, culture and academics.	*Families can be provided with information, training and school resources needed to empower them to be supportive partners in the development of their child's social-emotional learning.*	Teachers and staff will develop personal and professional capacity allowing them to confidently teach and model social and emotional leadership skills.
3. Teachers receive professional development in Implementing Culturally Responsive Teaching Strategies, they will learn how to embrace cultural differences and become a culturally responsive	Teachers will explore the importance of culture and how it impacts thinking, learning, and behavior.	Teachers will implement culturally responsive practices like mindfulness and social-emotional learning to see how they can help make the classroom and the school a more inviting place.	Teachers will plan lessons that are more culturally inclusive, culturally responsive and capable of understanding and reaching all children.

Our Children. Learning Today. Leading Tomorrow.

teachers.			
4. Teachers receive PD in Do the Math Intervention Program to help address learning loss and provide additional support to our Tier 2 students.	Students will complete online assessments for a pre-module snapshot of what they know and a post-module portrait of all they've learned.	The math formative assessment data can be utilized to determine group formation and/or group differentiation.	Detailed preparation of materials can be done before each set of five lessons beginning with objectives, and then detailed step-by-step instruction.
5. Teachers will use resources as a supplement to print materials to help all students with phonics, writing and comprehension in differentiated small groups and whole-class instruction.	English Learners will receive designated English Language Development instruction to target key skills within small groups.	Students will development the tools to increase engagement and achievement at their instructional level.	Students Diagnostic Assessments will increase in all domains by 15%.

Pasadena Unified School District

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