School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Madre Elementary School	19-64881-6021737	March 25, 2020	

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Due to SME being a non-title 1 school, monetary resources are very limited.

School Vision and Mission

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

VISION & VALUES

BRILLIANT - Rigorous Academics

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

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

CREATIVE - Innovative and Artistic Expression

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

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

STRONG - Physical Education

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

TRUE HEARTED - Ethical Education and Character Development

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

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

School Profile

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

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

Currently, Sierra Madre Elementary School has 680 students enrolled in grades prekindergarten through five and is a change from previous years. Prior to August 2013, Sierra Madre School served students in grades prekindergarten through eighth grade. The student body demographics are as follows; 58% White, 25% Hispanic, 5% African American, 8% Asian, and 1% all others. In addition, 88.1% of the students speak English, while 5.4% speak Spanish, 1.8 % Armenian, 3.1% Asian languages, and 1.6% all others. Approximately 60% of Sierra Madre School's students are residents of the community, and most of the 5th graders feed into Sierra Madre Middle School while 8th graders feed into Pasadena High School. Due to changes in busing though, there has been a sharp decrease in the number of socio-economically disadvantaged students. In fact, beginning with the 2007-2008 school year, Sierra Madre School ceased to receive Title I funds, due to the fact that less than 25% of the student population receives free and reduced lunch.

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.14%			1
African American	4.31%	4.06%	3.43%	29	28	24
Asian	7.88%	9.87%	8.14%	53	68	57
Filipino	1.34%	1.45%	1.57%	9	10	11
Hispanic/Latino	24.37%	23.51%	25.14%	164	162	176
Pacific Islander	0.15%	0.15%	0.14%	1	1	1
White	58.54%	57.04%	54.71%	394	393	383
Multiple/No Response	0.59%	0.87%	5.71%	4	6	7
			Total Enrollment	673	689	700

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	107	116	122
Grade 1	104	110	116
Grade 2	106	101	105
Grade3	105	115	108
Grade 4	137	114	124
Grade 5	114	133	125
Total Enrollment	673	689	700

Conclusions based on this data:

1. SME continues to have increasing enrollment annually.

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

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	31	26	10	4.6%	3.8%	1.4%
Fluent English Proficient (FEP)	46	61	55	6.8%	8.9%	7.9%
Reclassified Fluent English Proficient (RFEP)	9	8	15	22.5%	30.7%	57.7%

Conclusions based on this data:

1. The number of English Learners decreases each year and is now less than 4%.

2. The amount of students that begin as fluent proficient has increased from around 7% to almost 9%.

3. SME is surpassing the district's goal to reclassify at least 15% of EL's students annually.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	104	116	113	102	114	113	102	114	98.3	98.1	98.3
Grade 4	113	135	114	111	133	111	111	132	111	98.2	98.5	97.4
Grade 5	120	113	131	120	111	130	120	111	130	100	98.2	99.2
All Grades	348	352	361	344	346	355	344	345	355	98.9	98.3	98.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2463.	2476.	2480.	40.71	45.10	47.37	30.09	30.39	22.81	15.04	15.69	21.05	14.16	8.82	8.77
Grade 4	2484.	2505.	2517.	34.23	41.67	45.95	26.13	25.00	24.32	18.92	14.39	18.92	20.72	18.94	10.81
Grade 5	2528.	2550.	2533.	33.33	40.54	33.85	27.50	33.33	33.85	18.33	12.61	16.15	20.83	13.51	16.15
All Grades	N/A	N/A	N/A	36.05	42.32	41.97	27.91	29.28	27.32	17.44	14.20	18.59	18.60	14.20	12.11

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.05	42.16	50.88	40.71	47.06	41.23	21.24	10.78	7.89
Grade 4	23.42	46.21	40.54	59.46	40.91	45.95	17.12	12.88	13.51
Grade 5	32.50	40.54	36.15	44.17	42.34	50.00	23.33	17.12	13.85
All Grades	31.40	43.19	42.25	47.97	43.19	45.92	20.64	13.62	11.83

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.05	42.16	33.33	47.79	46.08	50.00	14.16	11.76	16.67
Grade 4	32.43	28.79	29.73	48.65	51.52	57.66	18.92	19.70	12.61
Grade 5	48.33	43.24	29.23	37.50	44.14	51.54	14.17	12.61	19.23
All Grades	39.83	37.39	30.70	44.48	47.54	52.96	15.70	15.07	16.34

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.97	35.29	42.11	59.29	54.90	55.26	9.73	9.80	2.63
Grade 4	16.22	34.85	37.84	62.16	59.85	59.46	21.62	5.30	2.70
Grade 5	26.67	28.83	25.38	56.67	57.66	60.77	16.67	13.51	13.85
All Grades	24.71	33.04	34.65	59.30	57.68	58.59	15.99	9.28	6.76

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	39.82	41.18	40.35	43.36	50.98	48.25	16.81	7.84	11.40
Grade 4	29.73	35.61	42.34	52.25	50.00	45.95	18.02	14.39	11.71
Grade 5	39.17	51.35	33.85	38.33	34.23	46.92	22.50	14.41	19.23
All Grades	36.34	42.32	38.59	44.48	45.22	47.04	19.19	12.46	14.37

Conclusions based on this data:

1. The overall % of students with standard exceeded in ELA, increased in 3rd, 4th, and 5th grade from 2016-17 to 2017-18.

2. 3rd grade improved from 2016-17 to 2017-18 in all sub-areas of ELA.

3. Writing continues to be our greatest area of need for overall improvement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	104	116	113	103	114	113	103	114	98.3	99	98.3
Grade 4	113	135	113	111	133	111	111	133	111	98.2	98.5	98.2
Grade 5	120	113	131	119	111	131	119	111	131	99.2	98.2	100
All Grades	348	352	360	343	347	356	343	347	356	98.6	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2465.	2463.	28.32	28.16	25.44	35.40	42.72	42.11	21.24	21.36	22.81	15.04	7.77	9.65
Grade 4	2500.	2520.	2532.	27.03	39.10	44.14	35.14	28.57	33.33	27.03	23.31	13.51	10.81	9.02	9.01
Grade 5	2562.	2555.	2551.	42.86	38.74	41.98	22.69	24.32	24.43	23.53	25.23	19.85	10.92	11.71	13.74
All Grades	N/A	N/A	N/A	32.94	35.73	37.36	30.90	31.41	32.87	23.91	23.34	18.82	12.24	9.51	10.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.02	46.60	43.86	31.86	38.83	40.35	22.12	14.56	15.79
Grade 4	49.55	55.64	58.56	30.63	29.32	28.83	19.82	15.04	12.61
Grade 5	48.74	54.05	53.44	35.29	29.73	25.95	15.97	16.22	20.61
All Grades	48.10	52.45	51.97	32.65	32.28	31.46	19.24	15.27	16.57

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.28	40.78	37.72	50.44	47.57	54.39	13.27	11.65	7.89
Grade 4	33.33	41.35	45.95	50.45	43.61	42.34	16.22	15.04	11.71
Grade 5	40.34	32.43	40.46	48.74	51.35	41.22	10.92	16.22	18.32
All Grades	36.73	38.33	41.29	49.85	47.26	45.79	13.41	14.41	12.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.82	38.83	42.11	43.36	47.57	47.37	16.81	13.59	10.53
Grade 4	32.43	46.62	54.95	47.75	37.59	37.84	19.82	15.79	7.21
Grade 5	41.18	36.04	36.64	42.02	45.05	42.75	16.81	18.92	20.61
All Grades	37.90	40.92	44.10	44.31	42.94	42.70	17.78	16.14	13.20

Conclusions based on this data:

1. 3rd, 4th, and 5th grade all have more than 60% of students performing above or at grade level overall in Math.

2. SME went up in % of students above standard from 2016-17 to 2017-18 in all three domains.

3. Communicating Reasoning continues to be an area of needed growth, in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	*	*	*	*	*	*	*	*
Grade 1	*		*		*		*	
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	4
All Grades							24	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	54.17	30.77	*	30.77	*	15.38	*	23.08	24	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	83.33	53.85	*	23.08	*	15.38		7.69	24	13

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	23.08	*	15.38	*	38.46	*	23.08	24	13

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	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	54.17	38.46	45.83	38.46		23.08	24	13

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	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	87.50	69.23	*	23.08	*	7.69	24	13

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	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	45.83	23.08	*	30.77	*	46.15	24	13

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	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
All Grades	*	30.77	58.33	53.85	*	15.38	24	13

Conclusions based on this data:

1. Almost 70% of students that took the ELPAC in 18-19, are well developed in Speaking.

2. 46% of the students who tool the 18-19 ELPAC scored in the beginning range in Reading.

3. 61% of the students who took the 18-19 ELPAC scored in Level 3 and 4.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
700	**25**	**1.3**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	1.3
Homeless	2	0.3
Socioeconomically Disadvantaged	175	25
Students with Disabilities	89	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	3.43
Asian	57	8.14
Filipino	11	1.57
Hispanic	176	25.14
Two or More Races	40	5.71
Pacific Islander	1	0.14
White	383	54.71

Conclusions based on this data:

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

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

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. RtI team working on providing stronger Tier 1 systems that support Tier 2 and 3 interventions.

2. Suspension rate is in the blue level.

3. Chronic Absenteeism, ELA, and Math rates are all in the green level.
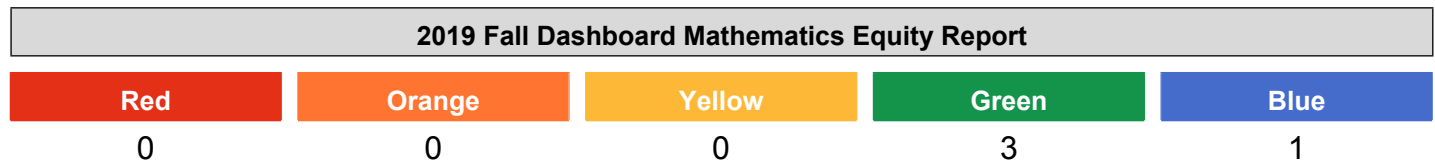
School and Student Performance Data

Academic Performance
English Language Arts

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	0	2	1	1

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**
Green	No Performance Color	No Performance Color
41.8 points above standard	32.6 points below standard	0 Students
Maintained ++2.5 points	Maintained ++0.7 points	
353	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.1 points above standard	10.1 points below standard
2	Maintained ++0.5 points	Increased Significantly ++20.8 points
	77	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.3 points above standard	0 Students	59.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -15.4 points		Declined -8.5 points	6
20		33	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
22.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	49 points above standard
Increased ++14.8 points	7		Maintained ++0.3 points
90			195

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Although students with disabilities are still below standard, in the yellow band, they increased 20.8%.

2. Hispanic students are above standard by 22.4 points overall in ELA.

3. White students continue to achieve on the SBAC and are 49 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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
0	0	0	3	1

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
Green	No Performance Color	
33.9 points above standard	6.3 points below standard	
Maintained ++2.8 points	Increased ++11.6 points	
352	28	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	4.7 points above standard	9.5 points below standard
	Increased ++9.2 points	Increased Significantly ++20.5 points
2	76	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
5.9 points above standard		77.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.9 points		Maintained ++0.3 points	6
20		33	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Blue
8.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy		39.6 points above standard
Increased ++11.6 points	7		Maintained ++0.2 points
89			195

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	12.8 points above standard	36.1 points above standard
6	Declined Significantly -28.6 points	Increased ++3.6 points
	22	303

**Conclusions based on this data:**

1. All student subgroups, except African American students, increased on the SBAC from 2017-18 to the 2018-19 school year.

2. Student's with disabilities increased overall on the math SBAC from 2017-18 to 2018-19 by 25 points.

3. White students increased overall on the math SBAC by .2 points, and improved further into the blue range..

School and Student Performance Data

Academic Performance
English Learner Progress

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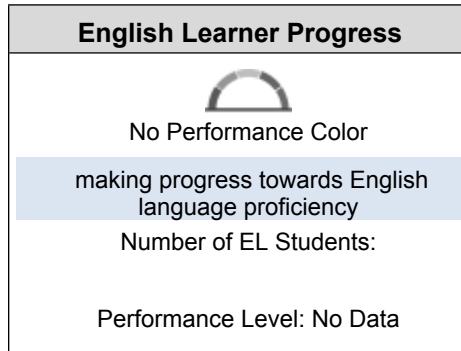
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Conclusions based on this data:

1. Not enough students to report data

School and Student Performance Data

Academic Performance
College/Career

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 College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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 Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
4.8	3.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -2.5	0
703	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	10.6	6.5
2	Declined -0.7	Declined -2.2
	142	92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
11.1	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +7.7	0	Maintained 0	10
27		69	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Orange
4.8	0	Less than 11 Students - Data Not Displayed for Privacy	5.7
Declined Significantly -3.6	Declined -4.3	1	Increased +1.5
168	27		401

Conclusions based on this data:

1. Hispanic students declined in their absenteeism and are now in the blue range with Asian students.

2. White students are in the orange range and increased their absenteeism.

3. 0% of Asian kiddos at SME are absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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 Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

**Conclusions based on this data:**

1. n/a

School and Student Performance Data
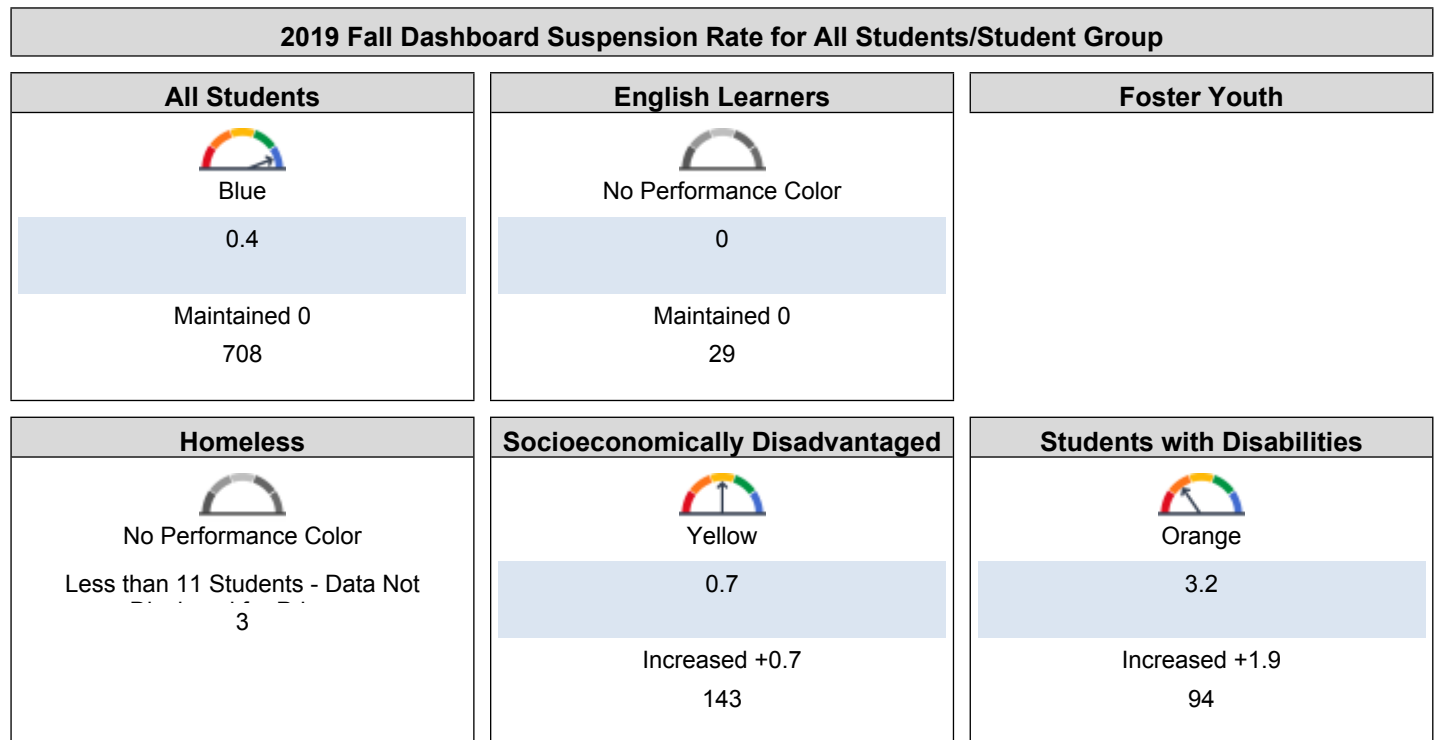
Conditions & Climate
Suspension Rate

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**
0	1	1	0	3
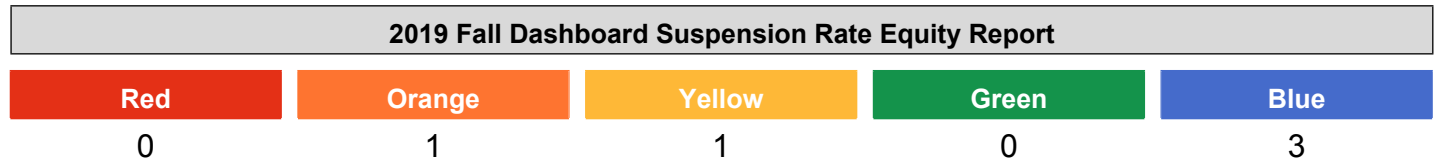
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
3.7		0	Less than 11 Students - Data Not Displayed for Privacy
			10
Increased +3.7		Maintained 0	
27		70	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy	0.5
		1	
Declined -0.6	Maintained 0		Maintained 0
170	27		403

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0.4

Conclusions based on this data:

1. Students with Disabilities are being suspended more than other subgroups so alternate to suspension strategies have been implemented.

2. White, Asian, and Hispanic students are all in the blue range.

3. Suspension rates for Socioeconomically Disadvantaged students and Students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Math
1. By the end of the 2020-2021 school year, we will increase the distance above standard for students in Mathematics, as measured by the CA Dashboard Mathematics Data by 1.1 points, from 33.9 to 35.

2. By the end of the 2020-2021 school year, we will decrease the distance from standard for students with disabilities in Mathematics, as measured by the CA Dashboard Mathematics Data by 9.5 points, from -9.5 to 0.

3. By the end of the 2020-2021 school year, we will decrease the distance from standard for Hispanic students in Mathematics, as measured by the CA Dashboard Mathematics Data by 15 points, from 8.3 to 23.3.

4. Increase the % of students scoring at standard or above by 4%, in each grade level- Kinder through 5th, as measured by iReady Math diagnostic data, Interim Assessment Blocks, grade level team assessments, and/or SBAC Math

5. 5. By the end of the 2019-20 school year, we will decrease the amount of Low Performing Student Block Grant(LPSBG) students performing at standard not met by 50%, as measured by the CA Dashboard Math Data

Identified Need

1. On the 2018-19 SBAC Mathematics Assessment, SME students in grades 3-5 demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 16.57% of students in grades 3-5 scoring "below standard"
   - At Grade 3, 15.79% scored "below standard."
   - At Grade 4, 12.61% scored "below standard."
   - At Grade 5, 20.61% scored "below standard."

2. Low Performing Students Block Grant Students:
   - 15% are performing two or more grade levels below their grade level in Mathematics, as measured by the 2019-20 iReady Diagnostic 2.
   - 23% performed at standard not met, as measured by the 2018-2019 Math SBAC.

3. Socioeconomically disadvantaged students:

- The DFM of SED students is 9.1 points above standard, as measured by the 2018-19 SBAC.

4. Hispanic students:

- The DFM for Hispanic students is 22.4 points above standard, as measured by the 2018-19 SBAC.

5. On the 2019-20 iReady Diagnostic 2 Assessment, 49% of SME students in grades K-5, were at "standard nearly met or not met".
  - At Kinder, 45% scored "standard nearly met or not met".
  - At 1st Grade, 61% scored "standard nearly met or not met".
  - At 2nd Grade, 41% scored "standard nearly met or not met".
  - At 3rd Grade, 56% scored "standard nearly met or not met".
  - At 4th Grade, 54% scored "standard nearly met or not met".
  - At 5th Grade, 37% scored "standard nearly met or not met".

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	71.37% of student met or exceeded Math Standards on the 2018-19 SBAC.	74% of all students will score at meet/exceed levels on the 2020-21 SBAC Mathematics Assessment.
SBAC (Mathematics)	On the 2018-19 SBAC Mathematics Assessment, the "Distance from Met" for Socioeconomically Disadvantaged students was 9.1 points below standard.	SED students will show an overall increase of .9 points in Distance from Met, on the 2020-21 SBAC Mathematics Assessment by increasing the DFM from 9.1 points above standard to 10 points above standard.
SBAC (Mathematics)	67% of LPSBG students were "nearly met standard" on the 2018-19 SBAC Mathematics Assessment.	40% of LPSBG students will show a positive decrease of in the "Distance from Met" on the 2020-21 SBAC Mathematics Assessment.
iReady Diagnostic (ALL Students -Diagnostic 2)	51% of students scored on or above grade level on the 2018-19 iReady Diagnostic 2.	65% of all students will score on or above grade level om the 2019-20 iReady Diagnostic 2.
iReady Diagnostic (LPBGS Students- Diagnostic 2)	50% of LPSBG students scored two or more grade levels below on the 2018-19 iReady Diagnostic 2.	40% of LPSGB students will score on or above grade level om the 2019-20 iReady Diagnostic 2.
SBAC (Mathematics)	On the 2018-19 SBAC Mathematics Assessment, the "Distance from Met" for	Hispanic students will show an overall positive increase of 12.6 points in Distance from Met, on the 2020-21 SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic students was 22.4 points above standard.	Mathematics Assessment by decreasing the DFM from 22.4 points above standard to 35 points above 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/LPSBG/Socioeconomically Disadvantaged/Hispanic Students

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

Strategy/Activity

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

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

At all grade levels, Formative Assessments include:
- Assess student progress using Ready math assessments
- Utilize growth monitoring in iReady to assess student knowledge of grade level concepts

Professional Development

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

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

Amount(s)	Source(s)
45,000	Annual Fund
3,000	Parent-Teacher Association (PTA)
100,000	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

II. Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics.
- Math teachers did use the iReady diagnostics with fidelity
- Students worked with a variety of prompts that promote higher level thinking skills.
- Support was provided through training for Ready by publishers

- Most students completed spiral review problems regularly.

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

ELA
1. By the end of the 2020-2021 school year, we will increase the distance above standard for students in English Language Arts, as measured by the CA Dashboard ELA Data by 3.2 points, from 41.8 to 45.

2. By the end of the 2020-2021 school year, we will decrease the distance from standard for Students with Disabilities in English Language Arts, as measured by the CA Dashboard ELA Data by 5.1 points, from -10.1 to -5.

3. By the end of the 2020-2021 school year, we will decrease the distance from standard for Socioeconomically Disadvantaged students in English Language Arts, as measured by the CA Dashboard ELA Data by 0.9 points, from 9.1 to 10.

4. By the end of the 2020-21 school year, we will decrease the amount of Low Performing Student Block Grant(LPSBG) students performing at standard not met by 50%, as measured by the CA Dashboard ELA Data.

5. By the Middle Of Year(MOY) Independent Reading Inventory(IRI) 2020-21 school year, we will increase the % of students scoring at standard or above by 4%, in each grade level- Kinder through 5th, as measured by Next Steps Guided Reading Assessment(NSGRA), Interim Assessment Blocks, grade level team assessments, and/or ELA SBAC, from the 2020-21 BOY IRI data.

6. By the End Of Year(EOY) Independent Reading Inventory(IRI) 2020-21 school year, we will increase the % of students scoring at standard or above by 4%, as measured by Next Steps Guided Reading Assessment(NSGRA), Interim Assessment Blocks, grade level team assessments, and/or ELA SBAC, from the 2019-20 EOY IRI data.

Identified Need

1. On the 2018-19 SBAC ELA Assessment, SME students in grades 3-5 demonstrated the greatest need in the area of "Writing," as demonstrated by 16.34% of all students scoring "below standard".
  - At Grade 3, 16.67% scored "below standard.".
  - At Grade 4, 12.61% scored "below standard."
  - At Grade 5, 19.23% scored "below standard."

2. On the 2019-20 IRI MOY Assessment, 19.3% of SME students in grades K-5, were at "standard nearly met or not met".
  - At Kinder, 26.44% scored "standard nearly met or not met".

- At 1st Grade, 17.95% scored "standard nearly met or not met".
- At 2nd Grade, 18.1% scored "standard nearly met or not met".
- At 3rd Grade, 19.4% scored "standard nearly met or not met".
- At 4th Grade, 12.7% scored "standard nearly met or not met".
- At 5th Grade, 20.5% scored "standard nearly met or not met".

3. Low Performing Student Block Grant Students:
- 7.5% are performing two or more grade levels below their grade level in ELA, as measured by the 2019-20 Winter IRI.
- 20% are performing at standard not met, as measured on the 2018-2019 ELA SBAC

4. Students with Disabilities:

- The DFM of SWD students is 10.1 points below standard, as measured by the 2018-19 ELA SBAC.

5. EL students:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (English Language Arts/Literacy)	Overall 69.66% of students met or exceeded English Language Arts standards on the 2018-2019 SBAC.	75% of all students will score at "Meet/Exceeds" levels on the 2020-2021 SBAC English Language Arts/Literacy assessment.
SBAC (English Language Arts/Literacy)	On the 2018-2019 SBAC English Language Arts/Literacy assessment, the "Distance from Met" for SWD was 10.1 points below standard.	SWD will show an overall positive decrease of 10.1 points "Distance from Met" on the 2020-2021 SBAC English Language Arts/Literacy assessment by decreasing the DFM to 0 points below standard.
SBAC (English Language Arts/Literacy)	100% of LPSBG students showed "standard not met" on the 2018-2019 SBAC English Language Arts/Literacy assessment.	100% of LPSBG students will show a positive decrease in the "Distance from Met" on the 2020-2021 SBAC English Language Arts/Literacy assessment.
SBAC (English Language Arts/Literacy)	On the 2018-2019 SBAC English Language Arts/Literacy assessment, the "Distance	EL students will show an overall positive decrease of 4.3 points in the "Distance from

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from Met" for ELs was 32.6 points below standard.	Met" on the 2019-2020 SBAC English Language Arts/Literacy assessment from 32.6 points below standard to 28.3 points below standard.
IRI Data	On the MOY 2018-2019 IRI, 19.3% of students in grades K-5 scored in the "standard nearly met or not met".	85% of students will score at standard or above, having a 4.8% positive decrease in the students scoring standard nearly met or not met, on the MOY IRI for 2020-21.

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

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

Strategy/Activity

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

Across all grade levels, teachers will provide reading instruction in Narrative and Informational text types. Resources and instructional strategies will include:
- Balanced Literacy workshop model of instruction
- Small Group reading instruction including both same level guided reading groups and strategy groups
- Reading comprehension strategies that can be employed across curricular areas and subjects. Make sure to reinforce them in the other curricular areas, Literacy Circles
- Strategies to choose "just right" books to read daily to build fluency(Especially at the beginning of year/units)
- Structures and opportunities for students to participate in sustained, independent reading
- Student create list of sight words
- Anchor charts developed with students to support reading strategies as described in Next Steps to Guided Reading and/or Reading Units of Study and refer to throughout the unit/year.
- Listening Centers and/or opportunities to listen to fluent reading during reading groups along with whole group using teacher led read alouds or through the use of technology.
- Use of leveled library to implement Guided Reading and give instruction through guided reading groups
- Students organizing and using the leveled classroom library for independent practice

- Guided practice in the use of reading skills and strategies taught during mini-lessons and teacher conferences
- Instructional read aloud's that focus on a skill that can be replicated in guided reading groups and independent reading
- Integration of the same reading and comprehension strategies used during ELA when teaching Science and Social Studies
- Use of Scholastic News and other informational texts to identify main idea and cite evidence
- Use of graphic organizers and thinking maps to analyze literature
- Consistent monitoring of student reading growth through progress monitoring
- Use of different types of texts to introduce text structures and use graphic organizers and thinking maps to organize their comprehension.
- Utilization of different thinking maps to organize student thinking and comprehension of the text.
- Use of the selected text features to find information when reading a text in order to describe the connection between a series of events, ideas, concepts, or procedures.
- Use of "scavenger hunts" to find informational text features in informational text books
- Response to literature in written form.
- Opportunities for students to draw inferences from the text.
- Exposure to literature with different structures for students to determine what structure is being used
- Opportunities for students to look at two texts and teach them how to look at the information provided and come up with similarities and differences. Allow time to write and speak about the comparisons.
- Opportunities to compare and contrast events noting multiple points of view.
- Opportunities for students to practice using a flow map / time lines to organize summaries in order to recount key details and explain main idea
- Use of Kagan structures to create team building and classroom structures

Across all grade levels, teachers will focus on intentional writing instruction in the areas of Narrative, Informational and Functional/Procedural, and Persuasive/Opinion/Argument Writing. Resources and instructional strategies will include:
- Writer's workshop mini lessons using Lucy Calkins Writing Units of Study
- Individual student conferring and small group strategy groups
- anchor charts developed with students to support writing strategies as described Writing Units of Study
- Daily journaling, whole group writing, modeled writing, and mentor texts
- Leading students in analysis of student or teacher written anchor papers
- Grammar and Structure instruction through revision and editing mini-lessons
- The use of exemplary student work as examples for good writing
- Guiding students in the practice of comparing and contrasting nonfiction using Venn Diagrams and double bubble maps
- Creating opportunity for students to participate in writing through every subject
- Participation in peer editing.
- Opportunities for students to look at two texts and teach them how to look at the information provided and come up with similarities and differences
- Opportunities for students to quote accurately when drawing inferences from the text.
- Instruction for and opportunities to compare and contrast events noting multiple points of view
- Collaborative projects.

- Use of Kagan structures to create team building and classroom structures

Across all grade levels, teachers will differentiate Word Study opportunities for students to improve their working knowledge of letters, sounds, and spelling patterns. Resources and instruction will include
- Use of district supported Words Their Way word study materials
- Phonics and fluency mini lessons for students in grades K-3 daily

Professional Development will be obtained through district wide opportunities, A Monday meetings, collaboration with Instructional Coach, and Eagle Time grade level meetings for growth in the areas of word study, reading, and writing. These will include:
- Balanced Literacy and Writer's Workshop Training
- Leveraging text structures to advance through the guided reading levels
- Comprehension strategies and skills to use in their reading
- "Next Steps to Guided Reading" book study to inform instruction
- Grade level data team meetings to identify trends in data and skills that need to be retaught or reinforced
- Teacher Peer Mentoring
- Vertical collaboration across grade levels

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

Amount(s)	Source(s)
100,000	District Funded
50,000	Annual Fund
9,050	Parent-Teacher Association (PTA)
1,000	S3 Grant

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

I. Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students, including students with disabilities, LPSBG, Hispanic students, and ELs.
- ELA teachers reviewed SBAC data (IO/EADMS) to identify areas of strength and areas for growth
- ELA teachers partially implemented the standards aligned units.

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

Closing the Gap:

1. Mathematics:

By August 2021, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2020 SBAC Mathematics assessment
  - Students with disabilities: decrease DFM from -9.5 to 0 points below grade-level standard
  - Hispanic students: decrease DFM from 8.3 to 23.3 points above grade-level standard

2. English Language Arts/Literacy

By August 2021, each of the listed student groups and ethnic groups will show the following decreases in "Distance from Met" (DFM), as measured by the 2020 SBAC English Language Arts/Literacy assessment
  - Students with Disabilities:decrease DFM from -10.1 to -5 points below grade-level standard
  - Socioeconomically Disadvantaged students: decrease DFM from 9.1 to 10 points above grade-level standard
  - Students will improve one reading band level from 2019-20 MOY IRI to 2020-21 MOY IRI.

3. 20% of English Learners will reclassify annually.

Identified Need

To reclassify all 5th EL students prior to matriculating to middle school.
All EL students in grades 2-5 will Increase one performance band in the writing portion of the ELPAC assessment.
By the end of May 2020, the overall score of each subgroup will increase by 4% based on the midyear Winter IRI and the midyear iReady diagnostic.
By the end of May 2020, 15% of English learners will be reclassified as "fluent English proficient."

For 2018 - 2019 the reclassification rate for English learners (ELs) at SME was 28%. As of March 2020, there are 14 ELs at SME. From this group, all 14 ELs will take the ELPAC,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	There were not enough ELs to measure growth on SBAC	To reclassify all 5th EL students prior to matriculating to middle school. All EL students in grades 2-5 will Increase one performance band in the writing portion of the ELPAC assessment. By the end of May 2020, the overall score of each subgroup will increase by 4% based on the midyear Winter IRI and the midyear iReady diagnostic. By the end of May 2020, 15% of English learners will be reclassified as "fluent English proficient."
IRI	Students are not making growth on IRI band levels, as compared to other non EL peers.	By the 2020-21 MOU IRI assessments, all English Learners will increase one reading band, from measured 2019-20 MOU IRI level.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners/Hispanic students/African American students/Socio-economically disadvantaged students/Students with disabilities:
- Strategies for closing the gap and ensuring that all students experience academic success.
- Professional development/training activities for instructional staff and administrators and resources needed for implementation of instructional strategies:
- Collaboration with parents, cultural sensitivity, and relationship building.

Strategy/Activity

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

Individual Learning Plans to support each student, with targeted focus on at-risk sub groups; EL's and FY students
Implement consistent ELD curriculum during morning block.
Implement scaffolded ELD strategies across all curricular areas.
Continue to implement workshop model of instruction to incorporate more student/teacher time.
More use of visuals and hands-on activities to teach core academic skills.
Increase use of materials with adjusted lexile/Scholastic A-Z levels, as needed.

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

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)
30,000	Annual Fund
18,000	Parent-Teacher Association (PTA)
100,000	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

I. Continue to increase the reclassification rate of ELs within our program.

- ELPAC results were not used to identify students to target ELD instruction across all curricular areas (Integrated ELD). Anyone who did not reclassify was placed in an ELD class (Designated ELD), regardless of ELPAC results.
- Individual Learning Plans were not used to support each student, with targeted focus on at-risk sub groups; EL's and FY students.
- Some PD provided training on the EL assessments, as well as effective strategies (i.e. Kagan, SDAIE) across all curricular areas.
- Created an ELD class that addressed the needs of SpEd ELs but did not incorporate the team teaching model.
- Implemented consistent ELD curriculum during ELA block.
- Implemented scaffolded ELD strategies across all curricular areas.
- 50% Literacy Coach to oversee EL programs/records as part of their duties.

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

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

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

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

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

The Closing the Gap goal for 2019-2020 was twofold:
a. "100% of academically at-risk students will demonstrate an increase in their SBAC Math and ELA scores." The data needed to determine whether this goal was met will not be available until the SBAC scores are released in Summer 2020.

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Attendance
By June 2021, the average daily attendance rate will be 97%, as measured on the Aeries dashboard.

By the end of the 2020-21 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 2.3%, from 4.8% to 2.5%.

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

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

Identified Need

Increased preparedness for emergency lock down situations (i.e. active shooter, unsafe conditions, etc.)
Expanded communication during emergency situations
Increased consistency with regards to procedures for student accounting and visitors on campus.
Increased awareness for staff and parents regarding the growing number of middle school students experimenting with vaping.
Increased supports for students who are chronically absent

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Parent-Teacher Association (PTA)
500	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

School Safety
Social-Emotional/Trauma Informed
Mindfulness

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

- -provide training for teachers on Tier 2 and 3 interventions
- monitor progress on Review 360 database
- hold SST meetings for all students identified using universal screener

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

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)
80,050	Annual Fund
1,000.00	Parent-Teacher Association (PTA)
14,000	Annual Fund
2,900	LCFF-LCAP
15,250	Annual Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

Parent Engagement
By August 2020, 100% of SME teachers will fully utilize the SEIS Parent Portal for grades, upcoming and missing assignments,and teacher email.
By October 2020, 100% of SME families will be registered to access the Aeries Parent Portal.
By June 2021, SME will offer three Parent Information Nights/Parent University workshops on the SME campus.
By June 2021, 25% of SME will have attended at least one Parent University Workshop.

Identified Need

Parents do not have all of the information needed to be able to support students with homework or Balanced Literacy learning.
15 % of SME teachers currently use Parent Portal system to update grades
0 % of SME families are currently registered to access the SEIS Parent Portal.
In 2019-2020, SME offered one Parent University workshop.
In 2019-2020, less than 8% of SME families attended a Parent Information Night/Parent University workshop.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Training	Parents do not have all of the information needed to be able to support students with homework or Balanced Literacy learning.	Increase % of parents agreeing that school/district encourages parent involvement to 100%
California Healthy Kids Survey	1% of parents	The percentage of parents agreeing that school/district encourages parent involvement will increase by 10%.
The percentage of teachers utilizing the Gradebook/Parent Portal system	0% of teachers are utilizing the Gradebook/Parent Portal system	The percentage of teachers utilizing the Gradebook/Parent Portal system will increase to 100%
Schedule of Parent Information Nights/Parent University	2019-20 Master Calendar included one Parent	2020-21 Master Calendar will include three Parent Information Nights/Parent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
workshops on the 2019-20 Master Calendar	Information Night/Parent University workshop	University workshops on a variety of topics.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

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

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

Use variety of opportunities to publish the existence and benefits of Parent Portal, including

Principal's weekly Sunday Night Call/Email /Text announcements, PTA E-blast, and SME webpage.

Add hyperlink on SME webpage to link parents to Parent Portal

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

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

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

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

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

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)
10,150	Annual Fund

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

II. Foster collaboration between parents, teachers & students
- Parent representatives worked with teachers in identifying specific classroom needs and volunteer opportunities

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

Goal 7

By Fall 2020, all students will have technology support using the Chromebooks to be able to access remote learning and direct communication with their teachers, as indicated on the PowerSchool/Canvas analytics.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Use of PowerSchool/Canvas	Technology: To enhance current infrastructure to support instruction and curriculum delivery. Students will develop K-5 foundational skills in order to be college and career ready.	By June 2021, all students with have access to a Chromebook and be able to access teacher-directed apps for integrated learning.
Reflective Work Based on Graduate Profile	Graduate Profile: Creative and Innovative Thinker	By June 2021, all students will create original work that demonstrates thoughtful and reflective approaches, provide original solutions to problems, analysis, modeling, prototyping, and testing and use obstacles and setbacks as opportunities to learn, reflect, and improve

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- use of tech teachers to support learning

- PD on specific learning apps and how to cross into curriculum

- Enhance current infrastructure to support instruction and curriculum delivery.

- Provide meaningful staff development to support the success of the integration of technology in teaching and learning.

- Teachers will learn how to use technology and integrate technology into instruction.

- Teachers will use educational technology when planning instruction and use educational technology for instruction delivery.

- Student will used educational technology to achieve mast

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)
10,150	LCFF-LCAP
50,000	Annual Fund
50,000	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$29,881.25

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	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Annual Fund	$
District Funded	$
LCFF-LCAP	$
Parent-Teacher Association (PTA)	$
S3 Grant	$

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

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

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $:

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

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

c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;

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

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2020-21 is as below:

School: <u>Sierra Madre ES</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	#of FRL Student at School	Per Student shared Cost to School	Total Shared Cost to School
30100	Intervention Activities	$1,859,837.81	10161	171	$183.04	$31,299.84

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School Site Council Membership

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

1 School Principal

6 Classroom Teachers

2 Other School Staff

9 Parent or Community Members

Name of Members	Role
Lindsay Lewis	Principal
Julie Cole	Other School Staff
Geannie Tarry	Other School Staff
Jennifer Guzman	Classroom Teacher
Dany Richey	Classroom Teacher
Susan Andres	Classroom Teacher
Becky Bickel	Classroom Teacher
Laura Palmer	Classroom Teacher
Natasha Comer	Classroom Teacher
Ashley Messersmith	Parent or Community Member
Ajeenah Abdus-Samad	Parent or Community Member
Beth Korman	Parent or Community Member
Angelica Nessman	Parent or Community Member
Valerie Butler	Parent or Community Member
Janna Kim	Parent or Community Member
Milca Ruz	Parent or Community Member
Carol Silberberg	Parent or Community Member
Chris Hunter	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 26th, 2020.

Attested:

L. Lewis	Principal, Lindsay Lewis on April 22, 2020
	SSC Chairperson, Beth Korman(via virtual consent) on April 22, 2020

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

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Sierra Madre Elementary	Principal: Lindsay Lewis
School Number: 50	Counselor:
Date Completed: April 22, 2020	Principal Signature:

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

2019-20 Current ADA Percentage	2020-21 ADA Short Term Goal	2020-21 ADA Long Term Goal
97.02%	97.2%	97.3%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Example: *Identify any pupil who is chronically truant (a pupil who is absent from school without a valid excuse for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)*	*Chronically truant students (pupils who are absent from school without a valid excuse for 10% or more of days in one school year)*	*Queries on AERIES will be run on a monthly basis to identify chronic students* *Apply interventions on an ongoing basis*	*Goal is to apply interventions to 100% of students who have been identified as chronically truant on a monthly basis* *Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end.*

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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Example: *Create publications delineating attendance expectations (newsletters, brochures & posters) and post at all entrances, exits and common areas throughout the school.* *Prepare an attendance bulletin board (highlight grade level, class, student & staff attendance success. Also showing how the school compares to neighboring schools regarding attendance*	*All students*	*Update bulletins and newsletters on a monthly basis coinciding with monthly theme (ex. March: "March Madness"; December: "Deck the Halls with Perfect Attendance")*	*Update all publications for every school month* *Document monthly themes and students' response*

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Example: *Provide students with attendance notifications informing him/her of the attendance band they are currently in. Send a copy of the notification to the parent.* *Acknowledge students who have an ADA of 96% or higher and submit them into a raffle drawing every 5-week grading period.*	*All students*	*Issue notifications and submission of raffle contestants every 5-week period*	*Increase overall ADA percentage by 2%, which will be assessed at year's end.* *It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by TAA.*

ELAC Recommendations to School Site Council

School: Sierra Madre Elementary and Middle School   Date: March 10, 2020

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2019 -2020 school year Single Plan for Student Achievement:

Las siguientes son recomendaciones del Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés) al Consejo del Sitio Escolar (SSC, por sus siglas en inglés) para el Plan Individual para el Logro del Estudiante del año escolar 2019 -2020:

Data Examined:	1. Number of EL's at both schools and their progress in district and state assessments. *Número de EL-s en la escuela y su progreso en las evaluaciones del distrito y del estado.* 2. Progress of Sp. Ed EL students in the district and state assessments. *El progreso de sp. Alumnos de Ed EL en el distrito y evaluaciones estatales.* 3. Reclassification data 2019-2020 *Datos de clasificación 2019-2020*
Areas of Need/ Concern:	1. Improve reading and writing scores of EL students *Mejorar las puntuaciones de lectura y escritura de los estudiantes EL* 2. Continue to move students towards reclassification with the goal of reclassifying prior to promoting from 8th grade. *Continuar moviendo a los estudiantes hacia la reclasificación con el objetivo de reclasificar antes de ascender desde el octavo grado.* 3. Continued focus on teacher preparedness and skill to provide English Language Development instruction. *Enfoque continuo en la preparación y habilidad del maestro para proporcionar instrucción de Desarrollo del Idioma Inglés.* 4. Additional support for students and families *Apoyo adicional para estudiantes y familias.*

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment Development Department

Director
Juan A. Ruelas

		Funds:	
Funds/Resources Available:		LCFF	
		Other	
		Total	

Recommendations for Single Plan:	**First Choice** • 100% Coach at every school site • Entrenador 100% en cada escuela **Second Choice** • Continue to provide additional professional development for teachers providing ELD instruction • Continuar proporcionando desarrollo profesional adicional para los maestros que imparten instrucción ELD **Third Choice** • Writing strategy support for EL students • Apoyo de estrategia de escritura para estudiantes EL **Fourth Choice** • Parent Training • Entrenamiento para padres

We submit these recommendations to the SSC on behalf of the ELAC.

Maria Gallegos
ELAC President (Print Name)

verbal consent 3/10/20 @ ELAC
Signature/Date

Lewis
ELAC Representative to SSC (Print Name)

Lindsay Lewis 3/25/20
Signature/Date

GATE Principal's Checklist

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 2020-21 school year.

2 = This practice is being implemented for the first time during the 2020-21 school year.

3 = This practice is being developed now to be implemented during the 2020-21 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?	X		
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?			

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 plan inform parents and teachers of the GATE referral window of August - September?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	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?	X		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?	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	X		
● Independent projects/Independent Study/Interest based enrichment opportunities	X		
● Curriculum compacting	X		
● IB program			

	1	2	3
• 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	X		
• Scholarly Dispositions			
	1	**2**	**3**
Middle School 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 School 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 of ELA and math 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?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes are 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 or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration			

	1	2	3
● Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	X		
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	X		

Section 4: Social and Emotional Development

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).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
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?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
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?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?	X		

Section 5: Professional Development

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

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A 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 Individual Learning Plan	X		

	1	2	3
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the 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	X		

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
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?	X		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

By June 2021, all students in 2nd grade, and new participants to PUSD 3-5th, will be screened on the 2020 GATE-CogAt screening and Secondary Review.

By June 2021, all 3rd-5th grade teachers will use GATE certifications lessons to meet the needs of GATE students, as measured by student activities that promote their individual learning plans.

School: **Sierra Madre Elementary School**

Date Approved By GATE Site Advisory Council: March, 2020

Date Approved By School Site Council: March, 2020

Dates of calendared site GATE advisory meetings 2019-20:

	date	topic		date	topic
1st meeting	**8/29/19**	**BTSN-Differentiation**	**3rd meeting**	**4/24/20**	**STEAM Night**
2nd meeting	**10/10/19**	**Parent Summit**	**4th meeting**	**4/30/20**	**Open House-Depth & Complexity Icons**

Updated 4/2020

Appendix 4

SITE LEVEL PARENT INVOLVEMENT POLICY

Parent participation at Sierra Madre School is aligned with our core values and is an integral component to overall program success. Parents volunteer their time and resources both inside and outside the classroom, hold school-community events, strategize improvements, and raise funds to offset budget deficits and provide enrichment.

SIERRA MADRE SCHOOL PARENT ORGANIZATIONS

School Site Council	Meets on the last Wednesday of each Month, 4:00 pm	Fifty percent of participants in the SSC are parents. The council is a school governance body that strives to improve student achievement through review and approval of the SPSA, oversight of funding for specially funded accounts, dissemination of information about school events, and planning of current and future programs.
PTA Volunteer Committees Extracurricular Events Fundraising	Meets on the third Wednesday of each Month at 6:30 pm PTA Events: Various dates and times	PTA connects parents and teachers, administration, and staff to promote success for all students. Monthly events are planned such as the Fall Festival, Family Reading Night, Father/Daughter Dance, and Mother/Son Game Night. Fundraisers provide support for classroom field trips, teacher supplies, events throughout the year, VAPA specialists, assemblies and art supplies, school-wide safety needs, and more. Additionally, parents participate in volunteer activities through a variety of committees outlined in detail on the following page.
Annual Fund Annual Giving Drive Live & Silent Auction Special Events Grant Writing	Meets on the first Friday of each month at 8:00 am Events: Various dates throughout year	Annual Fund is an organization designed for the sole purpose of raising money for the elementary and middle schools to offset budget deficits and provide enrichment. Parents plan an annual giving drive for school families and the local Sierra Madre community, fundraising events throughout the year including the Annual Live & Silent Auction, and write grants to raise needed funds. In 2014-2015 Annual Fund raised $90,000.00 The goal for the 2016-2017 school year is $220,000.00. Teachers, staff, administration, and the School Site Council determine how funds are spent.
ELAC	Meets on the second Wednesday of each month at 8:00 am at SMMS	Parents participate in the English Learner Advisory Committee to address issues specifically related to English Learners. The committee typically reviews EL data and programs and advises the principal, school staff, and SSC on programs and services for English Learners to assure the needs of EL students are being met.

AAPC	Did not have a council this year Events: African American History Assembly	Traditionally, parents participate in the African American Parent Council to address issues specifically related to African American students. The committee reviews disaggregated data and programs by subgroups and advises the principal, school staff, and SSC on programs and services for African American students to assure the needs of African American students are being met.

Families are asked to engage actively by completing a volunteer pledge form and committing to a minimum of 40 hours of volunteer time per family yearly. The various types of volunteer opportunities outlined below are in addition to the parent organizations.

SIERRA MADRE SCHOOL VOLUNTEER COMMITTEES

Safety Committee	Under guidance of Safety Chair, participates in preparedness drills, maintains and procures supplies. Acquires/organizes student emergency kits. Assists with playground, field trip, drop-off, and pick-up supervision.
Communications/ Publicity Committee	Under guidance of Technology Specialists, maintains school website, email communications, and publishes monthly school newsletter. Develops and maintains relationships with local print, web, and TV media to promote positive
Core Curriculum Docents	Under guidance of classroom teachers, assists as needed with small group, one-on-one, in-class, and pull out instruction in language arts and math. Works with both students in need of extra support and GATE/high performing students.
Science Docents	Under guidance of the classroom teacher, sets up science lab, provides equipment and supplies. Maintains schedule and assists with teachers' planned lab activities. Develops plan for school-wide standards-based science lab activities throughout year.
Visual Arts Docents	Under guidance of Visual Arts Specialist Consultant, plans, schedules, and implements school-wide standards-based visual arts instruction throughout year.
Performing Arts Docents	Under guidance of Performing Arts Specialists, creates costumes, develops/teaches dances and songs, and provides concession sales for Spotlight Assemblies, Variety Shows, Orchestra, and Performing Arts Kids (PAK) performances based on standards.
Music Docents	Under guidance of Music Specialist, assists with instrument tuning; schedules and instructs standards-based orchestral music for students in 3rd-5th grades.

Garden Docents	Under guidance of District Facilities Supervisor, assists with Water Conservation Project planning and planting, creation of edible garden program, and maintenance of current native and Japanese gardens on campus.

School-Parent Compact: The school-parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve proficiency on the California Content Standards. A copy of the school's Parent Compact is found on page XI of the School Plan.

- SSC developed and approved the School-Parent Compact, by representatives of all stakeholder groups.
- During the annual parent-teacher conference the Compact shall be discussed as it relates to the individual student's achievement.
- Parents receive and review the School-Parent Compact during the registration process.
- Copy of Compact is attached to this Policy.

Parent Education and Communication with families of Sierra Madre School is accomplished through:
- Wednesday Overnight Mail Envelopes
- Monthly Newsletter
- School Website: sme.pusd.us
- E-Mail Blasts: SMORE.com
- Weekly Sunday Night Call from Principal

Parent Volunteers and Visitors are welcomed on campus and we are grateful for your cooperation. Below is our Sierra Madre School Policy regarding welcoming our parents/visitors on campus:

Parents may volunteer to work in classrooms
- Prearrange with classroom teacher
- White badge approval
- Sign-In at the main office

Parents may visit and/or observe in classrooms
- Prearrange with classroom teacher
- Sign-in at the main office.
- Drop in limit of 10 – 15 minutes, as determined by teacher/administration

Parents may conference with teachers
- Prearrange with teacher
- Before or after school, as mutually agreed upon with parent and teacher
- Not within the instructional minutes of the school day.

Parents with concerns may:
- Conference with the teacher
- Conference with administration
- Follow District Uniform Complaint Procedure

PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District

Sierra Madre Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

March 26, 2020 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Sierra Madre Elementary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on March 26, 2020 at 4:00 p.m.. Notice was provided by School Site Council.
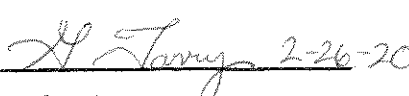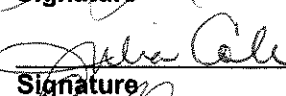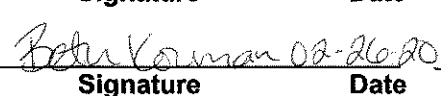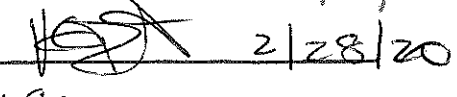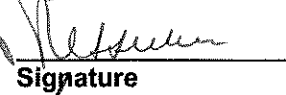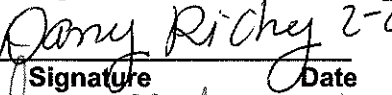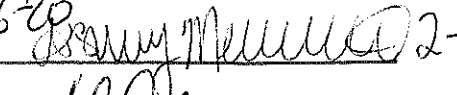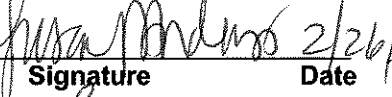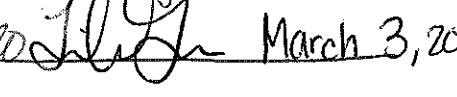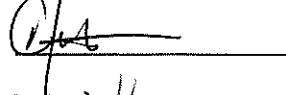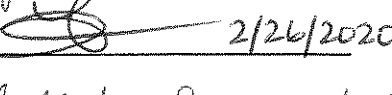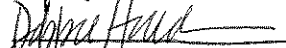
Sierra Madre Elementary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and updated

Amendments

School Site Council

Signatures of Sierra Madre Elementary School's Site Council Members

Signature	Date	Signature	Date
Lewis	2/26/20	_[signature]_	2/26/20
Julia Cole	2/26/20	_Beth Kaman_	02-26-20
[signature]	2/26/20	_[signature]_	2-26-2020
[signature]	2/26/2020	_Jamy Richy_	2-26-20
[signature]	2/26/2020	_[signature]_	2/26/20
[signature]	2/26/2020	_[signature]_	2/26/2020
[signature]	2.26.2020	_Natasha Comu_	2/26/20

[Additional signatures and dates: 2-26-20, 2/26/20, 2/28/20, 2-28-2020, March 3, 2020]

Sierra Madre Elementary

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

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.

Lindsay Lewis, Principal

📍 Principal, Sierra Madre Elementary

About Our School

Contact

Sierra Madre Elementary
141 West Highland Ave.
Sierra Madre, CA 91024-1810

Phone: 626-396-5890
Email: lewis.lindsay@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
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)	
School Name	Sierra Madre Elementary
Street	141 West Highland Ave.
City, State, Zip	Sierra Madre, Ca, 91024-1810
Phone Number	626-396-5890
Principal	Lindsay Lewis, Principal
Email Address	lewis.lindsay@pusd.us
Website	http://sme.pusd.us
County-District-School (CDS) Code	19648816021737

Last updated: 1/1/2020

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

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings, and a vibrant cultural scene. The city is most famous for the annual Tournament of Roses Parade and Rose Bowl Game. The campus of Sierra Madre Elementary School is quite unique; the Spanish-style main building was constructed in 1930, and large sycamore trees and a glorious mountain view make for a beautiful campus. A Japanese Zen Garden and Koi Pond, originally built and dedicated to the school by Japanese-American parents in 1932 and rebuilt by the sixth-grade class in 1995, are a source of pride and a gathering point for the school and community as a whole.

Sierra Madre Elementary School is located northeast of Pasadena in the City of Sierra Madre. The mission of Sierra Madre Elementary School is to nurture learners as they grow into brilliant, creative, strong, and true-hearted leaders within a safe environment.

Our core values include:
• Rigorous Academics
• Innovative & Artistic Expression
• Physical Education
• Ethical & Character Development

SME is a community of learners with a proud tradition of excellence featuring:
• Strong academic program
• Highly qualified team of professional educators
• Celebrated visual and performing arts programs
• Enthusiastic and supportive families
• Dedicated and involved community partners
• The talented, creative, energetic and diverse student body

Last updated: 1/17/2020

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	110
Grade 2	101
Grade 3	115
Grade 4	114
Grade 5	133
Total Enrollment	689
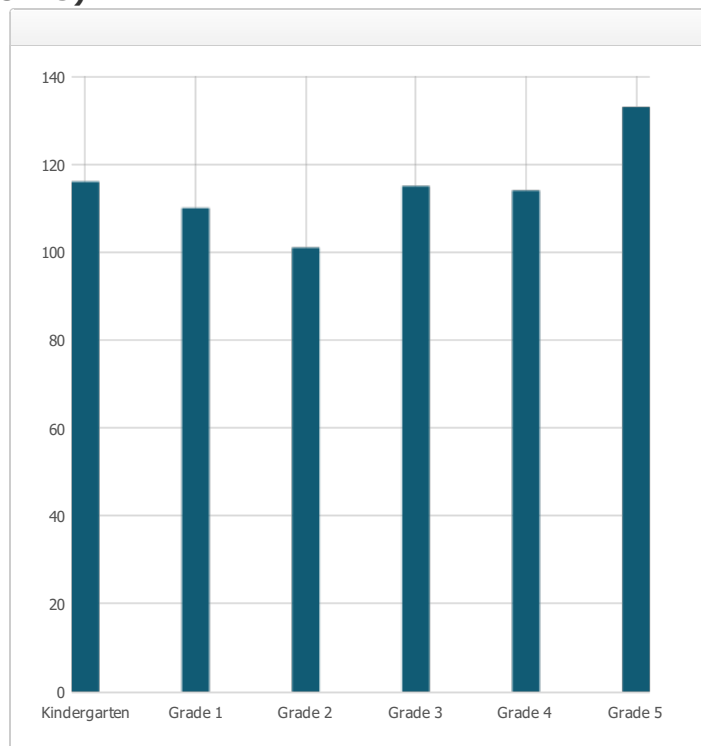
Last updated: 1/1/2020

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

Student Group	Percent of Total Enrollment
Black or African American	4.10 %
American Indian or Alaska Native	%
Asian	9.90 %
Filipino	1.50 %
Hispanic or Latino	23.50 %
Native Hawaiian or Pacific Islander	0.10 %
White	57.00 %
Two or More Races	3.00 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.90 %
English Learners	3.80 %
Students with Disabilities	11.30 %
Foster Youth	%
Homeless	0.30 %

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	31	31	718
Without Full Credential	1	0	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
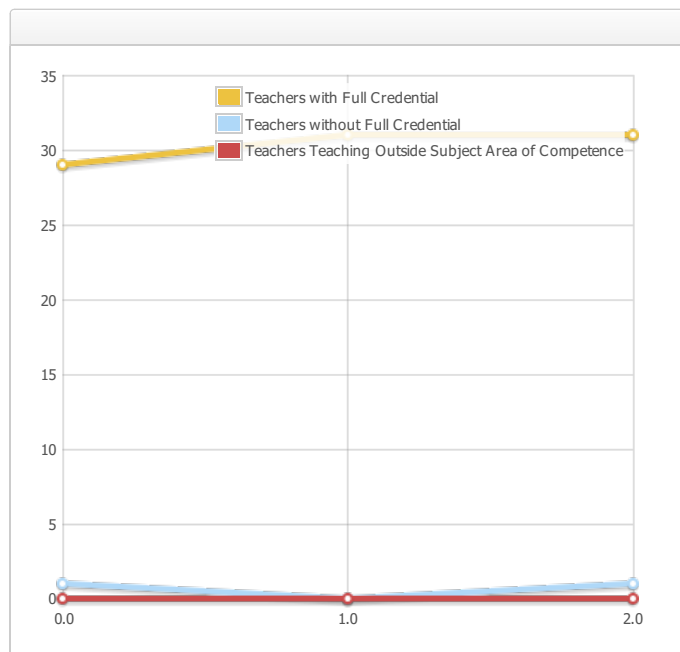
Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
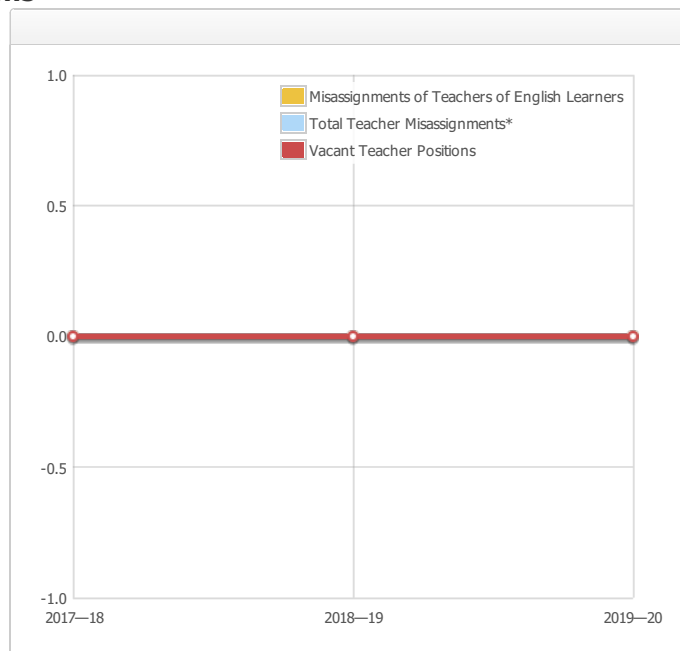
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/10/2020

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

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/1/2020

School Facility Conditions and Planned Improvements

Sierra Madre Elementary School was established in 1882 and is currently comprised of 32 classrooms. The school campus contains a library, a science lab, an art discovery room, a counseling/Calm Room, a cafeteria, a 600+ seat auditorium, a staff lounge, multiple playgrounds, and a playing field. During the 2012-13 school year, the elementary campus underwent significant changes due to the funding from Measure TT. The bungalows were replaced with a permanent building for Pre-Kindergarten, fourth and fifth grades.

Cleaning Process
Sierra Madre Elementary 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 learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by Sierra Madre Elementary custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the 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.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	No Repair needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repair needed.
Electrical: Electrical	Good	No Repair needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

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

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)	72.0%	69.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	67.0%	70.0%	35.0%	35.0%	38.0%	39.0%

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.

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	361	355	98.34%	1.66%	69.30%
Male	193	189	97.93%	2.07%	68.25%
Female	168	166	98.81%	1.19%	70.48%
Black or African American	20	20	100.00%	0.00%	40.00%
American Indian or Alaska Native					
Asian	35	33	94%	5.71%	78.79%
Filipino	--	--	--	--	
Hispanic or Latino	92	90	97.83%	2.17%	58.89%
Native Hawaiian or Pacific Islander					
White	200	198	99.00%	1.00%	75.25%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	79	79	100.00%	0.00%	56.96%
English Learners	31	29	93.55%	6.45%	34.48%
Students with Disabilities	49	47	95.92%	4.08%	42.55%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	360	356	98.89%	1.11%	70.22%
Male	193	189	97.93%	2.07%	69.84%
Female	167	167	100.00%	0.00%	70.66%
Black or African American	20	20	100.00%	0.00%	60.00%
American Indian or Alaska Native					
Asian	35	35	100%	0.00%	77.14%
Filipino	--	--	--	--	
Hispanic or Latino	91	89	97.80%	2.20%	51.69%
Native Hawaiian or Pacific Islander					
White	200	198	99.00%	1.00%	76.77%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	78	78	100.00%	0.00%	55.13%
English Learners	30	30	100.00%	0.00%	46.67%
Students with Disabilities	49	47	95.92%	4.08%	51.06%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/1/2020

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.

Last updated: 1/1/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

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

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)

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	19.80%	19.10%	41.20%

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.

Last updated: 1/10/2020

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)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings, and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parental involvement, trainings, and volunteering. Additionally, the Family Resource Center's Community Liaison Specialist provides support to all schools on family engagement. The District Family Resource Center, in collaboration with the Office of Special Projects, State & Federal Programs, and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc. The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

State Priority: Pupil Engagement

Last updated: 1/17/2020

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)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

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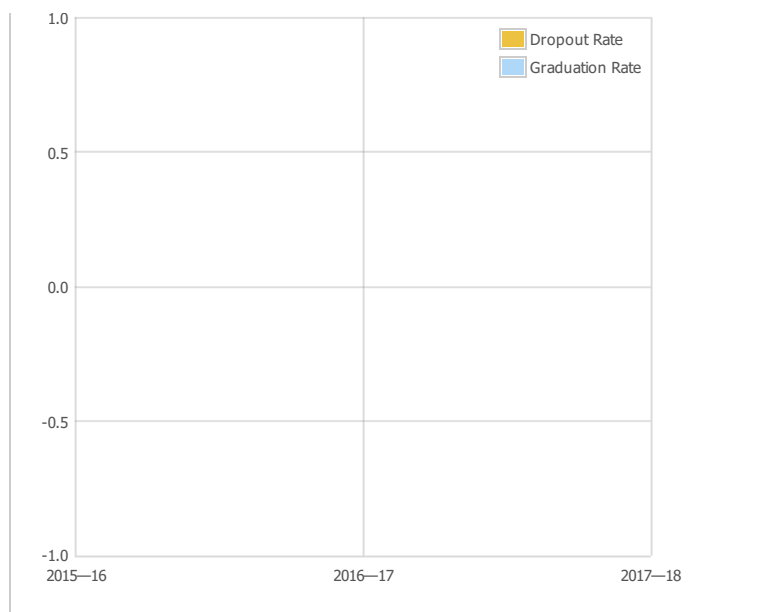
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/1/2020

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

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	1.20%	0.40%	0.40%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Sierra Madre Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among instructional aides, noon supervisors, playground aides, teachers, and administrators, and is provided before school, during breaks, at lunch, and after school. Sierra Madre School also works with City Traffic Managers, police, and district officials to develop traffic and pedestrian routes. Sierra Madre police officers are available to assist with traffic control in the mornings and at dismissal. For added security, the campus is patrolled regularly by the Sierra Madre Police, one of the school's partners. The School Site Safety plan is revised each winter by the Safety Committee and the School Site Council. The plan was most recently updated and reviewed with school staff in 2019. The key elements of the Safety Plan include revising the emergency evacuation plan and replenishing the emergency supply bin. The school is following all 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 a disaster.

Last updated: 1/17/2020

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)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	4	
1	22.00	1	3	
2	23.00	2	2	
3	21.00	1	4	
4	31.00		3	1
5	25.00	1	4	
6				
Other**				

* 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)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	4	
1	25.00		4	
2	23.00		4	
3	22.00		5	
4	33.00		1	3
5	26.00	1	4	
6				
Other**				

* 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)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	5	
1	24.00		4	
2	23.00		4	
3	25.00		5	
4	28.00		4	
5	27.00	1	2	2
6				
Other**				

* 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	

*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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6599.96	$1991.70	$5408.26	$78914.10
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	-10.35%	8.43%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-27.95%	-3.80%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

The Sierra Madre Elementary campus houses grades Pre-K through five and contain an art discovery room, a library, a learning center, a guidance room, a conference room, a science and innovation lab, a cafeteria, and a large 600+ seat auditorium. Sierra Madre Elementary School has 31 fully credentialed teachers, each of whom meets all credential requirements in accordance with the State of California guidelines. In addition, most of Sierra Madre's teachers have obtained a Master's Degree level or higher of education as well. A constructive evaluation process promotes quality instruction, and staff members build teaching skills and concepts through participation in conferences throughout the year. Also, the staff at Sierra Madre Elementary strive to assist students in their social and personal development. Staff members are trained to recognize at-risk behaviors in all students, and an extensive network of support staff is dedicated to providing the services students need in order to reach positive goals.

The district offers school-based mental health services, including counseling services and referrals for students and their families, as well as the Young and Healthy "I Think I Can" program that is presented to students.
Students with exceptional needs receive specialized instruction based on Individualized Education Plans (IEP). Sierra Madre Elementary School offers a pull-out program, where students receive additional assistance from a Resource Specialist Program (RSP) Teacher, an Occupational Therapist, and a Speech/Language Specialist. The school also provides two Specialized Academic Instruction (SAI) classes for students.

Gifted and Talented Education (GATE) students are clustered into classrooms where they receive enhancement activities in addition to regular classroom work.

English Learner (EL) students are provided both designated and integrated English Learner time and/or pulled out of their regular classes to receive additional assistance from an Instructional Coach.

Last updated: 1/17/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
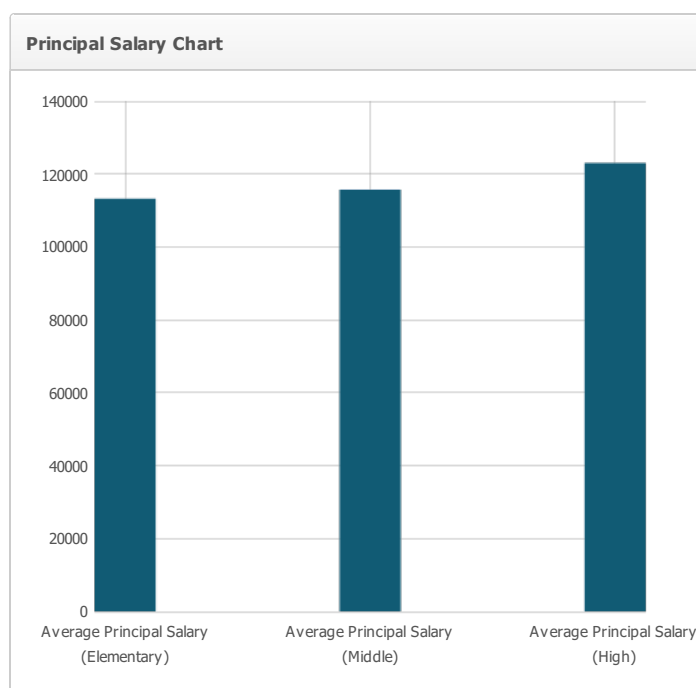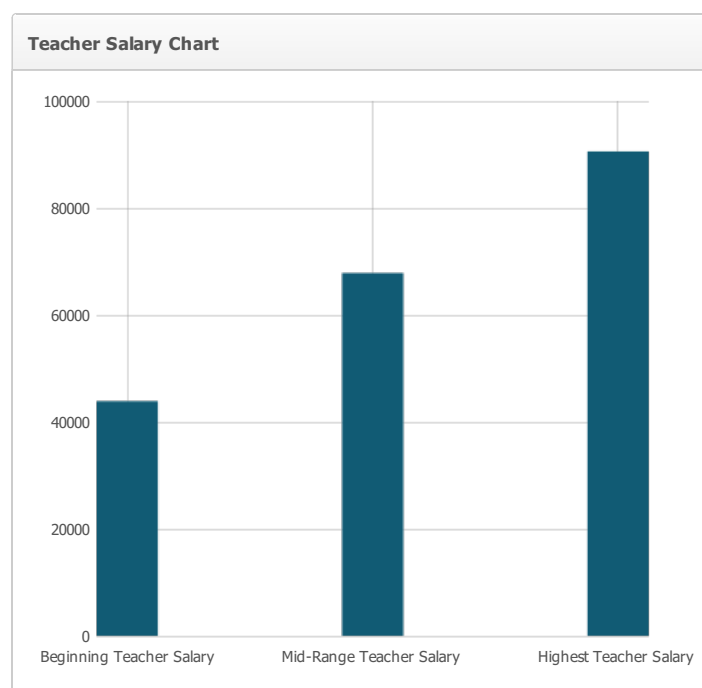
Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/1/2020

Professional Development

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

SIERRA MADRE SCHOOL - PARENT COMPACT

Staff: As a Pasadena Unified School District teacher/administrator I will:
- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and provide a safe, orderly and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.

Sierra Madre School Teachers and Principal   August, 2021

Student: I agree to carry out the following responsibilities:
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____   _____

Student Signature   Date   Grade

Family/Parent: I agree to carry out the following responsibilities:
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House and Back to School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

_____

Parent/Guardian Signature   Date

If… Then… So that… Which leads to…
Math- Goal #1

IF   teacher's provide targeted small group math instruction

and

students use math games for independent practice of math skills

and

students use iReady for 60 min weekly

THEN

students will be able to use a variety of math problem solving strategies

and

students will be equipped with real-life application for math problem solving

and

students will be able to practice standards-based math skills

SO THAT

CAASPP Math Average Distance From Standard for All Students will increase the baseline of 33.9 (Green) from 2019 by a total of 1.1 or more (to reach Blue) to end at 35 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

If… Then… So that… Which leads to…
ELA- Goal #2

IF   teachers continue to provide writer's workshop instruction

and

teachers work with students in small guided reading groups

and

teacher's attend professional development on reading comprehension and engagement teaching strategies

THEN

students will be able to use writing strategies on writing assignments independently

and

students will be able to increase their independent reading level

and

student's will have access to a variety of comprehension strategies to apply to their independent reading

SO THAT

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 41.8 (Green) from 2019 by a total of 3.2 or more (to reach Blue) to end at 45 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

Our Children. Learning Today. Leading Tomorrow.

School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

If… Then… So that… Which leads to…
Closing the Gap- Goal #3

IF   Teacher's receive professional development on EL strategies

and

Student's are clustered in classrooms(placement) by ELPAC levels

THEN

Student's will have opportunities to have differentiated EL strategies in the classroom

and

Like-leveled ELs will be able to benefit from working in small groups by area of ELPAC identified need

SO THAT

All ELs will be reclassified as RFEP by the end of the 2020-21 school year.

WHICH LEADS TO

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Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

If… Then… So that… Which leads to…
Chronic Absenteeism/Attendance- Goal #4

IF The school provides morning enrichment activities before school

and

Teachers connect mindfulness morning activities that are centered on the African American culture/beliefs

THEN

Students will get to school on time to attend free enrichment

and

African American students would attend school regularly to participate in relatable experiences and lessons

SO THAT

Chronic Absenteeism for All Students will increase the baseline of 4.8 (Green) from 2019 by a total of 2.5 or more (to reach Blue) to end at 7.3 or higher by the end of the 2020-2021 school year and Chronic Absenteeism for African American will increase the baseline of 11.1 (Orange) from 2019 by a total of 1.1 or more (to reach Yellow) with a stretch goal of 6.1 or more (to reach Green) to end at 12.2 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

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Pasadena Unified School District

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