School Year: **2024-25**

# 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 | 5-22-2024 | 6-27-2024 |

# Purpose and Description

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

Schoolwide Program

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

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

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Teachers, staff, school site council and a continuous improvement team were all involved in the development of the SPSA. During staff meetings, teacher took a deep dive into the achievement data of SED and Hispanic students on their roster. The school site council reviewed dashboard data. Listening campaigns were conducted with students and the continuous improvement team met triennially to discuss chronic absenteeism and strategies to address.

# Resource Inequities

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

Due to the low number of unduplicated students at SME, we receive smaller allocations from Title I and LCAP funds. Much of the additional staff and materials needed are provided through fundraising efforts.

# School Vision and Mission

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

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

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

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

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

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

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

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

# School Profile

Located northeast of Pasadena in the small community of Sierra Madre, the school was first established in 1930. Today, it is one of 14 elementary schools in the Pasadena Unified School District, and it is comprised of 25 classrooms on one campus.

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

Currently, Sierra Madre Elementary School has 630 students enrolled in grades prekindergarten through five and is a change from previous years. Prior to August 2013, Sierra Madre School served students in grades pre-kindergarten through eighth grade. The student body demographics are as follows; 48% White, 25% Hispanic, 2% African American, 10% Asian, and 14% all others. Our student groups consist of English Learners (1.6%), Socioeconomically Disadvantaged students (35.6%) and Students with Disabilities (11.3%). In the 2022-2023 school year, Sierra Madre Elementary School was recognized as a California Distinguished School by State Superintendent Tony Thurmond.

Sierra Madre School has 32 fully credentialed teachers, each of whom meets all credential requirements in accordance with State of California guidelines. In addition, most of Sierra Madre's teachers have obtained a Master's Degree level or higher of education as well. A constructive evaluation process promotes quality instruction, and staff members build teaching skills and concepts through participation in conferences throughout the year. Also, the staff at Sierra Madre School strives to assist students in their social and personal development. Staff members are trained to recognize at-

risk behaviors in all students, and an extensive network of support staff is dedicated to providing the services students need in order to reach positive goals. A comprehensive list of the support services offered at Sierra Madre School is provided in the School Accountability Report Card.

Parents and the community are very supportive of the educational program at Sierra Madre School and are key partners in the success of our students. We provide a variety of volunteering opportunities for parents.

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

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

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

## Student Enrollment
## Enrollment By Grade Level

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

**Conclusions based on this data:**

1. Our enrollment continues to grow.
2. We are slowly seeing an increase in our diversity of students.
3. Our largest demographic group continues to be white.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **English Learners** | 12 | 12 | 10 | 1.90% | 2.1% | 1.6% |
| **Fluent English Proficient (FEP)** | 55 | 44 | 51 | 8.80% | 7.5% | 8.1% |
| **Reclassified Fluent English Proficient (RFEP)** | 2 | | | 16.7% | | |

**Conclusions based on this data:**

1. We hav a small English Learner population at SME.
2. Our EL data is remaining consistent year to year.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 94 | 123 | 104 | 0 | 123 | 103 | 0 | 123 | 103 | 0.0 | 100.0 | 99.0 |
| Grade 4 | 98 | 100 | 129 | 0 | 100 | 128 | 0 | 100 | 128 | 0.0 | 100.0 | 99.2 |
| Grade 5 | 116 | 95 | 106 | 0 | 94 | 105 | 0 | 94 | 105 | 0.0 | 98.9 | 99.1 |
| All Grades | 308 | 318 | 339 | 0 | 317 | 336 | 0 | 317 | 336 | 0.0 | 99.7 | 99.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2478. | 2486. | | 46.34 | 50.49 | | 27.64 | 29.13 | | 13.82 | 12.62 | | 12.20 | 7.77 |
| Grade 4 | | 2518. | 2517. | | 49.00 | 49.22 | | 25.00 | 17.97 | | 14.00 | 20.31 | | 12.00 | 12.50 |
| Grade 5 | | 2551. | 2535. | | 42.55 | 34.29 | | 27.66 | 29.52 | | 14.89 | 18.10 | | 14.89 | 18.10 |
| All Grades | N/A | N/A | N/A | | 46.06 | 44.94 | | 26.81 | 25.00 | | 14.20 | 17.26 | | 12.93 | 12.80 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 40.65 | 36.89 | | 50.41 | 56.31 | | 8.94 | 6.80 |
| Grade 4 | | 39.00 | 36.72 | | 51.00 | 53.91 | | 10.00 | 9.38 |
| Grade 5 | | 39.36 | 31.43 | | 51.06 | 53.33 | | 9.57 | 15.24 |
| All Grades | | 39.75 | 35.12 | | 50.79 | 54.46 | | 9.46 | 10.42 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 32.52 | 27.18 | | 56.91 | 67.96 | | 10.57 | 4.85 |
| Grade 4 | | 28.00 | 26.56 | | 60.00 | 64.06 | | 12.00 | 9.38 |
| Grade 5 | | 35.11 | 26.67 | | 53.19 | 60.95 | | 11.70 | 12.38 |
| All Grades | | 31.86 | 26.79 | | 56.78 | 64.29 | | 11.36 | 8.93 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 18.70 | 27.18 | | 72.36 | 66.99 | | 8.94 | 5.83 |
| **Grade 4** | | 21.00 | 19.53 | | 70.00 | 71.09 | | 9.00 | 9.38 |
| **Grade 5** | | 20.21 | 23.81 | | 74.47 | 66.67 | | 5.32 | 9.52 |
| **All Grades** | | 19.87 | 23.21 | | 72.24 | 68.45 | | 7.89 | 8.33 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 35.77 | 23.30 | | 52.03 | 66.99 | | 12.20 | 9.71 |
| **Grade 4** | | 33.00 | 30.47 | | 63.00 | 63.28 | | 4.00 | 6.25 |
| **Grade 5** | | 36.17 | 24.76 | | 52.13 | 60.95 | | 11.70 | 14.29 |
| **All Grades** | | 35.02 | 26.49 | | 55.52 | 63.69 | | 9.46 | 9.82 |

**Conclusions based on this data:**

1. Our overall achievement for students increased for grades 3 and 4 and decreased for grade 5.
2. All grade levels improved in reading with only 10% of students in grades 3-5 falling below standard.
3. The percentage of students below standard in writing decreased resulting in an increase in the percentage of students at or near standard.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 94 | 123 | 104 | 0 | 123 | 103 | 0 | 123 | 103 | 0.0 | 100.0 | 99.0 |
| Grade 4 | 98 | 100 | 129 | 0 | 100 | 127 | 0 | 100 | 127 | 0.0 | 100.0 | 98.4 |
| Grade 5 | 116 | 95 | 106 | 0 | 94 | 105 | 0 | 94 | 105 | 0.0 | 98.9 | 99.1 |
| All Grades | 308 | 318 | 339 | 0 | 317 | 335 | 0 | 317 | 335 | 0.0 | 99.7 | 98.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2468. | 2474. | | 29.27 | 38.83 | | 42.28 | 31.07 | | 18.70 | 18.45 | | 9.76 | 11.65 |
| Grade 4 | | 2526. | 2526. | | 45.00 | 40.94 | | 25.00 | 29.13 | | 18.00 | 20.47 | | 12.00 | 9.45 |
| Grade 5 | | 2568. | 2571. | | 44.68 | 47.62 | | 25.53 | 27.62 | | 18.09 | 16.19 | | 11.70 | 8.57 |
| All Grades | N/A | N/A | N/A | | 38.80 | 42.39 | | 31.86 | 29.25 | | 18.30 | 18.51 | | 11.04 | 9.85 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 30.89 | 37.86 | | 56.10 | 49.51 | | 13.01 | 12.62 |
| Grade 4 | | 52.00 | 47.24 | | 34.00 | 42.52 | | 14.00 | 10.24 |
| Grade 5 | | 41.49 | 54.29 | | 51.06 | 38.10 | | 7.45 | 7.62 |
| All Grades | | 40.69 | 46.57 | | 47.63 | 43.28 | | 11.67 | 10.15 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 42.28 | 49.51 | | 49.59 | 41.75 | | 8.13 | 8.74 |
| Grade 4 | | 45.00 | 39.37 | | 37.00 | 50.39 | | 18.00 | 10.24 |
| Grade 5 | | 40.43 | 39.05 | | 44.68 | 50.48 | | 14.89 | 10.48 |
| All Grades | | 42.59 | 42.39 | | 44.16 | 47.76 | | 13.25 | 9.85 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 36.59 | 42.72 | | 58.54 | 48.54 | | 4.88 | 8.74 |
| **Grade 4** | | 43.00 | 38.58 | | 42.00 | 51.18 | | 15.00 | 10.24 |
| **Grade 5** | | 39.36 | 33.33 | | 46.81 | 54.29 | | 13.83 | 12.38 |
| **All Grades** | | 39.43 | 38.21 | | 49.84 | 51.34 | | 10.73 | 10.45 |

**Conclusions based on this data:**

1. Our overall achievement scores in Math increased.
2. Concepts and procedures and communicating reasoning have the highest percentage of students (10.15 and 10.45 respectfully) who are below standard.
3. 3rd grade had the highest percentage of students who met or exceeded standard.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | | | | 14 | 8 | 5 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 64.29 | * | * | 21.43 | * | * | 7.14 | * | * | 7.14 | * | * | 14 | * | * |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 64.29 | * | * | 21.43 | * | * | 7.14 | * | * | 7.14 | * | * | 14 | * | * |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 42.86 | * | * | 35.71 | * | * | 14.29 | * | * | 7.14 | * | * | 14 | * | * |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 64.29 | * | * | 28.57 | * | * | 7.14 | * | * | 14 | * | * |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 64.29 | * | * | 28.57 | * | * | 7.14 | * | * | 14 | * | * |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 57.14 | * | * | 35.71 | * | * | 7.14 | * | * | 14 | * | * |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 42.86 | * | * | 50.00 | * | * | 7.14 | * | * | 14 | * | * |

**Conclusions based on this data:**

1. There is not enough data to report in this area.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **630** | **35.6** | **1.6** | **0.2** |
| Total Number of Students enrolled in Sierra Madre Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 10 | 1.6 |
| **Foster Youth** | 1 | 0.2 |
| **Homeless** | 3 | 0.5 |
| **Socioeconomically Disadvantaged** | 224 | 35.6 |
| **Students with Disabilities** | 71 | 11.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 12 | 1.9 |
| **American Indian** | 2 | 0.3 |
| **Asian** | 57 | 9 |
| **Filipino** | 8 | 1.3 |
| **Hispanic** | 163 | 25.9 |
| **Two or More Races** | 68 | 10.8 |
| **Pacific Islander** | 1 | 0.2 |
| **White** | 300 | 47.6 |

**Conclusions based on this data:**

1. Our overall students demographics numbers are changing with an increase in Hispanic and Asian students.

2. The percentage of socioeconomically disadvantaged students and increases every year.

3. The largest demographic that we serve continues to be White.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

**2023 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Red | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Blue | | |

**Conclusions based on this data:**

1. The rise in chronic absenteeism needs to be addressed and focused on for the 2024-2025 school year.
2. Mathematics is our strongest academic area.
3. Suspension rates are very low.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 3 | 0 |

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Less than 11 Students | No Performance Color |
| 43.6 points above standard | 6 Students | 0 Students |
| Decreased -5 points | | |
| 335 Students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Green | Orange |
| 2 Students | 14.5 points above standard | 13 points below standard |
| | Increased +4.1 points | Maintained -2.3 points |
| | 135 Students | 46 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>9 Students | Less than 11 Students<br><br>1 Student | 83.7 points above standard<br>Maintained +1.6 points<br><br>30 Students | Less than 11 Students<br><br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Green<br>17.3 points above standard<br>Maintained -1.4 points<br><br>92 Students | 68.8 points above standard<br>Increased Significantly +24.7 points<br><br>36 Students | Less than 11 Students<br><br>1 Student | <br>Green<br>48.5 points above standard<br>Decreased -12.3 points<br><br>156 Students |

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

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students<br><br>2 Students | Less than 11 Students<br><br>4 Students | 42.8 points above standard<br>Decreased -4 points<br><br>296 Students |

**Conclusions based on this data:**

1. We saw a decrease of 5 points overall on the ELA assessments.
2. Our Socioeconomically Disadvantaged students increased in progress by 4.1 points.
3. Our Asian and Hispanic students maintained progress while our White student achievement decreased by 12.3 points.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 1 | 2 |

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

**2023 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Less than 11 Students | No Performance Color |
| 40.2 points above standard | 6 Students | 0 Students |
| Maintained +2.3 points | | |
| 334 Students | | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Less than 11 Students | Blue | Orange |
| 2 Students | 10.7 points above standard | 33.6 points below standard |
| | Increased Significantly +15.2 points | Decreased -13.4 points |
| | 135 Students | 46 Students |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>9 Students | Less than 11 Students<br><br>1 Student | 79.1 points above standard<br>Increased +9.7 points<br><br>30 Students | Less than 11 Students<br><br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Green<br>15.4 points above standard<br>Increased +5.2 points<br><br>92 Students | 44.8 points above standard<br>Increased +14.6 points<br><br>35 Students | Less than 11 Students<br><br>1 Student | <br>Blue<br>49.1 points above standard<br>Maintained -0.7 points<br><br>156 Students |

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

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students<br><br>2 Students | Less than 11 Students<br><br>4 Students | 40 points above standard<br>Increased +4.1 points<br><br>295 Students |

**Conclusions based on this data:**

1. All subgroups with the exception of Students with Disabilities maintained or decreased in math.
2. Socioeconomically Disadvantaged groups saw the largest increase in points.
3. Overall, our performance fell in the blue performance band.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 3 | 2 | 1 | 0 | 0 |

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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | 18.2% Chronically Absent | Less than 11 Students |
| 15.7% Chronically Absent | Increased 18.2 | 1 Student |
| Increased Significantly 9.6 | 11 Students | |
| 637 Students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Red | Orange |
| 3 Students | 21.6% Chronically Absent | 17.5% Chronically Absent |
| | Increased Significantly 10.2 | Increased 10.8 |
| | 227 Students | 80 Students |

| 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 8.3% Chronically Absent<br>Increased 8.3<br>12 Students | Less than 11 Students<br>2 Students | <br>Yellow<br>3.4% Chronically Absent<br>Increased 1.5<br>58 Students | Less than 11 Students<br>8 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Red<br>25.5% Chronically Absent<br>Increased Significantly 16<br>165 Students | <br>Orange<br>14.9% Chronically Absent<br>Increased 9.1<br>87 Students | Less than 11 Students<br>1 Student | <br>Red<br>13.5% Chronically Absent<br>Increased Significantly 8.3<br>304 Students |

**Conclusions based on this data:**

1. Our overall chronic absenteeism increased significantly by 9.6 points.
2. Chronic absenteeism in our White, Hispanic, and Socioeconomically Disadvantaged students increased significantly.
3. None of our subgroups fell in green or blue.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 1 | 4 |

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.

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | 0% suspended at least one day | Less than 11 Students |
| 0.2% suspended at least one day | Maintained 0 | 1 Student |
| Maintained 0.2 | 11 Students | |
| 639 Students | | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Less than 11 Students | Green | Blue |
| 3 Students | 0.4% suspended at least one day | 0% suspended at least one day |
| | Increased 0.4 | Maintained 0 |
| | 228 Students | 80 Students |

| 2023 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 0% suspended at least one day<br>Maintained 0<br>12 Students | Less than 11 Students<br>2 Students | <br>Blue<br>0% suspended at least one day<br>Maintained 0<br>58 Students | Less than 11 Students<br>8 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Yellow<br>0.6% suspended at least one day<br>Increased 0.6<br>166 Students | <br>Blue<br>0% suspended at least one day<br>Maintained 0<br>87 Students | Less than 11 Students<br>1 Student | <br>Blue<br>0% suspended at least one day<br>Maintained 0<br>305 Students |

**Conclusions based on this data:**

1. Our suspension numbers remain low.
2. Suspended students fall into the Socioeconomically Disadvantaged and Hispanic subgroups.

# Goals, Strategies, & Proposed Expenditures

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

# LCAP Goal # 1

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

# Goal 1

CAASPP ELA
Average Distance From Standard for Students with Disabilities will decrease the baseline of -13 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 8 or more (to reach Green) to end at -10 or higher by the end of the 2024-2025 school year.

## Identified Need

The distance from met for our Students with Disabilities increased by -2.3 points during the 2022-2023 school year to become 13 points below standard.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Dashboard | Students with disabilities are achieving at 13 points below standard. | Students will disabilities with increase by 3 points or more to reach yellow. |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

Teachers started to implement think-pair-share and thinking maps. Professional development focused on reading via LACOE's Getting Reading Right.

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

Due to participation in LACOE's Getting Reading Right training and All it Takes training we did not have as many A Mondays available to focus on all aspects of literacy. Additionally, our intervention teacher was out on leave for the last half of the year and we were not able to provide Tier III

intervention. We did not implement the teaching learning collaborative due to the PLC schedule that was implemented. This would have caused teachers to be out of the classroom more.

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.

For the 2024-25 school year, we will focus more on writing instruction during PLC time since that is an area that we are consistently scoring below standard in. Almost half of our students are near standard so this would be a good focus area for us to move those students up to meet standard.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

All students will be served, we will monitor progress for our SWD subgroup more closely.

Strategy/Activity

Using PLC time to provide professional development on strategic writing instruction for all grade levels. Additionally, A Monday time will be used to develop vertical writing expectations K-5. Mentor texts will be made available via the school library which will require a library coordinator.

**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) |
| --- | --- |
| 22621 | LCFF Supplemental and Concentration (S/C) |

# Goals, Strategies, & Proposed Expenditures

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

# LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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

CAASPP Math
Average Distance From Standard for Students with Disabilities will decrease the baseline of -33.6 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 8.6 or more (to reach Green) to end at -30.6 or higher by the end of the 2024-2025 school year.

## Identified Need

Our Students with Disabilities declined in the area of mathematics by -13.4 points.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Dashboard | Students with disabilities are performing -33.6 point below standard. | Students with disabilities will increase by a total of 3 points or more to move into the yellow from orange. |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

Strategies and activities that we did implement include: implemented enhanced think-pair-share and had an intervention teacher for part 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.

We were not able to dedicate training in the area of math due to A Mondays being dedicated to Getting Reading Right and PLC times being dedicated to reading and dyslexia.

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

We will implement the strategies that were planned for the 2023-2024 school year since we were not able to focus much on math this year. This strategies include: differentiated math groups, using manipulatives, 3 read strategy for word problems, and writing in math.

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) |
|---|---|

# 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

There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

# Goal 3

Teachers will be given the the opportunity to collaborate for 1.5 hours a week to review data, engage in new learning, plan explicit writing instruction and take a deep dive into the newly adopted instructional materials.

## Identified Need

The district has provided a PE, Art and music teacher to support teacher planning. However, since we have 4 teachers in each grade level we need a 4th option for students to engage in. Therefore, the school will employ a full time gardening teacher.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| PLC Schedule | | Teachers will meet for 1.5 hours weekly to collaborate and engage in professional development. |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

All teachers had the opportunity to engage in conferences of their choice.

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 did not implement the teaching learning collaborative due to the amount of instructional time that was being missed due to the newly implemented PLC schedule.

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 professional development will remain in house and conducted during A Monday and PLC time.

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

Employ a teacher to engage students in gardening activities that will allow for teacher collaboration time.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
| --- | --- |
| 23750 | Title I Part A: Allocation |

# 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, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

# Goal 4

Chronic Absenteeism for All Students will decrease the baseline of 15.7 (Red) from 2023 by a total of -3 or more (to reach Orange) with a stretch goal of -5.7 or more (to reach Yellow) to end at 12.7 or lower by the end of the 2024-2025 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged will decrease the baseline of 21.6 (Red) from 2023 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 21.1 or lower by the end of the 2024-2025 school year.

Chronic Absenteeism for Hispanic will decrease the baseline of 25.5 (Red) from 2023 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 25 or lower by the end of the 2024-2025 school year.

Chronic Absenteeism for White will increase the baseline of 13.5 (Red) from 2023 by a total of 0 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 13.5 or lower by the end of the 2024-2025 school year.

## Identified Need

Our chronic absenteeism increased by 9.6% for the 2022-2023 school year.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Dashboard | Chronic Absenteeism for all students is at 15.7% | Decrease by 3% or more to reach orange |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

# ANALYSIS

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

We were able to provide social-emotional supports for students via the RTI/Wellness teacher. We agreed on school wide RTI strategies for all teachers to implement and provided some PD around RTI behavior strategies. We also condicted two rounds of listening circles with students, making sure to focus on chronically absent students for the second round.

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

We were not consistent in monitoring student attendance and reaching out as needed.There was also not consistency in the implementation of Second Step, the social emotional curriculum available to teachers. A new behavior guidance aide was hired to focus on facilitating disputes and repairing relationships between students.

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

The school will continue the continuous improvement work that began this year. The team will continue to meet quarterly to monitor chronically absent students and to develop incentives and rewards that can be used as positive rewards for students/classrooms with low absenteeism rates.

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

Continuous Improvement team will meet quarterly to review attendance data and determine targeted interventions for absent students.
Community assistant will reach out to families of chronically absent students to provide support as needed.
Implement positive reward systems for attendance at the classroom level as well as for specific grades.
Provide parent education opportunities 4x yearly.
Continue listening campaigns with students.
Employ a behavior/guidance aide to facilitate restorative conversations between students.
Engage teachers in a book study on Cultivating Genius.

**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) |
|---|---|
| 17519 | LCFF Supplemental and Concentration (S/C) |
| 951 | Title I Part A: Parent Involvement |

| | |
|---|---|
| 29341 | Title I Part A: Allocation |

# 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 | $40140 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA | $54042 |
| Other State/Local Funds provided to the school | $43605 |

## Other Federal, State, and Local Funds

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

| Federal Programs Funding Sources | Allocation ($) |
|---|---|

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 Funding Sources | Allocation ($) |
|---|---|

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

Total of federal, state, and/or local funds available for this school: $83,745

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount Budgeted | Balance Remaining |
|---|---|---|
| LCFF Supplemental and Concentration (S/C) | 40140 | 0.00 |
| Title I Part A: Parent Involvement | 951 | 0.00 |
| Title I Part A: Allocation | 53091 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Supplemental and Concentration (S/C) | 40,140.00 |
| Title I Part A: Allocation | 53,091.00 |
| Title I Part A: Parent Involvement | 951.00 |

# School Site Council Membership

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

1 School Principal

5 Classroom Teachers

2 Other School Staff

9 Parent or Community Members

| Name of Members | Role |
|---|---|

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|

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

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

This SPSA was adopted by the SSC at a public meeting on 5.22.24.

Attested:

Principal, Jodi Marchesso on 5.29.24

SSC Chairperson, Vanna Leesh on 5.29.24

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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


Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

# PASADENA UNIFIED SCHOOL DISTRICT

## Title I - Other Authorized Activities Reservations

***Our Children. Learning Today. Leading Tomorrow***

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

**School: Sierra Madre Elementary**

| Resource Code | Title I | Total District Other Authorized Activities Reservation | # of FRL Student at District Title I Eligible Schools | Per Student shared Cost to School | #of FRL Student at School | Total Shared Cost to School |
|---|---|---|---|---|---|---|
| 30100 | Intervention Activities | $2,057,070.00 | 9,440 | $217.90 | 217 | $47,284.30 |