

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
Pasadena Avenue Elementary School	34-67447-6034813	05/21/24	July 30, 2024

## Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet school wide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Pasadena Avenue Elementary School met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:

- African American suspension rate
- Absenteeism, Two or more races

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## Input from Educational Partners

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

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

The Pasadena's School SPSA was developed in collaboration with parents, teachers, School Site Council, and the Leadership Team. Our School Site Council is comprised of parents, teachers, and staff. Our School Site Council meets on the 3rd Tuesday of the month. Teachers have provided direct input during grade level, whole group, and surveys throughout the year. Input from English Language Learners who attend ELAC meetings also provided input. Additionally, we were able to gather input from community members.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.34%	0.9%	0.90%	4	3	3
African American	9.70%	11.11%	7.19%	29	37	24
Asian	8.03%	12.91%	10.78%	24	43	36
Filipino	1.00%	0.9%	0.60%	3	3	2
Hispanic/Latino	36.45%	32.13%	31.44%	109	107	105
Pacific Islander	%	0%	%		0	
White	34.78%	32.13%	39.82%	104	107	133
Multiple/No Response	8.70%	9.91%	9.28%	26	33	31
	<b>Total Enrollment</b>			299	333	334

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	80	53
Grade 1	49	54	53
Grade 2	44	52	51
Grade3	46	52	51
Grade 4	43	53	54
Grade 5	47	42	54
<b>Total Enrollment</b>	299	333	334

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	63	78	91	14.80%	21.1%	27.2%
Fluent English Proficient (FEP)	23	23	16	3.60%	7.7%	4.8%
Reclassified Fluent English Proficient (RFEP)				0.0%		

# 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
<b>333</b>	<b>74.8</b>	<b>23.4</b>	<b>1.2</b>
Total Number of Students enrolled in Pasadena Avenue 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	78	23.4
Foster Youth	4	1.2
Homeless	19	5.7
Socioeconomically Disadvantaged	249	74.8
Students with Disabilities	23	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	11.1
American Indian	3	0.9
Asian	43	12.9
Filipino	3	0.9
Hispanic	107	32.1
Two or More Races	33	9.9
White	107	32.1

# School and Student Performance Data

## Overall Performance

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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

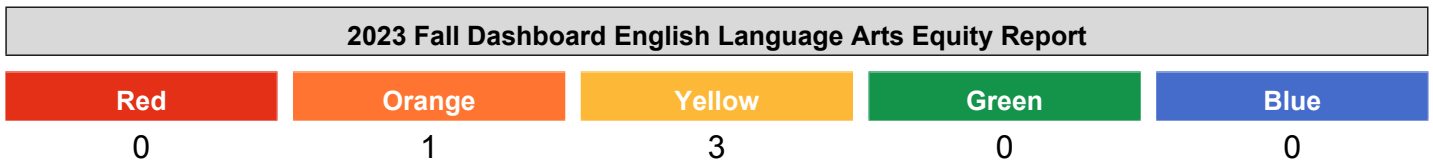
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Orange 53.8 points below standard Maintained +1.3 points 129 Students	<b>English Learners</b>  Orange 66.9 points below standard Decreased -9.1 points 37 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 65.1 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 55.3 points below standard Increased +8.9 points 110 Students	<b>Students with Disabilities</b> 61.5 points below standard Increased Significantly +54.3 points 15 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>93.6 points below standard</p> <p>Decreased Significantly - 22.8 points</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>71.1 points below standard</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>54.6 points below standard</p> <p>Increased +9 points</p> <p>46 Students</p>	<p>51.3 points below standard</p> <p>Decreased -3.7 points</p> <p>13 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Yellow</p> <p>20.7 points below standard</p> <p>Increased Significantly +22 points</p> <p>34 Students</p>

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
<p>112 points below standard</p> <p>Decreased Significantly -19.6 points</p> <p>25 Students</p>	<p>27.1 points above standard</p> <p>Increased Significantly +21.5 points</p> <p>12 Students</p>	<p>48.5 points below standard</p> <p>Increased +4.2 points</p> <p>89 Students</p>

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student performed 53.8 points below standards in English Language Arts, which was similar to the previous year. Our English Learners subgroup scored 13.1 points lower than All Students. Socioeconomically Disadvantage students scored 1.5 points lower than All Students. Our Hispanic subgroup scored 0.8 points lower than All Students.

Reflecting on last year, our overall ELA scores may have dropped as a result of our site fully implementing a new Intervention curriculum school wide.

Resources needed to improve outcomes for all students and our lowest performing subgroups include but are not limited to: personnel, Academic coach, professional development for all staff, staff release time, and supplemental materials.

# School and Student Performance Data

## Academic Performance Mathematics

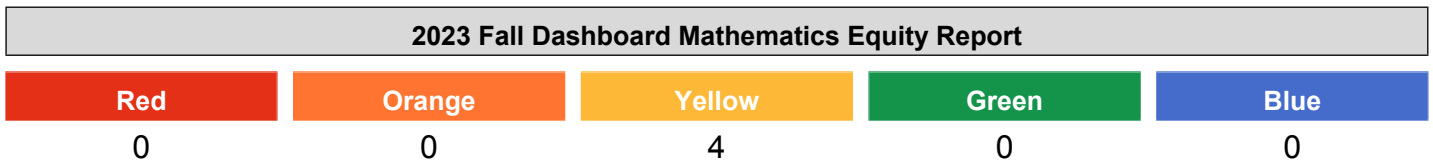
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Yellow 78.2 points below standard Increased +3.2 points 128 Students	<b>English Learners</b>  Yellow 83.6 points below standard Increased +9.9 points 36 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 91 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 78.4 points below standard Increased +10.1 points 109 Students	<b>Students with Disabilities</b> 103.4 points below standard Increased Significantly +25.2 points 16 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
116 points below standard Decreased Significantly - 17.7 points 20 Students	Less than 11 Students  1 Student	127.5 points below standard 14 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 77.6 points below standard Increased +6.9 points 46 Students	82.8 points below standard Increased Significantly +28.7 points 13 Students	 No Performance Color 0 Students	 Yellow 47.2 points below standard Increased Significantly +18.7 points 34 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
126.6 points below standard Decreased -7 points 24 Students	2.3 points above standard Increased Significantly +43.6 points 12 Students	75.8 points below standard Maintained -0.5 points 89 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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All students performed 78.2 below standards in Math. Our English Learners subgroup scored 5.4 points lower than All Students. Socioeconomically Disadvantage students scored 0.2 points lower than All Students. Our Hispanic subgroup scored 0.6 points higher than All Students. Our White subgroup scored 31 points higher than All students.

Reflecting on last year, our overall Math scores may have dropped as a result of our focus and implementation in ELA Intervention. Implementing SWUN Math Intervention school wide may have contributed to our Hispanic and White subgroups scoring higher than all students.

Resources needed to improve outcomes for all students and our lowest performing subgroups include but are not limited to: personnel, Academic Coach, professional development for all staff, staff release time, and supplemental materials.

# School and Student Performance Data

## Academic Performance English Learner Progress

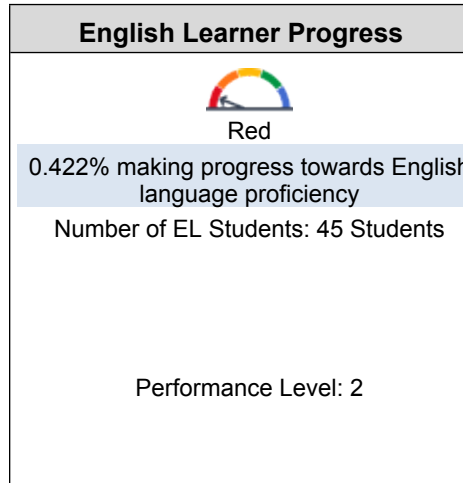
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
9	17	0	19

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Looking at our ELPI groups, 9 students decreased one ELPI Level, 17 students maintained ELPI Level, 0 students didn't achieve ELPI Level 4, and 19 students progressed at least 1 ELPI Level.

Reflecting on last year, we think school wide GLAD strategies professional development, small group instruction, full time ELD teacher, and LexiaCore may have contributed to these results.

Resources needed to improve outcomes for all students and our lowest performing subgroups include but are not limited to: personnel, professional development for all staff, staff release time, and supplemental materials.



# School and Student Performance Data

## Academic Performance College/Career Report

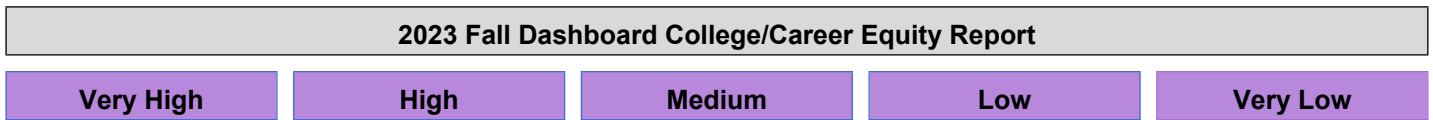
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Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

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

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

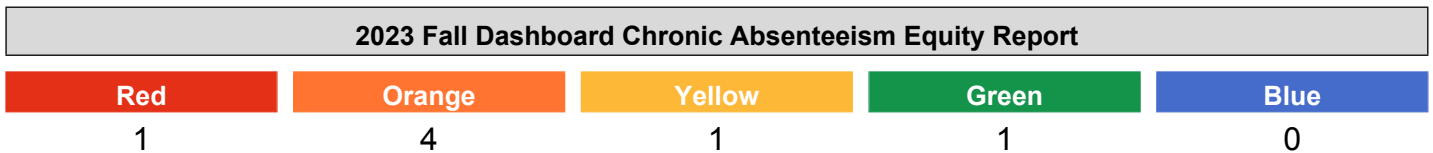
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Yellow</p> <p>35.7% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>364 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>20.4% Chronically Absent</p> <p>Declined -13.3</p> <p>98 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>5 Students</p>
<p><b>Homeless</b></p> <p>58.3% Chronically Absent</p> <p>Declined -9.7</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>38.7% Chronically Absent</p> <p>Declined Significantly -6.5</p> <p>287 Students</p>	<p><b>Students with Disabilities</b></p> <p>48.4% Chronically Absent</p> <p>Increased 7</p> <p>31 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 45.5% Chronically Absent Declined -9.8 44 Students	Less than 11 Students 3 Students	 Green 8.7% Chronically Absent Declined -5.9 46 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.8% Chronically Absent Declined -10.2 113 Students	 Red 47.1% Chronically Absent Increased 10.4 34 Students	 No Performance Color 0 Students	 Orange 35% Chronically Absent Declined -5.3 120 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students were Chronically absent 35.7%. Our English Learners subgroup were 15.3% lower than All Students. Socioeconomically Disadvantage students were 3% higher than All Students. Our Hispanic subgroup were 4.1% higher than All Students. Our lowest performing student group were students who identify as two or more races. 47.1% of this particular sub-group were chronically absent which was an increase from the previous year. Our African American subgroup were 9.8% higher than All Students. Our Asian Subgroup were 27% lower than All Students. Our White subgroup were 0.7% lower than All students.

Pasadena staff disaggregated data for student groups, specifically the Chronically absent population. We identified each of the students qualifying in that student group and committed to making contact and providing additional support for each of the student group students. Intervention meetings with students and parents with personnel support. A year long plan was created detailing interventions and supports throughout the year.

Continued identification, contact and support of students qualifying in this category proves necessary at the site level. Additional resources via district centralized services would aid in our efforts. Resources needed to improve outcomes for all students and our lowest performing subgroup of Two or More Races include but are not limited to: personnel, professional development for all staff, staff release time, and supplemental materials.

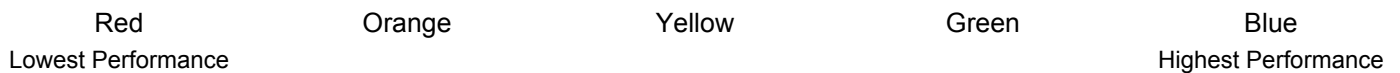
# School and Student Performance Data

## Academic Engagement Graduation Rate

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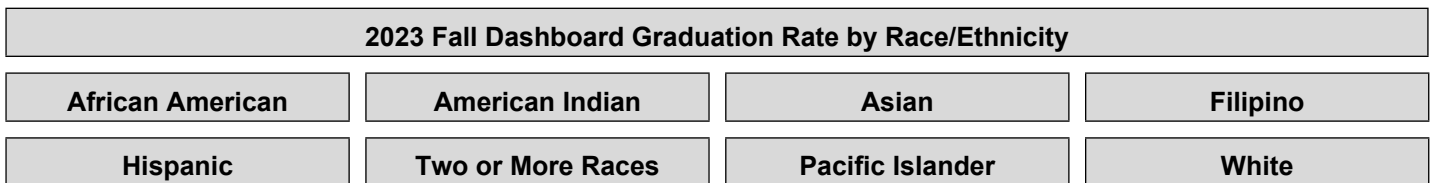
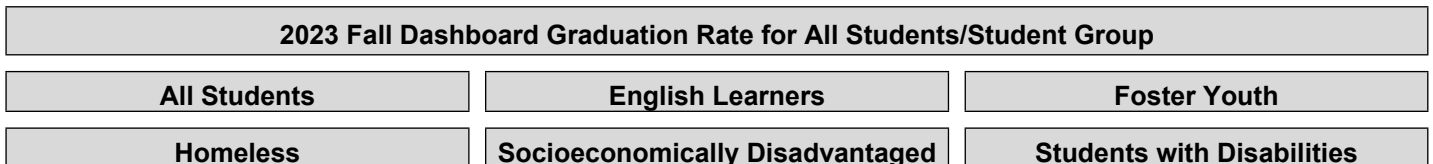
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This section provides number of student groups in each level.



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



### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

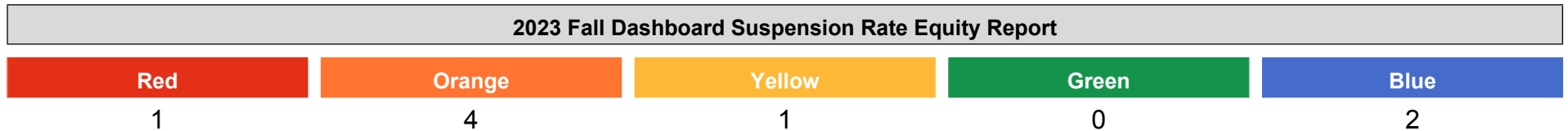
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This section provides number of student groups in each level.



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**

  
 Orange

3.4% suspended at least one day

Increased 1.1  
382 Students

**English Learners**

  
 Orange

2% suspended at least one day

Increased 1  
99 Students

**Foster Youth**


Less than 11 Students  
7 Students

**Homeless**

7.1% suspended at least one day

Increased 7.1  
28 Students


**Socioeconomically Disadvantaged**

  
 Orange

3.7% suspended at least one day

Increased 0.6  
300 Students







**Students with Disabilities**

  
 Blue

0% suspended at least one day

Declined -6.1  
33 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 12% suspended at least one day Increased 9.5 50 Students	Less than 11 Students 3 Students	 Orange 2.1% suspended at least one day Increased 2.1 47 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.5% suspended at least one day Increased 1.2 114 Students	 Yellow 5.3% suspended at least one day Declined -2.8 38 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -1.6 126 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students were suspended at least one day 3.4%. Socioeconomically Disadvantage students were suspended at least one day 0.3% higher than All Students. Our Hispanic subgroup were suspended at least one day 0.1% higher than All Students. 12% of our African American subgroup were suspended at least one day which was 8.6% higher than All Students, it was the highest. Our Asian Subgroup were suspended at least one day 1.3% lower than All Students. Our subgroup of Two or More Races were suspended at least one day 1.9% higher than All Students.

Pasadena staff disaggregated data for student groups, specifically the Suspension Rate. We identified each of the students qualifying in that student group and committed to making contact and providing additional support for each of the students, interventions were included but not limited to: meetings with students, parents, district personnel and Attendance Clerk. A year long plan was created detailing interventions and supports throughout the year.

Continued identification, contact and support of students qualifying in this category proves necessary at the site level. Additional resources via district centralized services would aid in our efforts. Resources needed to improve outcomes for all students and our lowest performing subgroup of our African American students include but are not limited to: personnel, professional development for all staff, staff release time, outside agency support, and supplemental materials.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# 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

What data did you use to monitor progress and how often?

We used the following data: CAASPP, iReady, text level, DIBELS, BPST, SIPPS assessments, LexiaCore, empathy gathering, parent, student, and staff survey throughout the year.

What worked and didn't work? Why? (monitoring)

Having additional personnel: TK-2nd grade IA's, two Interventions teachers to support ELA, additional IA for intermediate grades was helpful and provided support in ELA. With additional staffing, it allowed us to target students who were two grade levels behind as well as provide small group instruction. Whole school Intervention program, SIPPS was implemented for ELA, Whole staff training for

the Intervention program was provided (certificated and classified staff). Continue use of supplemental materials such as, SWUN Intervention Math material and technology based programs in ELA and Math, supplemental ELD material.

What modification(s) did you make based on the data? (evaluation)

Assessment results were reviewed to create small groups frequently in ELA. Math assessments were created during extended professional development and added to ESGI for access. The academic needs are both in ELA and Math, we used technology based programs for basic math fact practice.

**2023-24**

**Identified Need**

Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: ELA (SIPPS) and Math (SWUN) intervention, small group instruction with the support of additional personnel (IA's and Intervention Teachers), technology based programs, supplemental ELD/ELA materials, Professional development in ELA/Math, Release time for collaboration.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	<p>All Students 53.8 points below standard</p> <p>English Learners 66.9 points below standard</p> <p>Foster Youth</p> <p>Homeless 65.1 points below standard</p> <p>Socioeconomically Disadvantaged 55.3 points below standard</p> <p>Students with Disabilities 61.5 points below standard</p> <p>African American 93.6 points below standard</p> <p>American Indian</p> <p>Asian 71.1 points below standard</p> <p>Filipino</p> <p>Hispanic 54.6 points below standard</p>	+3 scale score points



Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	51.3 points below standard	
	Pacific Islander		
	White	20.7 points below standard	
Math State Assessment: Change in scale score	All Students	78.2 points below standard	+3 scale score points
	English Learners	83.6 points below standard	
	Foster Youth		
	Homeless	91 points below standard	
	Socioeconomically Disadvantaged	78.4 points below standard	
	Students with Disabilities	103.4 points below standard	
	African American	116 points below standard	
	American Indian		
	Asian	127.5 points below standard	
	Filipino		
	Hispanic	77.6 points below standard	
	Two or More Races	82.8 points below standard	
	Pacific Islander		
	White	47.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.422%		+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.00%	+2%

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Site coach to provide professional learning for classroom teachers in Math. PC 30284	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	92,791  46,699	2024-2025
1.2	Professional learning for Instructional Assistants primarily for ELA	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	1000.00	2024-2025

1.3	Supplemental materials and supplies for intervention.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	65,000.00	2024-2025
1.4	Field trips will provide enrichment activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	13,000.00	2024-2025
1.5	Bilingual Instructional Assistant will support small group instruction to supplement ELD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025
1.6	Supplemental Educational computer programs to support teachers with supplemental material	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	7,999.90	2024-2025

1.7	Professional Development for teachers around GLAD and Writing	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	11,249.10	2024-2025
1.8	Rentals, leases, repairs for supplemental printing cost.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000.00 661.00	2024-2025
1.9	Provide Professional Development ELA	X All Students English Learners Low-Income Students	LCFF Supplemental	5,767.00	2024-2025

	Intervention SIPPS and Math Intervention SWUN.	Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# 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

What data did you use to monitor progress and how often?

Attendance rate data from Unified Insights and parent, student, and staff Climate survey were used to monitor progress.

What worked and didn't work? Why? (monitoring)

Providing an additional 2 hrs. for the Attendance Clerk was used for but not limited to the following: Intervention meetings with students and families, monitoring the school attendance plan, and incentivizing positive attendance(school wide/individual recognition). Incentives such as: certificates, assemblies, prizes, etc. helped promote attendance.

What modification(s) did you make based on the data? (evaluation).

Based on data, attendance concerns were addressed via: individual student, classroom, and whole school. An attendance plan and created and implemented.

**2023-24**

**Identified Need**

Focusing on increasing attendance will include but not be limited to the following: making connections with students and families (prioritizing time and funds), target specifically chronic absenteeism (personal outreach), engaging school activities (field trips/in person events), continue to follow the attendance plan (additional clerk hours), Parent Liaison (resource support).

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35.7% Chronically Absent
	English Learners	20.4% Chronically Absent
	Foster Youth	
	Homeless	58.3% Chronically Absent
	Socioeconomically Disadvantaged	38.7% Chronically Absent
	Students with Disabilities	48.4% Chronically Absent
	African American	45.5% Chronically Absent
	American Indian	
	Asian	8.7% Chronically Absent
	Filipino	
	Hispanic	39.8% Chronically Absent
	Two or More Races	47.1% Chronically Absent
	Pacific Islander	
	White	35% Chronically Absent
Attendance:	90.55%	92%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of the school year attended for students in TK-12		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	Attendance plan- student incentives	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500.00	2024-2025
2.2	Provide additional hour to site clerk to target lowest performing student group. Create action plans in part to address chronic absenteeism. PC 36915	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	7,866  6,881	2024-2025

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# 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

What data did you use to monitor progress and how often?

Student office referrals, suspensions, counseling referrals, SAEBERS, and yearly Climate survey was used to monitor progress.

What worked and didn't work? Why? (monitoring)

School Conditions, Climate, and Family Engagement were supported by but not limited to the following: PBIS (school currency-Panther Pride tickets), weekly incentives (Friday prize box/assemblies/lunch with the Principal), Intervention referral system(academic, behavior, social emotional), additional personnel ( 2 Campus Representative, Rec Aides, half time MTSS), outside agency (Superior Sports), community and family events (Family Picnic/Meet & Greet) and after school teacher run clubs.

What modification(s) did you make based on the data? (evaluation)

Based on the data, we secured staffing (hired 2nd Campus Representative) in order to continue to focus on School Conditions, Climate, and Family Engagement. We also adjusted our Intervention Referral System to identify accurate student program placement. Our yearly Climate survey was used to identify areas of improvement and guide our efforts in creating a positive climate for students (Restorative practices/morning meetings).

**2023-24**

**Identified Need**

In order to support School Conditions, Climate, and Family Engagement currently identified supports need to stay in place.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.4% suspended at least one day
	English Learners	2% suspended at least one day
	Foster Youth	
	Homeless	7.1% suspended at least one day
	Socioeconomically Disadvantaged	3.7% suspended at least one day
	Students with Disabilities	0% suspended at least one day
	African American	12% suspended at least one day
	American Indian	
	Asian	2.1% suspended at least one day
	Filipino	
	Hispanic	3.5% suspended at least one day
	Two or More Races	5.3% suspended at least one day
Pacific Islander		
		-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	0% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	65.3%		90%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	68.3%		80%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+2%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Safety and supervision Rec Aide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933.00	2024-2025

3.2	Parent Liaison plan will be to connect with families and target lowest performing student group.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American student group	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3,012.00	2024-2025
3.3	Campus Safety Monitor will provide a check-in system and target our lowest performing student group. PC 30771	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American student group	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	7,950  6,916	2024-2025
3.4	Positive Behavior Intervention Systems incentives.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000.00	2024-2025

3.5	Superior sports will provide structured play in a safe and educational environment. Preferred sports dictated by students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American Student group	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	12,600.00	2024-2025

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provides tier II small group intervention based on student data.	2024-2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provides tier II support for social emotional development based on SAEBERS data.	2024-2025	MTSS Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide explicit language development based on language proficiency levels.	2024-2025	ELD teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and</b> <b>Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
Provides campus safety, checks in with students to support for PBIS.	2024-2025	Campus Safety Monitor	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site 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	\$254,012.00
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	\$300,825.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$42,880.00
Title I Part A Parent Involvement	\$3,012.00
Title I Part A Site Allocation	\$251,000.00

Subtotal of state or local funds included for this school: \$300,825.00

Total of federal, state, and/or local funds for this school: \$300,825.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	42,880	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	251,000	0.00
Title I Part A Parent Involvement	3,012	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	42,880.00
Title I Part A Parent Involvement	3,012.00
Title I Part A Site Allocation	251,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,040.10
2000-2999: Classified Personnel Salaries	23,761.00
3000-3999: Employee Benefits	60,496.00
4000-4999: Books And Supplies	67,500.00
5000-5999: Services And Other Operating Expenditures	32,427.90
5800: Professional/Consulting Services And Operating Expenditures	12,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	15,816.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	13,797.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,767.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,012.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	104,040.10
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	1,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	46,699.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	65,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	21,660.90
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	12,600.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	249,167.00
Goal 2	16,247.00
Goal 3	35,411.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michelle Briggs	Classroom Teacher
Jeanene Teeter	Other School Staff
Annette Meyer	Classroom Teacher
Janine Salazar	Parent or Community Member
Julie Gerbitz	Classroom Teacher
Amanda Adams	Parent or Community Member
Mirna Pelayo	Principal
Diana Guzamova	Parent or Community Member
Casey Kretzmer	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**

*on file*

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/24.

Attested:

*M. Pelayo*

Principal, Mirna Pelayo on 05/21/24

*Michelle Briggs*

SSC Chairperson, Michelle Briggs on 05/21/24

# Budget By Expenditures

## Pasadena Avenue Elementary School

### Funding Source: LCFF Rec Aide Allocation

**\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Safety and supervision Rec Aide	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

### Funding Source: LCFF Supplemental Site Allocation

**\$42,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Attendance plan-student incentives	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Provide additional hour to site clerk to target lowest performing student group. Create action plans in part to address chronic absenteeism. PC 36915	2000-2999: Classified Personnel Salaries	\$7,866.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$6,881.00	Healthy Environments for Social-Emotional Growth	
Campus Safety Monitor will provide a check-in system and target our lowest performing student group. PC 30771	2000-2999: Classified Personnel Salaries	\$7,950.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Positive Behavior Intervention Systems incentives.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

## Pasadena Avenue Elementary School

	3000-3999: Employee Benefits	\$6,916.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
Rentals, leases, repairs for supplemental printing cost.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
Provide Professional Development ELA Intervention SIPPS and Math Intervention SWUN.	5000-5999: Services And Other Operating Expenditures	\$5,767.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$1,536.80	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: \$44,416.80

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement **\$3,012.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison plan will be to connect with families and target lowest performing student group.	2000-2999: Classified Personnel Salaries	\$3,012.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

Title I Part A Parent Involvement Total Expenditures: \$3,012.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation **\$251,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide current technology	5000-5999: Services And Other Operating Expenditures	\$2,038.00	Clear Pathways to Bright Futures	

## Pasadena Avenue Elementary School

Superior sports will provide structured play in a safe and educational environment. Preferred sports dictated by students.	5800: Professional/Consulting Services And Operating Expenditures	\$12,600.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	3000-3999: Employee Benefits	\$46,699.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$661.00	Connected School Communities	
Site coach to provide professional learning for classroom teachers in Math. PC 30284	1000-1999: Certificated Personnel Salaries	\$92,791.00	Connected School Communities	
Professional learning for Instructional Assistants primarily for ELA	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	
Supplemental materials and supplies for intervention.	4000-4999: Books And Supplies	\$65,000.00	Connected School Communities	
Field trips will provide enrichment activities.	5000-5999: Services And Other Operating Expenditures	\$13,000.00	Connected School Communities	
Supplemental Educational computer programs to support teachers with supplemental material	5000-5999: Services And Other Operating Expenditures	\$7,999.90	Connected School Communities	
Professional Development for teachers around GLAD and Writing	1000-1999: Certificated Personnel Salaries	\$11,249.10	Connected School Communities	

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Title I Part A Site Allocation Total Expenditures: \$253,038.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Pasadena Avenue Elementary School Total Expenditures: \$304,399.80