



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	May 20th, 2025	June 24,2025

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

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).

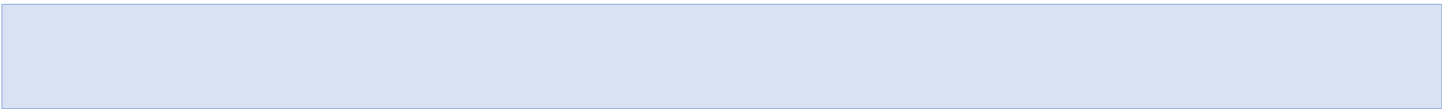


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Comprehensive Needs Assessment Components

- 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 School Plan for Student Achievement (SPSA) at Pasadena has been developed through a collaborative process involving parents, teachers, the School Site Council, and the Leadership Team. Our School Site Council consists of parents, teachers, and staff members, and convenes on the third Tuesday of each month. Throughout the year, teachers have contributed valuable insights during grade-level meetings, whole-group discussions, and surveys. Furthermore, feedback from English Language Learners attending the English Language Advisory Committee (ELAC) meetings has also been incorporated. Additionally, we successfully gathered input from community members to enrich the planning process.

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
Total Enrollment				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
Total Enrollment	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)			19	0.0%		15.70%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
334	70.1%	27.2%	0.6%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	27.2%
Foster Youth	2	0.6%
Homeless	17	5.1%
Socioeconomically Disadvantaged	234	70.1%
Students with Disabilities	30	9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	7.2%
American Indian	3	0.9%
Asian	36	10.8%
Filipino	2	0.6%
Hispanic	105	31.4%
Two or More Races	31	9.3%
Pacific Islander	0	0.0%
White	133	39.8%

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.”



2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

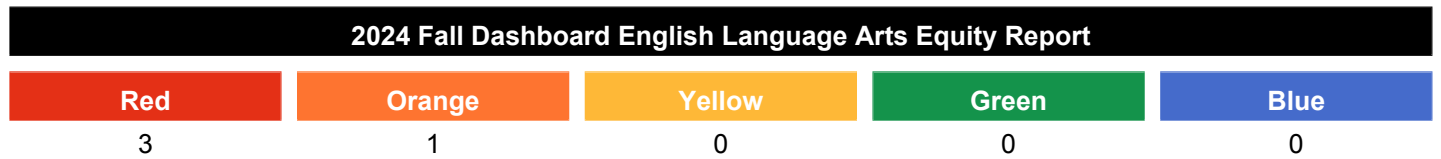
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>72.2 points below standard</div> <div>Declined 18.5 points</div> <div>139 Students</div>	<div>English Learners</div> <div> Red</div> <div>89.0 points below standard</div> <div>Declined 22.2 points</div> <div>48 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>84.8 points below standard</div> <div>Declined 29.6 points</div> <div>107 Students</div>

Students with Disabilities  No Performance Color 99.6 points below standard Declined 38.0 points 18 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 62.1 points below standard Increased 9.0 points 17 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 92.6 points below standard Declined 38.0 points 48 Students
Two or More Races  No Performance Color 83.4 points below standard Declined 32.1 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 55.8 points below standard Declined 35.1 points 50 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.

Overall Student Performance:

This year, the overall student population is 72.2 points below standard, with 139 students falling into this category. This represents a decline of 18.5 points from the previous year.

Hispanic Students:

Hispanic students are 92.6 points below standard, with 48 students in this group. This shows a decline of 38 points.

Socioeconomically Disadvantaged Students:

Socioeconomically Disadvantaged Students are 84.8 points below standard, with 107 students in this group. This shows a decline of 29.6 points.

English Learners Students:

English Learners Students are 89 points below standard, with 48 students in this group. This shows a decline of 22.2 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We did the following:

The use of supplemental materials, SIPPS Program: School-wide implementation with training provided for teachers and Instructional Assistants. Lack of staffing hinders the full implementation of the program.

Intervention Supports:

Two Intervention Teachers/Coach focusing on small group instruction in English Language Arts (ELA).

Instructional Assistants dedicated to supporting small groups.

A Bilingual Instructional Assistant working with small groups.

Target Time: Implementation of Tier 1 and Tier 2 interventions school-wide.

Interventions are in place but the struggle with chronic absenteeism hinders access to students who need it the most.

Professional Development:

ELD GLAD workshops focused on writing and English Language Development (ELD) techniques, including Word Walls.

Scheduled Teacher Release Days for data discussions (2 days). Difficulties with substitutes for release time.

Instructional Assistant Professional Development: Additional training opportunities with extra compensation.

Supplemental Materials: Utilization of Haggerty and Sondag resources.

Critical need for behavioral and mental health services for student with limited staff.

After School Programs:

iReady After School Club to support student learning.

iReady Champion program focusing on rewards and data tracking.

Technology Applications: Integration of various educational technology tools, including ESGI, Lexia, Starfall, and iReady.

Student engagement remains a challenge, with a need for more strategies to increase participation and interest in academic activities.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

*Supplemental instructional materials and resources are needed to support teaching and differentiated learning.

*Intervention teacher, Coach, and instructional Assistants to provide targeted small group instruction.

*Field Trips to enrich student learning.

*Supplemental educational computer programs to support teachers with supplemental material.

*Release time for professional development for teachers around ELA/Math and principally targeted towards reclassification.

*Supplemental printing for materials.

*Professional Development ELA Intervention SIPPS and Math Intervention.

School and Student Performance Data

Academic Performance Mathematics

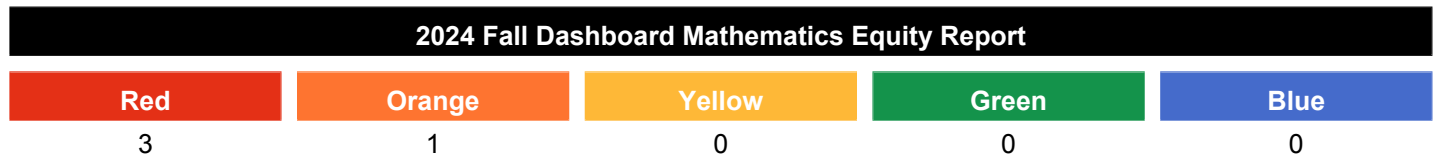
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>90.9 points below standard</div> <div>Declined 12.7 points</div> <div>146 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>103.1 points below standard</div> <div>Declined 19.4 points</div> <div>54 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>101.1 points below standard</div> <div>Declined 22.7 points</div> <div>114 Students</div>

Students with Disabilities  No Performance Color 134.6 points below standard Declined 31.2 points 19 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 84.5 points below standard Increased 43.0 points 17 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 98.5 points below standard Declined 20.9 points 49 Students
Two or More Races  No Performance Color 113.1 points below standard Declined 30.2 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 75.8 points below standard Declined 28.6 points 55 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.

Overall Student Performance:

This year, the overall student population is 90.9 points below standard, with 146 students falling into this category. This represents a decline of 12.7 points from the previous year.

English Learners Students:

English Learners Students are 103.1 points below standard, with 54 students in this group. This shows a decline of 19.4 points.

Socioeconomically Disadvantaged Students:

Socioeconomically Disadvantaged Students are 101.1 points below standard, with 114 students in this group. This shows a decline of 22.7 points.

Hispanic Students:

Hispanic students are 98.5 points below standard, with 49 students in this group. This shows a decline of 20.9 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Implemented Programs and Initiatives:

*Supplemental Material: SWUN Intervention applied

- *Professional Development: SWUN training sessions
- *Teacher Release Days: Dedicated time for data discussions (2 days)
- *After School Programs: iReady After School Club
- *iReady Champion Program: Focus on rewards and data tracking
- *Technology Applications: Utilization of iReady, Moby Max, and Reflex Math
- *Instructional Support: Employment of instructional assistants

Students requiring the most interventions often face chronic absenteeism, which may be alleviated through improved transportation options. High rates of chronic absenteeism highlight the urgent need for increased outreach to families regarding attendance.

There is a pressing demand for behavioral services for students; unfortunately, the school does not have adequate support to address these needs.

Implementing academic interventions and differentiated instruction is vital for student success. Nevertheless, limited staff and resources impede the effective execution of these strategies.

Supplemental instructional materials are necessary to enhance targeted and differentiated learning opportunities for students but teacher training and professional development in Math need to be consistent.

Engaging students continues to be a challenge, indicating a need for additional strategies to boost participation and interest in academic activities.

Support staff play a critical role in delivering effective interventions; however their absences are not adequately covered by any substitutes like teachers.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- *Supplemental instructional materials and resources are needed to support teaching and differentiated learning.
- *Intervention teacher, Coach, and instructional Assistants to provide targeted small group instruction.
- *Field Trips to enrich student learning.
- *Supplemental educational computer programs to support teachers with supplemental material.
- *Release time for professional development for teachers around ELA/Math and principally targeted towards reclassification.
- *Supplemental printing for materials.
- *Professional Development ELA Intervention SIPPS and Math Intervention.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
50.9% making progress.	making progress.
Number Students: 55 Students	Number Students: 0 Students

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.

2024 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
5.5%	43.6%	0%	50.9%

Lowest Performing Group:

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

The greatest growth is seen in the 50.9% of students who progressed at least one ELPI level. This is a substantial portion of students moving upward, indicating successful interventions or improvements in language acquisition for many English Learners. The 43.6% who maintained ELPI levels 1-3 will be a focus for further support to ensure they progress to higher levels. Additionally, the 5.5% who decreased represents a small but important group that may need targeted interventions to avoid further regression.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Conducted professional development sessions led by the Teacher on Special Assignment (TOSA) twice annually.
Provided support for parent liaison efforts to enhance communication and outreach with parents.
Implemented the SIPPS program to support English Learners (EL) in their literacy development.
Recruited members for the English Learner Advisory Committee (ELAC).
Established a dedicated newcomers class to assist students who are new to the educational system.
Introduced the Hello! Curriculum specifically designed for newcomers.
Integrated the Lexia English App to further bolster language acquisition.
Delivered targeted instruction in Designated English Language Development (ELD) by domain.

Employed GLAD (Guided Language Acquisition Design) strategies to enhance Designated ELD instruction.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Staff Development on English Language Development (ELD)

Implement professional development sessions to enhance ELD strategies, aimed at improving outcomes for English language acquisition.

Supplemental Instructional Materials for Newcomer Students

Provide targeted support for language development through supplemental instructional materials tailored for newcomer students.

Digital Resources and Supplemental Materials.

Offer a range of supplemental materials and digital resources to further assist students in their language learning journey.

Family Partnership Events and organize events that foster partnerships with families, aimed at supporting student success and engagement.

School and Student Performance Data

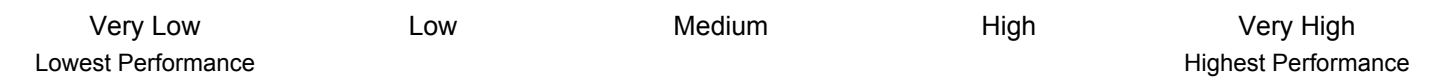
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>29.6% Chronically Absent</div> <div>Declined 6.1</div> <div>371 Students</div>	<div>English Learners</div> <div> Red</div> <div>25.2% Chronically Absent</div> <div>Increased 4.8</div> <div>119 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>47.2% Chronically Absent</div> <div>Declined 11.1</div> <div>36 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>33.1% Chronically Absent</div> <div>Declined 5.6</div> <div>287 Students</div>

Students with Disabilities  Orange 26.3% Chronically Absent Declined 22.1 38 Students	African American  No Performance Color 40.7% Chronically Absent Declined 4.7 27 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Orange 17.1% Chronically Absent Increased 8.4 41 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 33.1% Chronically Absent Declined 6.8 118 Students
Two or More Races  Orange 29.4% Chronically Absent Declined 17.6 34 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 28.8% Chronically Absent Declined 6.2 146 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.

Overall Student Absenteeism: 29.6% of students are chronically absent, which equals 371 students.

Hispanic Students:

33.1% of students are chronically absent, which equals 118 students, declined by 6.8 percentage points.

Two or More Races:

29.4% of students are chronically absent, which equals to 34 students, declined by 17.6 percentage points.

English Learners Students:

25.2% of students are chronically absent, which equals 119 students, increased by 4.8 percentage points.

Socioeconomically Disadvantaged Students:

33.1% of students are chronically absent, which equals 287 students, declined by 5.6 percentage points.

Students With Disabilities:

26.3% of students are chronically absent, which equals 38 students, declined by 22.1 percentage points.

Asian Students:

17.1% of students are chronically absent, which equals 41 students, increased by 8.4 percentage points.

White Students:

28.8% of students are chronically absent, which equals to 146 students, declined by 6.2 percentage points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Incentives: Implementation of rewards such as scooters, popcorn parties, and certificates.

Communication: Regular calls home to update parents on student progress.

Home Visits: Conducting home visits to engage with families and support student needs.

Student Attendance Review Board (SARBs): Utilizing SARBs for addressing attendance issues.

Parental Communication: Utilizing platforms like SMORE and Talking Points to enhance communication with parents.

Parent Liaison Support: Providing assistance through our Parent Liaison to facilitate family engagement.

Flags: Use of flags to identify classrooms with perfect attendance.

Parent Meetings: Organizing meetings at the school to foster collaboration between parents and staff.

Assembly Announcements: Making announcements during assemblies to keep the school community informed.

Cafeteria Board: Displaying important information and updates on the board in the cafeteria.

This structured approach ensures a comprehensive support system for students and their families.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Outreach and Support System for Students and Families

Align with the school's attendance plan to enhance student engagement and attendance.

Extend the hours for the site clerk to specifically focus on the lowest performing student groups experiencing chronic absences.

Utilizing the outlined documents, aim to create a comprehensive strategy that effectively supports these students and their families, ensuring they have the resources necessary to improve attendance and academic performance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

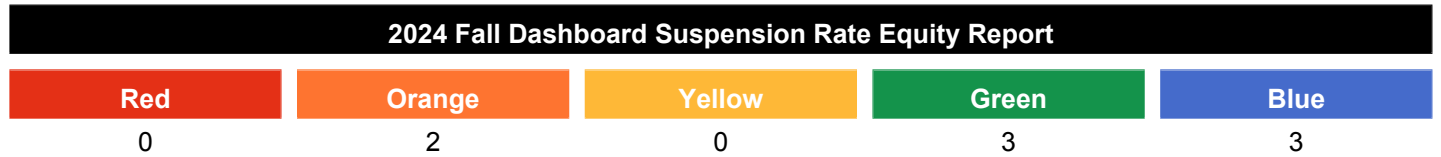
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>1% suspended at least one day</div> <div>Declined 2.4%</div> <div>385 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2%</div> <div>120 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>2.4% suspended at least one day</div> <div>Declined 4.8%</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 2.3%</div> <div>299 Students</div>

Students with Disabilities  Orange 2.4% suspended at least one day Increased 2.4% 41 Students	African American  Green 3% suspended at least one day Declined 9% 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Declined 2.1% 41 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Green 0.8% suspended at least one day Declined 2.7% 120 Students
Two or More Races  Orange 5.4% suspended at least one day Maintained 0.1% 37 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 149 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.

Overall Suspension Rate: 1% of students were suspended for at least one day. This was a decline from last year of 2.4 percentage points.

Students With Disabilities: 2.4% suspension rate, with a 2.4% increase.

African American Students: 3% suspension rate, with a 9% decline.

Asian Students: 0% suspension rate, with 2.1% decline.

Hispanic Students: 0.8% suspension rate, with 2.7% decline.

English Learners Students: 0% suspension rate, with a 2% decline.

Socioeconomically Disadvantaged Students: 1.3% suspension rate, with a 2.3 decline.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Superior Sports Program
Offered twice a week throughout the academic year.
Student Statements

A process designed to ensure students' voices are heard.
PBIS Stations
Reviewing school-wide rules to foster a positive environment.
Buddy Classes
Encouraging collaboration and support among students.
Interventions
Including buddy classrooms, time-outs, breaks, and the Check In/Check Out system.
Behavior Referrals
A structured approach to addressing behavioral concerns.
Panther Pride
Weekly drawings for rewards to promote positive behavior.
Parent Liaison
Facilitating communication with families to strengthen home-school connections.
Campus Monitors
Two monitors dedicated to supporting student behavior on campus.
Social Workers
Conducting group sessions through the SABERS program.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Safety and Supervision of Recreational Aides
Ensure the safety and effective supervision of recreational aides to provide a secure environment for all participants.

Parent Liaison Outreach
Engage in outreach efforts to connect with families and students, focusing on our lowest-performing groups to foster support and improvement.

Resources for Monthly Assemblies
Develop and provide resources for monthly assemblies that highlight and celebrate positive student character traits, promoting a culture of recognition and appreciation.

Continuation of PBIS
Maintain and enhance our Positive Behavior Intervention and Support (PBIS) system to encourage positive behavior and create a supportive school climate.

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: 2024-25

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, Unified Insights dashboard, California Dashboard indicators, empathy gathering, parent, student, and staff survey throughout the year.

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

The initiatives outlined were effectively implemented throughout the year. The addition of personnel significantly aided in supporting our students who were facing challenges. However, despite this support, maintaining consistency proved difficult due to hiring timelines and a lack of available substitutes for classified staff.

*TK-2nd grade Instructional Assistants

*One Intervention teacher and one coach to support ELA/Math small group instruction.

*Additional Instructional Assistant for intermediate grades was helpful and provided support in ELA

*Additional staffing 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 professional development/training for the Intervention program was provided (certificated and classified staff). Release time for certificated and classified was need for this to take place.

*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 Review and Small Group Formation

Assessment results were systematically reviewed to facilitate the frequent formation of small groups in English Language Arts (ELA). SIPPS assessments were entered into ESGI, ensuring teacher access for effective small group creation.

The academic needs identified span both ELA and Mathematics. To address these needs, technology-based programs were implemented for basic math fact practice. iReady goals were established for both ELA and Mathematics, and student successes in iReady were celebrated. Additionally, iReady data was shared with staff to promote collaborative instructional strategies. We have realigned our instructional support throughout the school in response to the constraints of limited personnel resources. In addition, we engaged the ELD Tosa to support our school by delivering professional development focused on specific ELD strategies.

2025-26

Identified Need

We will proceed with the initiatives outlined throughout the year, which include:

Instructional Assistants for TK-2nd Grade: Continued support to enhance learning experiences.

One Intervention Teacher and one coach: Focused on supporting ELA/Math small group instruction.

Additional Instructional Assistant for Intermediate Grades: Provided valuable support in ELA/Math.

Small Group Instruction: Ongoing provision to meet diverse student needs.

Implementation of Whole School Intervention Program (SIPPS): Aimed at improving ELA outcomes.

Professional Development/Training for Staff: Comprehensive training for both certificated and classified staff on the Intervention program, with necessary release time allocated for participation.

Continued Use of Supplemental Materials: Including SWUN Intervention Math materials and technology-based programs in ELA and Math.

Supplemental ELD Materials: To support English Language Development.
 ELD Professional Development: Ongoing training to enhance instructional strategies for ELD.

These initiatives are critical to our commitment to fostering an effective learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	72.2 points below standard	+3 scale score points
	English Learners	89.0 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	84.8 points below standard	
	Students with Disabilities	99.6 points below standard	
	African American		
	American Indian		
	Asian	62.1 points below standard	
	Filipino		
	Hispanic	92.6 points below standard	
	Two or More Races	83.4 points below standard	
	Pacific Islander		
	White	55.8 points below standard	
Math State Assessment: Change in scale score	All Students	90.9 points below standard	+3 scale score points
	English Learners	103.1 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Homeless</div> <div>Socioeconomically Disadvantaged 101.1 points below standard</div> <div>Students with Disabilities 134.6 points below standard</div> <div>African American</div> <div>American Indian</div> <div>Asian 84.5 points below standard</div> <div>Filipino</div> <div>Hispanic 98.5 points below standard</div> <div>Two or More Races 113.1 points below standard</div> <div>Pacific Islander</div> <div>White 75.8 points below standard</div>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	50.9%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	15.70%	+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
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1.1	Site coach to provide professional learning for classroom teachers in ELA/Math. PC 30284	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	95,000.00 51,215.00	2025-2026
1.2	Professional learning for Designated ELD and well as data days as needed.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		2025-2026
1.3	Supplemental materials and supplies for intervention, explicit language instruction and math in all grades for small group instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	11,401.90	2025-2026

1.4	Field trips will provide enrichment activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6,515.00	2025-2026
1.5	Instructional Assistant I to provide small group instruction and intervention in grades 3rd-5th. PC# 37378	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	25,452.00 22,611.00	2025-2026
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	1,800.10	2024-2025

1.7	Release time for Professional Development for teachers around ELA/Math principally targeted towards reclassification.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6,999.00	2025-2026
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	5,000.00	2025-2026
1.9	Provide Professional Development ELA Intervention SIPPS and Math Intervention SWUN.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,654.00	2025-2026

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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: 2024-25

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 student Climate survey were used to monitor progress.

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

Throughout the year, we implemented several initiatives that contributed to achieving our goals. However, we recognize the need for additional personnel to better support our families. One significant challenge faced by some families was transportation, particularly for those who had multiple children enrolled in different schools. The following was provided for our students and families:

- *Providing an additional 2 hrs. for the Attendance Clerk.
- *Intervention meetings with students and families
- *Monitoring the school attendance plan and implementation
- *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 the data, we addressed attendance concerns through targeted strategies focusing on individual students, classrooms, and the entire school. We continued to implement all objectives outlined in the attendance plan. Additionally, we introduced more celebrations to recognize students who have experienced chronic absenteeism. The clerk generated reports to identify specific students impacted by these issues.

2025-26
Identified Need

To enhance student attendance, we will persist in implementing several targeted strategies, including:

- *Building Connections with Students and Families: We will prioritize allocating time and resources to foster meaningful relationships with students and their families.
- *Addressing Chronic Absenteeism: We will focus on personal outreach efforts to specifically target chronic absenteeism, ensuring that we engage with students and families to understand their unique challenges.
- *Engaging School Activities: We will organize engaging school activities, such as field trips and in-person events, to create a sense of community and encourage attendance.
- *Adhering to the Attendance Plan: We will continue to follow our established attendance plan, which includes allocating additional clerk hours to manage attendance tracking and support.
- *Utilizing the Parent Liaison: Our Parent Liaison will serve as a crucial resource, providing support to families and facilitating communication between home and school.

These initiatives will work together to create an inclusive and supportive environment that encourages consistent student attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	29.6% Chronically Absent	-0.5%
	English Learners	25.2% Chronically Absent	
	Foster Youth		
	Homeless	47.2% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Socioeconomically Disadvantaged 33.1% Chronically Absent Students with Disabilities 26.3% Chronically Absent African American 40.7% Chronically Absent American Indian Asian 17.1% Chronically Absent Filipino Hispanic 33.1% Chronically Absent Two or More Races 29.4% Chronically Absent Pacific Islander White 28.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.6%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	.

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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
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	1,000.00	2025-2026
2.2	Provide additional hour to site clerk to target lowest performing student group. Create action plans in part to	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified	8,960.00 7,732.00	2025-2026

	address chronic absenteeism. PC 36915		Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
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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

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: 2024-25

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)

Support for School Conditions, Climate, and Family Engagement, the following initiatives and resources have been implemented to enhance school conditions, climate, and family engagement:

- *Positive Behavioral Interventions and Supports (PBIS): Utilization of school currency through Panther Pride tickets.
- *Weekly Incentives: Includes Friday prize boxes, assemblies, and opportunities for lunch with the Principal.
- *Intervention Referral System: A structured approach addressing academic, behavioral, and social-emotional needs.

***Additional Personnel:**

Two Campus Representatives

Recreational Aides

Half-time Multi-Tiered Systems of Support (MTSS) staff

*Collaboration with External Agencies: Partnership with Superior Sports to provide additional support.

*Community and Family Events: Organized activities such as Family Picnics and Meet & Greet sessions.

*After-School Programs: Teacher-led clubs, including Robotics, iReady, and Garden Club.

These efforts collectively aim to foster a positive and engaging school environment for students and families alike.

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

Based on the data, we have successfully secured additional staffing by hiring a second Campus Representative to enhance our focus on School Conditions, Climate, and Family Engagement. Additionally, we have refined our Intervention Referral System to ensure accurate student program placement. Our annual Climate Survey has been instrumental in identifying areas for improvement and guiding our initiatives aimed at fostering a positive climate for students, including the implementation of restorative practices and morning meetings.

2025-26

Identified Need

To enhance support for school conditions, climate, and family engagement, we propose to continue the following initiatives and resources:

*Positive Behavioral Interventions and Supports (PBIS): Implementation of school currency through Panther Pride tickets.

Weekly Incentives: This includes Friday prize boxes, assemblies, and opportunities for students to have lunch with the Principal.

Intervention Referral System: A structured approach to address academic, behavioral, and social-emotional needs.

***Additional Personnel:**

One Campus Representative

Recreational Aides

Half-time Multi-Tiered Systems of Support (MTSS) staff

*Community and Family Events: Organized activities such as Family Picnics and Meet & Greet sessions to foster community engagement.

After-School Programs: Teacher-led clubs, including Robotics, iReady, and Garden Club, designed to enrich student experiences. These collective efforts aim to foster a positive and engaging school environment for both students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	1% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	2.4% suspended at least one day	
	Socioeconomically Disadvantaged	1.3% suspended at least one day	
	Students with Disabilities	2.4% suspended at least one day	
	African American	3% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0.8% suspended at least one day	
	Two or More Races	5.4% suspended at least one day	
	Pacific Islander		
	White	0% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	59.7%		90%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	62.2%	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).	26%	+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	4,130.00	2025-2026
3.2	Parent Liaison plan will be to connect with families and target lowest performing student group.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,600.00	2025-2026

3.3	Monthly assemblies celebrating student character traits.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2025-2026
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	1,500.00	2025-2026

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

SCHOOL GOAL #1:					
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	
SCHOOL GOAL #2:					
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)	Estimated Cost
SCHOOL GOAL #3:					
School Conditions, Climate, and Family Engagement					

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 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,570.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$43,360.00
Title I Part A Parent Involvement	\$2,600.00
Title I Part A Site Allocation	\$207,480.00

Subtotal of state or local funds included for this school: \$257,570.00

Total of federal, state, and/or local funds for this school: \$257,570.00

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	43,360	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	207,480	0.00
Title I Part A Parent Involvement	2,600	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	43,360.00
Title I Part A Parent Involvement	2,600.00
Title I Part A Site Allocation	207,480.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	101,999.00
2000-2999: Classified Personnel Salaries	41,142.00
3000-3999: Employee Benefits	81,558.00
4000-4999: Books And Supplies	13,901.90
5000-5999: Services And Other Operating Expenditures	18,969.10

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,999.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,960.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	7,732.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,169.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	95,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	25,452.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	73,826.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	11,401.90
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	1,800.10

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	231,648.00
Goal 2	17,692.00
Goal 3	8,230.00

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
Rachael McIntyre	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
Amina Ben Mounah	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/20/2025.

Attested:



Principal, Mirna Pelayo on 05/20/25



SSC Chairperson, Michelle Briggs on 05/20/25

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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

Budget By Expenditures

Pasadena Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Safety and supervision Rec Aide	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$43,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Attendance plan-student incentives	4000-4999: Books And Supplies	\$1,000.00	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	\$8,960.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$7,732.00	Healthy Environments for Social-Emotional Growth	
Positive Behavior Intervention Systems incentives.	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.
	2000-2999: Classified Personnel Salaries	\$1,536.80	Clear Pathways to Bright Futures	

Pasadena Avenue Elementary School

Field trips will provide enrichment activities.	5000-5999: Services And Other Operating Expenditures	\$6,515.00	Connected School Communities
Release time for Professional Development for teachers around ELA/Math principally targeted towards reclassification.	1000-1999: Certificated Personnel Salaries	\$6,999.00	Connected School Communities
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	\$5,654.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$44,896.80

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,600.00 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	\$2,600.00	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: \$2,600.00

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

Funding Source: Title I Part A Site Allocation \$207,480.00 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

	3000-3999: Employee Benefits	\$51,215.00	Connected School Communities
	3000-3999: Employee Benefits	\$22,611.00	Connected School Communities
Instructional Assistant I to provide small group instruction and intervention in grades 3rd-5th. PC# 37378	2000-2999: Classified Personnel Salaries	\$25,452.00	Connected School Communities
Supplemental Educational computer programs to support teachers with supplemental material	5000-5999: Services And Other Operating Expenditures	\$1,800.10	Connected School Communities
Site coach to provide professional learning for classroom teachers in ELA/Math. PC 30284	1000-1999: Certificated Personnel Salaries	\$95,000.00	Connected School Communities
Supplemental materials and supplies for intervention, explicit language instruction and math in all grades for small group instruction.	4000-4999: Books And Supplies	\$11,401.90	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$209,518.00

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

Pasadena Avenue Elementary School Total Expenditures: \$261,144.80