School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Madre Elementary School	19-64881-6021737	5-27-2026	June 26, 2025

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Teachers, staff, school site council and a continuous improvement team were all involved in the development of the SPSA. The school site council reviewed dashboard data. The MTSS team met monthly to discuss chronic absenteeism and strategies to address it.

Resource Inequities

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

Due to the low number of unduplicated students at SME, we do not receive Title I funds and we receive smaller allocations of LCAP funds. Much of the additional staff and materials needed are provided through fundraising efforts.

School Vision and Mission

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

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

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

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

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

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

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

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

School Profile

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

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

Currently, Sierra Madre Elementary School has 652 students enrolled in grades prekindergarten through five and is a change from previous years. The student body demographics are as follows; 44.6% White, 24% Hispanic, 2% African American, 9% Asian, and 14% all others. Our student groups consist of English Learners (2.3%), Socioeconomically Disadvantaged students (29.8%) and Students with Disabilities (12.7%). In the 2022-2023 school year and again in the 2024-2025 school year, Sierra Madre Elementary School was recognized as a California Distinguished School by State Superintendent Tony Thurmond.

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

need in order to reach positive goals. A comprehensive list of the support services offered at Sierra Madre School is provided in the School Accountability Report Card.

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Madre Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.31%	0.31%	2	2	2
African American	1.94%	1.69%	0.77%	12	11	5
Asian	8.74%	9.51%	8.78%	54	62	57
Filipino	0.97%	1.23%	1.08%	6	8	7
Hispanic/Latino	24.43%	23.93%	24.65%	151	156	160
White	47.25%	44.63%	44.99%	292	291	292
Multiple/No Response	12.62%	13.96%	13.71%	78	91	89
			Total Enrollment	618	652	649

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	48
Kindergarten	95	110	76
Grade 1	95	100	110
Grade 2	93	99	95
Grade3	99	98	101
Grade 4	108	110	103
Grade 5	128	111	116
Total Enrollment	618	652	649

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	10	15	14	1.6%	1.6%	2.2%
Fluent English Proficient (FEP)	46	39	31	8.1%	7.4%	4.8%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	104	99	100	103	98	98	103	98	98	99.0	99	98
Grade 4	129	104	112	128	104	111	128	104	111	99.2	100	99.1
Grade 5	106	128	111	105	128	106	105	128	106	99.1	100	95.5
All Grades	339	331	323	336	330	315	336	330	315	99.1	99.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2486.	2473.	2479.	50.49	42.86	46.94	29.13	28.57	27.55	12.62	21.43	13.27	7.77	7.14	12.24
Grade 4	2517.	2527.	2514.	49.22	49.04	44.14	17.97	20.19	25.23	20.31	19.23	18.02	12.50	11.54	12.61
Grade 5	2535.	2556.	2562.	34.29	44.53	42.45	29.52	28.91	33.02	18.10	12.50	14.15	18.10	14.06	10.38
All Grades	N/A	N/A	N/A	44.94	45.45	44.44	25.00	26.06	28.57	17.26	17.27	15.24	12.80	11.21	11.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.89	29.59	33.67	56.31	63.27	54.08	6.80	7.14	12.24
Grade 4	36.72	36.54	38.18	53.91	53.85	55.45	9.38	9.62	6.36
Grade 5	31.43	28.91	36.79	53.33	62.50	54.72	15.24	8.59	8.49
All Grades	35.12	31.52	36.31	54.46	60.00	54.78	10.42	8.48	8.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.18	25.51	26.04	67.96	66.33	63.54	4.85	8.16	10.42
Grade 4	26.56	25.00	27.52	64.06	66.35	62.39	9.38	8.65	10.09
Grade 5	26.67	35.94	34.62	60.95	54.69	57.69	12.38	9.38	7.69
All Grades	26.79	29.39	29.45	64.29	61.82	61.17	8.93	8.79	9.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.18	19.39	22.45	66.99	75.51	68.37	5.83	5.10	9.18
Grade 4	19.53	26.92	24.55	71.09	66.35	62.73	9.38	6.73	12.73
Grade 5	23.81	19.53	21.90	66.67	71.09	76.19	9.52	9.38	1.90
All Grades	23.21	21.82	23.00	68.45	70.91	69.01	8.33	7.27	7.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.30	27.55	24.49	66.99	64.29	65.31	9.71	8.16	10.20
Grade 4	30.47	33.65	28.83	63.28	54.81	63.96	6.25	11.54	7.21
Grade 5	24.76	39.84	33.96	60.95	52.34	57.55	14.29	7.81	8.49
All Grades	26.49	34.24	29.21	63.69	56.67	62.22	9.82	9.09	8.57

Conclusions based on this data:

1. Our overall achievement scores remain consistent year to year.
2. There was an overall decrease in research and inquiry.
3. Writing continues to be an area to focus on.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	104	99	100	103	98	98	103	98	98	99.0	99	98
Grade 4	129	104	112	127	104	111	127	104	110	98.4	100	99.1
Grade 5	106	128	111	105	128	107	105	128	106	99.1	100	96.4
All Grades	339	331	323	335	330	316	335	330	314	98.8	99.7	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2474.	2470.	2463.	38.83	30.61	35.71	31.07	34.69	30.61	18.45	24.49	19.39	11.65	10.20	14.29
Grade 4	2526.	2541.	2527.	40.94	50.00	44.55	29.13	26.92	22.73	20.47	18.27	22.73	9.45	4.81	10.00
Grade 5	2571.	2572.	2565.	47.62	50.78	44.34	27.62	21.88	26.42	16.19	18.75	16.98	8.57	8.59	12.26
Grade 11															
All Grades	N/A	N/A	N/A	42.39	44.55	41.72	29.25	27.27	26.43	18.51	20.30	19.75	9.85	7.88	12.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.86	35.71	35.71	49.51	48.98	50.00	12.62	15.31	14.29
Grade 4	47.24	50.00	50.91	42.52	40.38	33.64	10.24	9.62	15.45
Grade 5	54.29	47.66	51.89	38.10	43.75	37.74	7.62	8.59	10.38
Grade 11									
All Grades	46.57	44.85	46.50	43.28	44.24	40.13	10.15	10.91	13.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	49.51	32.65	40.82	41.75	56.12	46.94	8.74	11.22	12.24
Grade 4	39.37	37.50	34.55	50.39	55.77	54.55	10.24	6.73	10.91
Grade 5	39.05	38.28	33.02	50.48	49.22	54.72	10.48	12.50	12.26
All Grades	42.39	36.36	35.99	47.76	53.33	52.23	9.85	10.30	11.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.72	36.73	36.73	48.54	56.12	53.06	8.74	7.14	10.20
Grade 4	38.58	50.00	35.45	51.18	41.35	51.82	10.24	8.65	12.73
Grade 5	33.33	37.50	33.02	54.29	54.69	55.66	12.38	7.81	11.32
All Grades	38.21	41.21	35.03	51.34	50.91	53.50	10.45	7.88	11.46

Conclusions based on this data:

1. Our overall achievement scores in Math decreased.
2. Most student fell in the at or near standard in all areas.
3. There is a need to focus on high quality math instruction.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	6	7
1	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*	0	*	*
5	*		*	*		*	*		*	*		*
All Grades										5	8	16

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	31.25	*	*	25.00	*	*	31.25	*	*	12.50	*	*	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	31.25	*	*	31.25	*	*	18.75	*	*	18.75	*	*	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	0.00	*	*	43.75	*	*	37.50	*	*	18.75	*	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	*	*	37.50	*	*	37.50	*	*	25.00	*	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	*	*	50.00	*	*	37.50	*	*	12.50	*	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	*	*	6.25	*	*	68.75	*	*	25.00	*	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
All Grades	*	*	6.25	*	*	62.50	*	*	31.25	*	*	16

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
652	**29.8%**	**2.3%**	**0.2%**
Total Number of Students enrolled in Sierra Madre Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	2.3%
Foster Youth	1	0.2%
Homeless	6	0.9%
Socioeconomically Disadvantaged	194	29.8%
Students with Disabilities	83	12.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.7%
American Indian	2	0.3%
Asian	62	9.5%
Filipino	8	1.2%
Hispanic	156	23.9%
Two or More Races	91	14%
Pacific Islander	0	0.0%
White	291	44.6%

Conclusions based on this data:

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

2. The percentage of socioeconomically disadvantaged students is decreasing.

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

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism continues to be a focus area for us.
2. We are performing well in all academic areas.
3. Math went from blue to green

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
48.1 points above standard	Fewer than 11 students - No Data for Privacy	
Maintained -2.6 points	9 Students	
307 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	14 points above standard
1 Student	4 Students	Declined 9.1 points
		111 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
41.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 26 points	8 Students	2 Students
51 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
93.5 points above standard	Fewer than 11 students - No Data for Privacy	22.2 points above standard
Declined 11.8 points	4 Students	Maintained 1.4 points
32 Students		76 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
74.3 points above standard	0 Students	51.4 points above standard
Declined 11.7 points		Maintained -2.2 points
38 Students		140 Students

Conclusions based on this data:

1. Students with disabilities is the only subgroup performing below standard in ELA.
2. We maintained our scores from last year.
3. We saw a decline in all subgroups.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
31.5 points above standard	Fewer than 11 students - No Data for Privacy	
Declined 13.5 points	10 Students	
309 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4.5 points below standard
1 Student	4 Students	Declined 20 points
		113 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
54.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 41.1 points	8 Students	2 Students
51 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
96.8 points above standard	Fewer than 11 students - No Data for Privacy	1.5 points below standard
Declined 6.8 points	4 Students	Declined 18.9 points
32 Students		77 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
59.9 points above standard	0 Students	34.9 points above standard
Declined 16.1 points		Declined 12.8 points
38 Students		140 Students

Conclusions based on this data:

1. All subgroups saw a decline.
2. Students with disabilities saw the largest decline in distance from standard.
3. Overall, our performance fell one color indicator to be green.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
72.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.9 points	3 Students	
105 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	63.4 science points
	1 Student	Maintained -1.6 points
		40 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
50.6 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.2 points	5 Students	1 Student
20 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	65.6 science points
10 Students	1 Student	Increased 4.2 points
		22 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
79.5 science points	0 Students	73.4 science points
20 Students		Maintained 0.6 points
		45 Students

Conclusions based on this data:

1. Our science scores maintained from 24-25
2. All subgroups are in the green or blue group.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 6 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	
11.3% Chronically Absent	15% Chronically Absent	
Maintained 0	Declined 3.2	
672 Students	20 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.4% Chronically Absent
2 Students	9 Students	Maintained 0.2
		219 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
13.1% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.5	Increased 17.9	2 Students
99 Students	12 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
7.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	19.4% Chronically Absent
Increased 0.5	8 Students	Increased 3.8
65 Students		160 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
11.7% Chronically Absent	0 Students	7.1% Chronically Absent
Declined 3.1		Declined 1.7
128 Students		297 Students

Conclusions based on this data:

1. Our overall chronic absenteeism stayed at 11.3%
2. Chronic absenteeism increased in all subgroup areas.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0.1% suspended at least one day	0% suspended at least one day	
Maintained 0.1%	Maintained 0%	
674 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
2 Students	9 Students	Increased 0.5%
		219 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	2 Students
99 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	8 Students	Maintained 0%
65 Students		161 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Blue
0.8% suspended at least one day	0 Students	0% suspended at least one day
Increased 0.8%		Maintained 0%
128 Students		298 Students

Conclusions based on this data:

1. Our suspension numbers remain low.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP ELA Average

The Distance From Standard for Students with Disabilities will increase the baseline of 41.5 points below standard (Orange) from 2025 by a total of 3 or more (to reach Yellow) with a stretch goal of 8 or more (to reach Green) to end at 38.5 points below standard or higher by the end of the 2026-2027 school year.

Identified Need

The distance from met for our Students with Disabilities declined by 26 points during the 2024-25 school year to become 41.5 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Students with disabilities are achieving at 41.5 points below standard.	Students with disabilities with increase by 3 points or more to reach yellow.
iReady Reading	For the final diagnostic, students with disabilities in grades 3 and 4 did not meet the annual typical growth in reading.	Students with disabilities will meet annual typical growth on the iReady diagnostic.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We continued to use PLC time to support teachers with data analysis and learning walks to collect data on student to student interactions. PD on MTSS Tier II strategies was provided. Teachers are still working on the implementation of the strategies.

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

There was a new ELA curriculum adopted and much of our professional development time was spent digging into and understanding the resource better. Grade level teams developed grade goals to work on based on the data.

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

Time will be given for general education and special education teachers to collaborate. Teachers will be trained on the Universal Design for Learning framework to help guide their lesson planning to ensure that students with disabilities have appropriate access to grade level content.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilites in ELA

Strategy/Activity

Data analyze after each diagnostic will focus specifically on our students with disabilities to identify target areas of support that is needed. Dedicated PD time on the UDL framework will also occur.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 2

Chronic Absenteeism for All Students will decrease the baseline of 11.3 (Orange) from 2025 by a total of -3 or more (to reach Yellow) with a stretch goal of -5.7 or more (to reach Green) to end at 8.3 or lower by the end of the 2026-2027 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged will decrease the baseline of 16.4 (Orange) from 2025 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -3 or more (to reach Green) to end at 15.9 or lower by the end of the 2026-2027 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 13.1 (Yellow) from 2025 by a total of -0.5 or more (to reach Green) with a stretch goal of -7.5 or more (to reach Blue) to end at 12.6 or lower by the end of the 2026-2027 school year.

Chronic Absenteeism for Hispanic will decrease the baseline of 19.4 (Red) from 2025 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 18.9 or lower by the end of the 2026-2027 school year.

Chronic Absenteeism for Asian will decrease the baseline of 7.7 (Orange) from 2025 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -4.9 or more (to reach Green) to end at 7.2 or lower by the end of the 2026-2027 school year.

Identified Need

There was no change in chronic absenteeism, we remained at 11.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Chronic Absenteeism for all students is at 11.3%	Decrease by 3% or more to reach green
EveryDay Pro	Highest months for chronic absenteeism are March and May at 6.4%	Chronic absenteeism for March and May will decrease by 1%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Strategies and activities that we did implement include:
Employ a behavior/guidance aide to facilitate restorative conversations between students.
Engage teachers in a book study on Cultivating Genius.
Provide Yoga lessons for teachers and students to practice mindfulness.
Implement positive reward systems for attendance at the classroom level as well as for specific grades.
Have grade levels promote monthly cultural celebrations at Bravo assemblies.

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

A MTSS team was formed for the 25-26 school year who met monthly to review attendance data and brainstorm suggestions to celebrate students who came to school everyday.

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

Based on the data as of April 2026, the strategies that we have been using have been working. We will continue to focus on celebrating students with good attendance.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attendance clerk will reach out to families of chronically absent students to provide support as needed.
Implement positive reward systems for attendance at the classroom level as well as for specific grades.
Purchase items for the positive reward system.
Employ additional student support and activity aides to facilitate restorative conversations between students.
Provide Yoga lessons for teachers and students to practice mindfulness.
Use monthly MTSS meetings to analyze and track attendance patterns across grade levels and plan monthly attendance celebrations.
Have grade levels promote monthly cultural celebrations at Bravo assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4777	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

Goal 3

Teachers will be given the the opportunity to collaborate for weekly to review data, engage in new learning, and plan for explicit small group instruction.

Identified Need

A full time gardening teacher will be employed to provide additional planning time for teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrichment schedule	Planning time has been provided to teachers which allows them the opprotunity to meet and plan for high quality instruction.	Teachers will meet weekly to collaborate and plan for small group instruciton.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

All teachers had the opportunity to engage in weekly grade level collaboration and learning time. Time was also used to visit eachothers classrooms and learn from eachother.

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

Teachers were given more grade level time to meet and collaborate with one another.

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

Enrichment ime for the 2026-27 school year will be focused on data analysis, creating ILPs and support planning for instruction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31043	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

CAASPP Math

Distance From Standard for Students with Disabilities will decrease the baseline of -54.8 (Orange) from 2025 by a total of 3 or more (to reach Yellow) with a stretch goal of 29.8 or more (to reach Green) to end at -51.8 or higher by the end of the 2026-2027 school year.

Distance From Standard for Hispanic will decrease the baseline of -1.5 (Yellow) from 2025 by a total of 1.5 or more (to reach Green) with a stretch goal of 13.5 or more (to reach Blue) to end at 0 or higher by the end of the 2026-2027 school year.

Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -4.5 (Yellow) from 2025 by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at -1.5 or higher by the end of the 2026-2027 school year.

Identified Need

We saw a decrease in achievement in Math for all students on the 2025 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic results	56% of students where on grade level on the 2026 iReady Diagnostic 2	70% of students will be on grade level by the end of the year
CAASPP Dashboard	68.15% of students met or exceeded standard in Math	73% of students meet or exceed standard in Math

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

N/A as this was not a goal for the 25-26 SPSA

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

N/A

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

Data analysis will be conducted in Math. Data chats with teachers and students will be conducted to ensure that students are growing in Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

SWD, SED and Hispanic students.

Strategy/Activity

Data analyze after each diagnostic will focus specifically on our identified subgroups to identify target areas of support that are needed. Dedicated PD time on the UDL framework and new Math Framework will also occur. Focused vocabulary instruction and scaffolds are used to support students in communicating their learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0
Other State/Local Funds provided to the school	$35820

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $35,820

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	35820	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	35,820.00

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

6 Classroom Teachers

2 Other School Staff

9 Parent or Community Members

Name of Members	Role
Jodi Marchesso	Principal
Lauren Johnson	Other School Staff
Nicole MacLennan	Other School Staff
Kathleen (Kit) Bergman	Classroom Teacher
Datevik Afsharian	Classroom Teacher
Lucy Chaparian	Classroom Teacher
Rebecca Bickel	Classroom Teacher
Bethany Covington	Classroom Teacher
Natasha Comer	Classroom Teacher
Martin Jarmick	Parent or Community Member
Annie Pai	Parent or Community Member
Jacqui Saldana	Parent or Community Member
Laurie Pack	Parent or Community Member
Jillian Okamura	Parent or Community Member
Amanda Morrison	Parent or Community Member
Delani Nakar	Parent or Community Member
Cassie Gardener Manjikian	Parent or Community Member
Enrique Villagrana	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

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

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

This SPSA was adopted by the SSC at a public meeting on 5.27.26.

Attested:

Principal, Jodi Marchesso on 5.27.26

SSC Chairperson, Jillian Okamura on 5.27.26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PUSD School-Site Attendance Improvement Plan

School:	Sierra Madre Elementary School	**Principal:**	Jodi Marchesso
School Number:	626-396-5820	**Counselor:**	Jodi Marchesso
Date Completed:	5.6.26	**Principal Signature:**	Jodi Marchesso

Goal: Decrease the percentage of chronically absent students to 10% or less.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
11.3%	8.3%	6% or less

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	MTSS team will meet monthly to review attendance data and identify students at risk of becoming chronically absent.	Monthly	Decrease in chronic absenteeism of all students

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The MTSS team will be the attendance improvement team.	Monthly	Click or tap here to enter text.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Attendance awards and incentives for good attendance BUG tickets	Monthly Daily	Decrease absences for each student
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Shared via weekly SMORE and at all parent meetings.	Monthly	Students will be re-engaged in coming to school daily

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	• Implement positive reward systems for attendance at the classroom level as well as for specific grades. • Engage students in restorative conversations when there is conflict. • UDL training for teachers	Daily and Monthly	Less behavior issues and students will feel seen and heard.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Continue the schoolwide focus on the 16 proactive classroom management strategies	Daily	Students will feel welcomed and want to come to school

SIERRA MADRE ELEMENTARY SCHOOL
School Site Council (SSC) Agenda
May 27, 2026
4:00 pm
Virtual Meeting
Link: meet.google.com/mei-psca-jrg

I. Welcome

- Approval of Minutes for April Minutes

II. Principals' Report

III. Discussion/Action Items

- School Plan for Student Achievement - Approval

IV. Reports

- DAC:
- ELAC:
- GATE:
- CAC:
- SEED:

V. Announcements

- Future Events:
  June 4: Last day of school - Dismissal at 12:10 pm

VI. Open Discussion

School Name: Sierra Madre Elementary School
Date: May 27, 2026
Location: Virtual
Minutes Recorder: Jodi Marchesso
Called To Order Time: 4:04 pm

Members Present

Member Name (Place a * next to SSC Chair's name)	**Present/ Absent**	**Membership Category (Classroom Teacher, Other Employee, Principal/Designee, Parent, Community Member, Student)**	**Present/ Absent**
Jodi Marchesso*	Present	Jacqui Saldana	Present
Nicole Maclennan	Present	Cassie Gardener Manjikian	Absent
Debbie Afsharian	Present	Annie Pai	Absent
Lucy Chaparian	Absent	Martin Jarmick	Absent
Becky Bickel	Present	Jillian Okamura	Present
Natasha Comer	Present	Amanda Morrison	Present
Bethany Covington	Present	Delani Nakar	Absent
Kit Bergman	Present	Laurie Pack	Present
Lauren Johnson	Absent	Enrique Villagrana	Present

Others Present (if any)

Call to order	Jodi calls meeting to order at 4:04 pm
Roll call /attendance	Attendance was taken from the video call.
Minutes	Approved Minutes from 4/29/26, Becky Bickel moved to approve & Natasha Comer seconded. All approved.

Update from the principal/designee	● Taiko Drum assembly today. ● Last day of school on 6/4- dismissal at 12:10 pm.
Discussion topic that matches Agenda Item Description	● **Discussion/Action Items** ○ School Plan for Student Achievement ■ The team reviewed the goals and made adjustments to the actions for Math. ○ Members asked questions regarding Amira and end of year diagnostic data
Action item: Item topic from the agenda	● Approve the SPSA o Bickel moved to approve, Asharian seconded. The plan was approved by all present members.
Discussion from SSC Chairs	● DAC: no reports ● ELAC: Reclassified students were celebrated last month ● GATE: no reports ● CAC: Year review of what they are working on and the 5 goals they are proposing to work on. ● SEED: no reports
Announcements	**Announcements** ● Future Events: o N/A

General Notes
(Use this section to record any notes that might not belong to any specific agenda item)

Meeting Adjourned: 4:56 pm