

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name

Pacific Avenue Academy of Music School Site Council

Address

6110 45th Street
Jurupa Valley, CA 92509-7201

County-District-School (CDS) Code

33 67090 6032197

Principal

Hilliary Salley

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 16, 2023

Local Board Approval Date

June 26, 2023

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Welcome to Pacific Avenue Academy of Music School Plan. We, at Pacific Avenue Academy of Music strive to offer the BEST education possible for our students while providing students opportunities to receive daily music instruction. Our academic program is rigorous and we challenge our students to do their best in school and in life. Through the efforts of staff, parents, and students we are dedicated to providing a supportive and engaging learning environment that promotes intellectual, musical, social, and personal growth for all children because they are our future.

Vision Our school is a place where...

Learning without Limits...Pacific Avenue Academy of Music students are prepared to be active, positive contributors to society. We show respect to everyone and encompass a school culture where learning is exciting and challenging.

Mission Statement:

All Pacific Avenue students will have the skill set to be positive leaders, social pragmatists, native technologists, and global thinkers by mastering the California Common Core State Standards through high quality, scientific outcome-based instruction; demonstrate civil and social skills as supported through PBIS and Second Step strategies; engage in music based performance; and exhibit self-motivated healthy choices. Pacific Avenue students will have the opportunities to engage in rigorous academic teaching as well as benefit from a rich culture of musical appreciation.

School Profile

Describe The students and community and how school serves them.

The Story

Pacific Avenue Academy of Music is a nationally recognized school as a NAMM Best Communities for Music, the recipient of the California Golden Bell Award and earned the CORE High Impact Award for academic achievement.

Beginning in 2016-2017 school year, Pacific Avenue became the Pacific Avenue Academy of Music. The Academy is a music magnet elementary school for the Jurupa Valley Unified School District. Students participate in performance-based instruction and integrated instruction throughout the curriculum. Two full time and one half-time music teachers reside at Pacific Avenue giving instrumental and vocal instruction to all students. Music teachers infuse music into the curriculum. Beginning in 2018-2019, PAAM became a TK-7 school. Beginning in 2019-2020, Pacific Avenue Academy of Music returned to a TK-6 school.

Music is a universal language that touches the human heart and mind. It affects our feelings, emotions, and energy. In addition, music influences the human brain. Research tells us that music can create an alpha state for learning, improve concentration, improve memorization, enhance imagination, and release anxiety. Classical music and music performance can help the brain develop dendrites and synapses accessing parts of the brain that can only be accessed through music. The building of these extended neurological pathways can help students develop deeper mathematical and language arts skills. Music, whether through performance and/or appreciation, can enrich, enhance, and elevate the educational experiences for all students at Pacific Avenue Academy of Music.

Pacific Avenue Academy of Music is located in one of several communities in the City of Jurupa Valley served by the Jurupa Unified School District, a district of less than 20,000 students. Ethnic distribution is 80.4% Hispanic, 2.6% African American, 10.1% White (not Hispanic), and 2.6% other. Pacific Avenue is currently serving approximately 306 transitional kindergartens through sixth grade regular education students, 17% students with disabilities, 22.2% English Language Learners, and 33 SDC Preschool students.

Pacific Avenue's school environment is rooted in high expectations for all students. When challenges arise, staff members help students and parents with academic, social, emotional, and other school and family issues. Parents are encouraged, as are students, to use the drop-box in the office, the phone hotline, or a designated email address to report any concerns on campus if they wish to remain anonymous. PBIS, Positive Behavior Intervention Support Program, has been instituted. The program focuses in on three rules: 1) Be safe, 2) Be respectful, and 3) Be responsible. There are sixteen behavior standards that support appropriate conduct: 1) accepting criticism or a consequences, 2) accepting "no" for an answer, 3) asking for help, 4) asking for permission, 5) disagreeing appropriately, 6) following instructions, 7) getting the attention of the teacher, 8) giving criticism, 9) listening, 10) making an apology, 11) minding your own business, 12) resisting peer pressure, 13) staying on task, 14) using appropriate voice tone, 15) waiting your turn, and 16) working with others. Social skills are systematically taught to give every student tools to be successful in academic and social settings. Teachers introduce skills at scheduled times. Teachers model each skill and students have opportunities to practice said skills. Site staff consistently enforces the skills and re-teaches when necessary. To support the continued achievements at PAAM, a new school wide slogan "Here at PAAM we are A-Sharp" was created and is implemented daily with students.

All students on the Pacific Avenue campus have access to the core curriculum, including RSP, SDC, Speech, GATE, DHH, and EL students. The curriculum is guided by the Common Core State Standards. These Standards are 1) researched and evidence base;, 2) aligned with college and work expectations; 3) rigorous, and 4) internationally benchmarked. Differentiated instruction is provided through a variety of teaching strategies and learning patterns including, but not limited to, Marzano's Effective Strategies; focused instruction based upon Bloom's Taxonomy and Depth of Knowledge; small group and large group experiences; homogeneous and heterogeneous settings; academic task completion with various production methods; and opportunities that encourage the development of self-directed, in-depth inquiry. Instruction is focused on the five domains of learning: listening, speaking, reading, writing, and thinking.

Three basic goals based upon perceived needs shape the School Plan: 1) All students will be college and career ready. 2) All students will have a safe, orderly, and inviting learning environment. 3) All students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process. Pacific Avenue's staff collaborates with parents examining program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three way partnership among teachers, parents, and students is the cornerstone to Pacific Avenue's determination that all students succeed.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The 2022-2023 school year was a year for Pacific Avenue Academy of Music to continue with it's previous accomplishments and to look ahead with new goals and accomplishments.

SPSA Highlights for the 3 Goals

College and Career Readiness

- * Continue participation in AVID
- * Continue increase in ELA scores through district based assessments such as NWEA and Reading A to Z
- * Continue increase in math through supports like IXL
- * Continue use of Whole Body Listening
- * Continue support of student through researched-based professional development

- * Continue use of Professional Learning Communities focused on data
- * Continue use of technology to enrich learning experiences
- * Continue support for EL students
- * Continue class-size reduction for grades TK-3
- * Continue increasing student attendance
- * Continue outstanding music program
- * Continue providing good communications between school and home

Safe, Orderly, and Inviting Learning Environments

- * Continue Behavior Support with Second Step Curriculum
- * Continue increasing the social and pragmatic skills of all students
- * Continue providing a campus environment rich in music
- * Continue providing classroom environments rich in learning
- * Continue providing good communications between school and home
- * Continue using Superflex to develop better social skills in students

Parent, Student, and Community Engagement

- * Continue providing a rich music environment that involves the entire community
- * Continue multiple ways of communicating with parents: DoJo, Q Parent Square Communication, , Website, Twitter, Facebook
- * Continue to provide monthly family activities

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

30% of English Learners are making progress towards English Language Proficiency as shown on the dashboard.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All student groups have a very high chronic absenteeism rate as shown on the dashboard. Chronic absenteeism indicates a 37.9% of students who are chronically absent. Students with Disabilities have the highest chronic absenteeism rate with an absent rate of 44.3% for Students with Disabilities, the Socioeconomic Disadvantage group received an absent rate of 42.4%, the White group received an absent rate of 41.2%, English Language Learners received an absent rate of 41.1%, and the Hispanic group received an absent rate of 37.3%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP performance in ELA had two student groups with a performance gap. English Language Learners and Socioeconomically Disadvantage were very low while all student groups were low. In ELA, English Language Learners are 91.9 points below standard and the Socioeconomically Disadvantaged group are 75.4 points below standard.

CAASPP performance in Math had one student group with a performance gap. English Language Learners were very low while all students groups were low. In math, English Language Learners are 96.3 points below standard.

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

Additional Targeted Support and Improvement

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.

The Every Student Succeeds Act was signed into law on December 10, 2015, by President Obama.

ESSA includes provisions that will help to ensure success for students and schools:

- Advances equity for America's disadvantaged and high-need students,
- Requires all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Centered on these components, the JUSD Local Plan and the PAAM Site Plan have developed three umbrellas of focus: 1) All students will be college and career ready. 2) All students will have a safe, orderly, and inviting learning environment. and 3) All students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process.

PAAM ensures that all students are college and career ready by the following:

- Creating a one of a kind music school: Research supports the value of music in a learning environment. Music can create an alpha state for learning, improve concentration, improve memorization, enhance imagination, and release anxiety. Classical music and music performance can help the brain develop dendrites and synapses accessing parts of the brain that cannot be accessed except through music. The building of these extended neurological pathways can help students develop deeper mathematical and ELA skills.

Music integrated into classroom instruction provides a welcoming atmosphere, energizes learning environments, and builds better learning communities. Rhyme, rhythm, and melodies can improve memorization skills and mathematical skills of students. Students can become more reflective, focused, and creative when music is infused into the instructional day.

- Maintaining a School-Wide AVID Program: Research like the College Spark Washington's College Readiness Initiative support the importance of AVID to students and teacher effectiveness. This case study concluded that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.
- Supporting English Learners: According to the CDE, "English learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level."
- Supporting student achievement for all students- MTSS (Multi-Tiered System of Supports), or RTI (Response to Intervention), is a comprehensive system of differentiation supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, summative assessments, researched-based interventions matched to student needs, and educational decision making using academic progress over time, as defined by ESEA Legislation, supporting all student success. Also, implementing SEL curriculum to support positive behavior.
- Providing core curriculum opportunities to include math, ELA, science, social studies, and physical education to all students.
- Sustaining a systematic library management system to include textbooks and Chromebooks.
- Creating and participating in quality Professional Development- In accordance with the Learning Policy Institute Research regarding effective professional development, PAAM's PD

1. Is content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

PAAM ensures that the campus has a safe and orderly learning environment by the following:

- Implementing Multi-Tiered System of Behavior Support- The core features of MTSS behavior research include: expectations for high quality, research-based instruction in general education classrooms; universal, classroom-based screening to identify need for additional support; collaborative, team-based approach to development, implementation, and evaluation of alternative interventions; increasingly intense, multi-tiered application of an array of high-quality, evidence-based instruction matched to individual needs; continuous monitoring of progress to determine impact of interventions; and expectations for parent involvement throughout the process.

- Employing a Health Care Aide- According to the JUSD job description, health care aides duties are "under general supervision, to perform a variety of activities including specialized health care services; to assist the school nurse and other staff in providing health program assistance, to maintain health records, referrals and reports, and to assist students with other health related needs."
- Maintaining a safe and aesthetically pleasing learning environment: Researchers like Chan (1980), Bowers and Burkett (1987), Cash (1993), Hines (1996), and Lanham (1999) have demonstrated a clear positive link regarding facility modernization and student achievement.

PAAM ensures that the campus has a welcoming and engaging school environment in which parents are active participants by the following:

- Providing an efficient, effective, and ethical office staff- To paraphrase the book, Delivering Knock Your Socks Off Service, a school's office staff is the company. Parents make immediate judgements regarding the school based upon the actions of the office staff. The staff must be reliable, responsive, reassuring, empathetic, personable, and polite.
- Maintaining office space reflective of the theme of the school, the organization of the school, and the temperament of the school.
- Cultivating shared leadership through parent organizations like SSC, ELAC, Booster Club- Researchers like McCallister (1990), Jeynes (2007), and Leithwood and Mascall (2008) describe the importance of parent involvement and leadership with increasing student achievement.
- Maintaining open communications between school and home through Peachjar, social media, Dojo, school marquee, and Q Communications.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

The entire community is involved with the school plan through surveys, parent meetings like SSC and ELAC, staff meetings, and leadership meetings. PAAM has a student council for upper grade students that also gather together to share thoughts, ideas, and provide input. In addition, the district helps support PAAM by providing support, recommendations, and workshops.

Resource Inequities

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

Identified that Students with Disabilities had chronic absenteeism and will be strategically monitored throughout the school year with the implementation of Attendance Intervention meetings and they were also low performing academically and the Case Carrier will implement intervention supports. We've also identified that English Language Learners had very high chronic absenteeism and will monitor attendance and implement Attendance Intervention meetings. ELL students were also low performing academically and designated ELD instruction will be a focus for the school year. It was also identified that the White student group had very high chronic absenteeism and will be strategically monitored throughout the school year with the implementation of Attendance Intervention meetings and this student group also had a high suspension rate so their behavior will be monitored and student check-ins with administration to support positive behavior outcomes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	51	51
Grade 1	47	45	46
Grade 2	55	44	45
Grade3	49	55	45
Grade 4	30	41	50
Grade 5	43	31	40
Grade 6	46	39	30
Total Enrollment	313	306	307

Conclusions based on this data:

1. Pacific Avenue has experienced a drop in enrollment through the 21-22 school year. Current enrollment in the 22-23 school year shows a slight increase in enrollment of 307 students.
2. The Attendance Team will continue to monitor attendance data and chronic absenteeism while offering attendance incentives for students. Student attendance intervention meetings and SART meetings will continue to provide supports and resources to support families.
3. We will continue to showcase PAAM events and activities via social media, ClassDojo, and Parent Squareto support student engagement and increase student daily attendance.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	73	68	61	23.30%	22.2%	19.9%
Fluent English Proficient (FEP)	36	31	27	11.50%	10.1%	8.8%
Reclassified Fluent English Proficient (RFEP)	3			4.1%		

Conclusions based on this data:

1. The number of English Language Learners has decreased since the 21-22 school year.
2. The number of FEP students is lower than it has been in previous years.
3. The number of students reclassified has remained consistent since the 20-21 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57		0	56		0	56		0.0	98.2	
Grade 4	32	42		0	42		0	42		0.0	100.0	
Grade 5	43	31		0	31		0	31		0.0	100.0	
Grade 6	47	38		0	38		0	38		0.0	100.0	
All Grades	173	168		0	167		0	167		0.0	99.4	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2316.6			3.57			5.36			19.64			71.43	
Grade 4		2430.2			9.52			21.43			33.33			35.71	
Grade 5		2424.3			3.23			12.90			35.48			48.39	
Grade 6		2498.1			2.63			42.11			26.32			28.95	
All Grades	N/A	N/A	N/A		4.79			19.16			27.54			48.50	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.79			51.79			46.43	
Grade 4		9.52			71.43			19.05	
Grade 5		3.23			61.29			35.48	
Grade 6		15.79			50.00			34.21	
All Grades		7.19			58.08			34.73	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			25.00			71.43	
Grade 4		4.76			59.52			35.71	
Grade 5		6.45			48.39			45.16	
Grade 6		0.00			73.68			26.32	
All Grades		3.59			49.10			47.31	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			60.71			39.29	
Grade 4		4.76			80.95			14.29	
Grade 5		6.45			64.52			29.03	
Grade 6		10.53			68.42			21.05	
All Grades		4.79			68.26			26.95	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			42.86			50.00	
Grade 4		4.76			80.95			14.29	
Grade 5		0.00			61.29			38.71	
Grade 6		15.79			55.26			28.95	
All Grades		7.19			58.68			34.13	

Conclusions based on this data:

1. Looking at the data ELA is a needed area of improvement.
2. Writing has the greatest percentage of students scoring below standard.
3. Listening has the greatest percentage of students at or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57		0	56		0	56		0.0	98.2	
Grade 4	32	42		0	42		0	42		0.0	100.0	
Grade 5	43	31		0	31		0	31		0.0	100.0	
Grade 6	47	38		0	38		0	38		0.0	100.0	
All Grades	173	168		0	167		0	167		0.0	99.4	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2334.1			1.79			10.71			23.21			64.29	
Grade 4		2419.7			4.76			11.90			35.71			47.62	
Grade 5		2435.3			0.00			9.68			22.58			67.74	
Grade 6		2489.3			10.53			15.79			26.32			47.37	
All Grades	N/A	N/A	N/A		4.19			11.98			26.95			56.89	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.36			30.36			64.29	
Grade 4		4.76			45.24			50.00	
Grade 5		0.00			41.94			58.06	
Grade 6		10.53			44.74			44.74	
All Grades		5.39			39.52			55.09	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			32.14			64.29	
Grade 4		4.76			50.00			45.24	
Grade 5		0.00			48.39			51.61	
Grade 6		5.26			52.63			42.11	
All Grades		3.59			44.31			52.10	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			48.21			51.79	
Grade 4		9.52			50.00			40.48	
Grade 5		3.23			58.06			38.71	
Grade 6		10.53			60.53			28.95	
All Grades		5.39			53.29			41.32	

Conclusions based on this data:

1. Math is an overall area of needed support

2. Problem Solving and Data analysis has the highest percentage of students performing below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1393.7	1387.6		1395.0	1397.8		1390.3	1363.8		11	14	
1	*	1413.9		*	1418.7		*	1408.3		8	11	
2	1427.5	*		1431.5	*		1422.9	*		17	8	
3	1448.6	1447.5		1441.1	1436.6		1455.5	1458.0		14	15	
4	*	*		*	*		*	*		4	8	
5	*	*		*	*		*	*		7	*	
6	1461.1	*		1441.6	*		1480.2	*		16	8	
All Grades										77	67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	7.14		18.18	21.43		27.27	50.00		45.45	21.43		11	14	
1	*	0.00		*	9.09		*	45.45		*	45.45		*	11	
2	0.00	*		29.41	*		41.18	*		29.41	*		17	*	
3	0.00	0.00		14.29	33.33		35.71	26.67		50.00	40.00		14	15	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		25.00	*		37.50	*		37.50	*		16	*	
All Grades	2.60	4.48		20.78	20.90		36.36	37.31		40.26	37.31		77	67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	7.14		27.27	21.43		18.18	50.00		45.45	21.43		11	14	
1	*	9.09		*	18.18		*	36.36		*	36.36		*	11	
2	17.65	*		17.65	*		35.29	*		29.41	*		17	*	
3	7.14	6.67		14.29	40.00		35.71	13.33		42.86	40.00		14	15	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		37.50	*		37.50	*		25.00	*		16	*	
All Grades	9.09	13.43		27.27	26.87		28.57	26.87		35.06	32.84		77	67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	7.14		9.09	7.14		63.64	57.14		18.18	28.57		11	14	
1	*	0.00		*	0.00		*	18.18		*	81.82		*	11	
2	0.00	*		23.53	*		41.18	*		35.29	*		17	*	
3	0.00	0.00		7.14	6.67		35.71	33.33		57.14	60.00		14	15	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		18.75	*		18.75	*		62.50	*		16	*	
All Grades	1.30	1.49		14.29	8.96		33.77	34.33		50.65	55.22		77	67	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	7.14		63.64	64.29		27.27	28.57		11	14	
1	*	9.09		*	45.45		*	45.45		*	11	
2	23.53	*		58.82	*		17.65	*		17	*	
3	21.43	13.33		42.86	53.33		35.71	33.33		14	15	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	6.25	*		56.25	*		37.50	*		16	*	
All Grades	15.58	13.43		53.25	55.22		31.17	31.34		77	67	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	14.29		54.55	64.29		45.45	21.43		11	14	
1	*	0.00		*	72.73		*	27.27		*	11	
2	11.76	*		58.82	*		29.41	*		17	*	
3	0.00	20.00		57.14	40.00		42.86	40.00		14	15	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	6.25	*		68.75	*		25.00	*		16	*	
All Grades	9.09	17.91		54.55	50.75		36.36	31.34		77	67	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	7.14		72.73	64.29		18.18	28.57		11	14	
1	*	0.00		*	45.45		*	54.55		*	11	
2	5.88	*		52.94	*		41.18	*		17	*	
3	0.00	0.00		28.57	33.33		71.43	66.67		14	15	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	6.25	*		12.50	*		81.25	*		16	*	
All Grades	5.19	1.49		35.06	40.30		59.74	58.21		77	67	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	14.29		45.45	50.00		36.36	35.71		11	14	
1	*	0.00		*	63.64		*	36.36		*	11	
2	0.00	*		52.94	*		47.06	*		17	*	
3	0.00	6.67		50.00	46.67		50.00	46.67		14	15	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	6.25	*		75.00	*		18.75	*		16	*	
All Grades	3.90	8.96		51.95	49.25		44.16	41.79		77	67	

Conclusions based on this data:

1. Students in the Level 2 category make steady growth in the writing and oral language section.
2. The writing domain shows a steady growth in the somewhat/Moderately performance section.

-
-
3. The reading domain shows an increasing percentage of students at the beginning level

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
306	80.1	22.2	0.3
Total Number of Students enrolled in Pacific Avenue Academy of Music School Site Council.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	22.2
Foster Youth	1	0.3
Homeless	9	2.9
Socioeconomically Disadvantaged	245	80.1
Students with Disabilities	52	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.6
American Indian	3	1.0
Asian	2	0.7

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	1	0.3
Hispanic	246	80.4
Two or More Races	8	2.6
Pacific Islander	2	0.7
White	31	10.1

Conclusions based on this data:

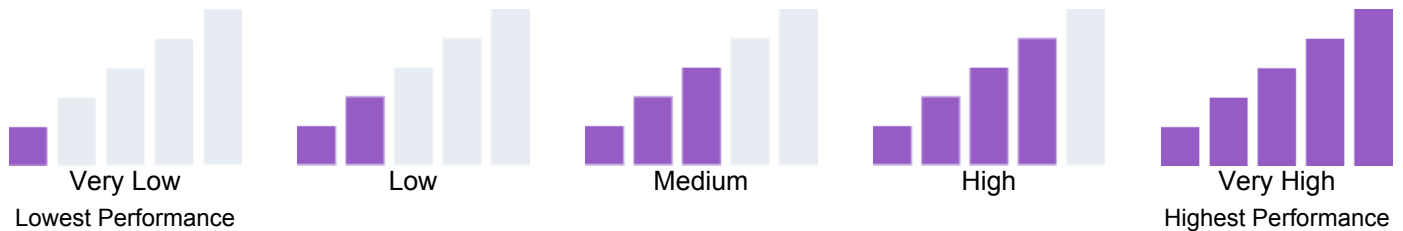
1. English Learners had the highest student enrollment group.
2. Students with Disabilities had the second highest enrollment group.
3. Foster Youth is the lowest enrollment group.

School and Student Performance Data

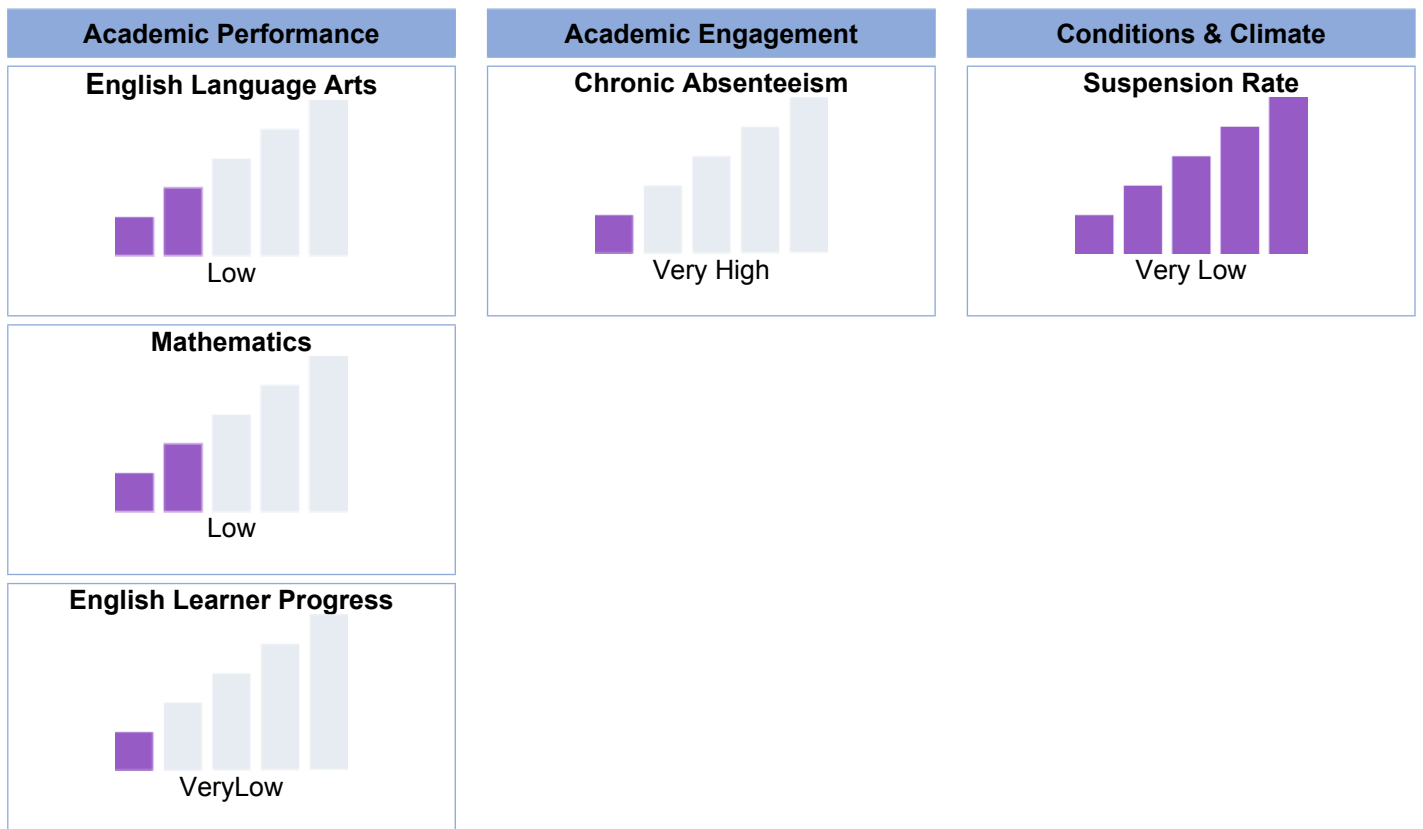
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

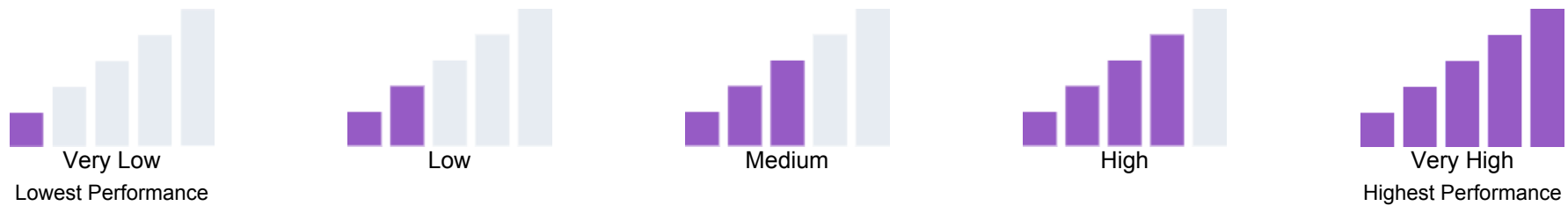
1. English Learners academic performance scored very low for the 2022 Fall Dashboard.
2. Academic engagement is very high for the 2022 Fall Dashboard.
3. The suspension rate was very low for the 2022 Fall Dashboard.

School and Student Performance Data

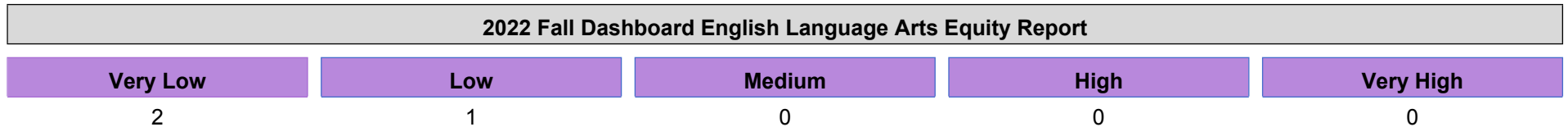
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

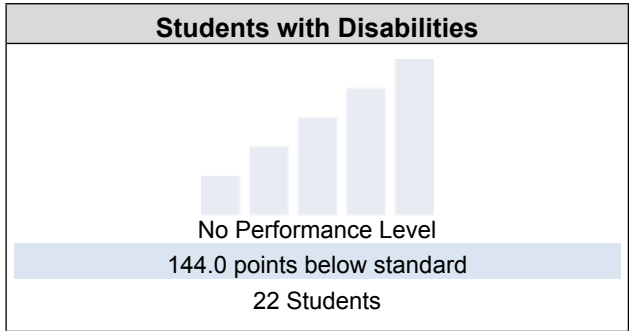
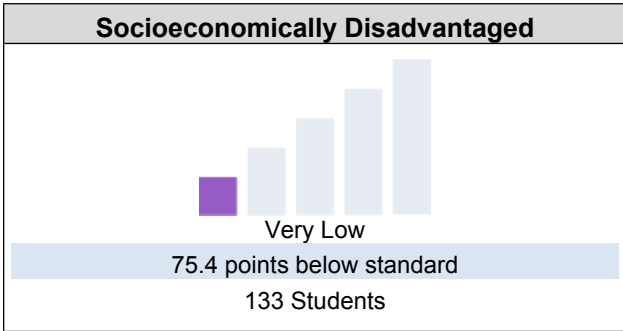
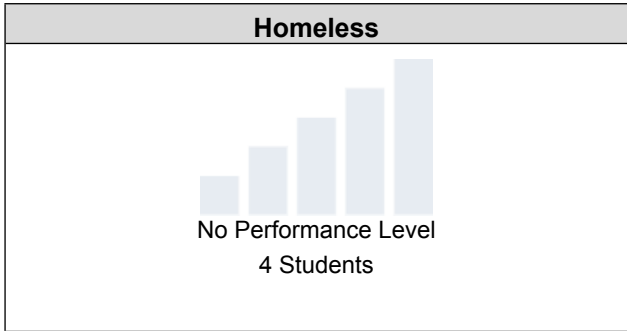
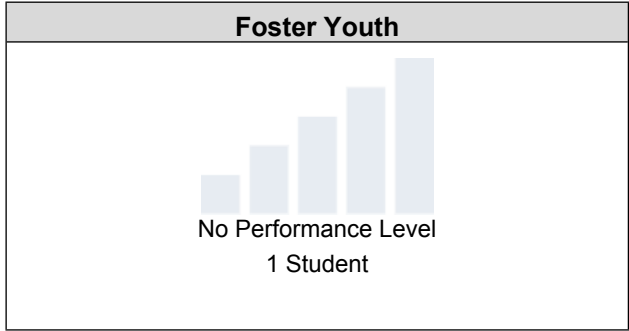
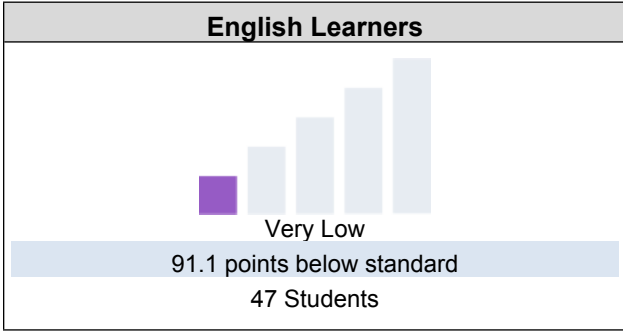
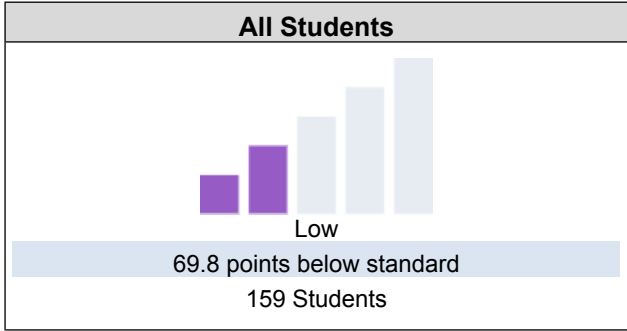


This section provides number of student groups in each level.

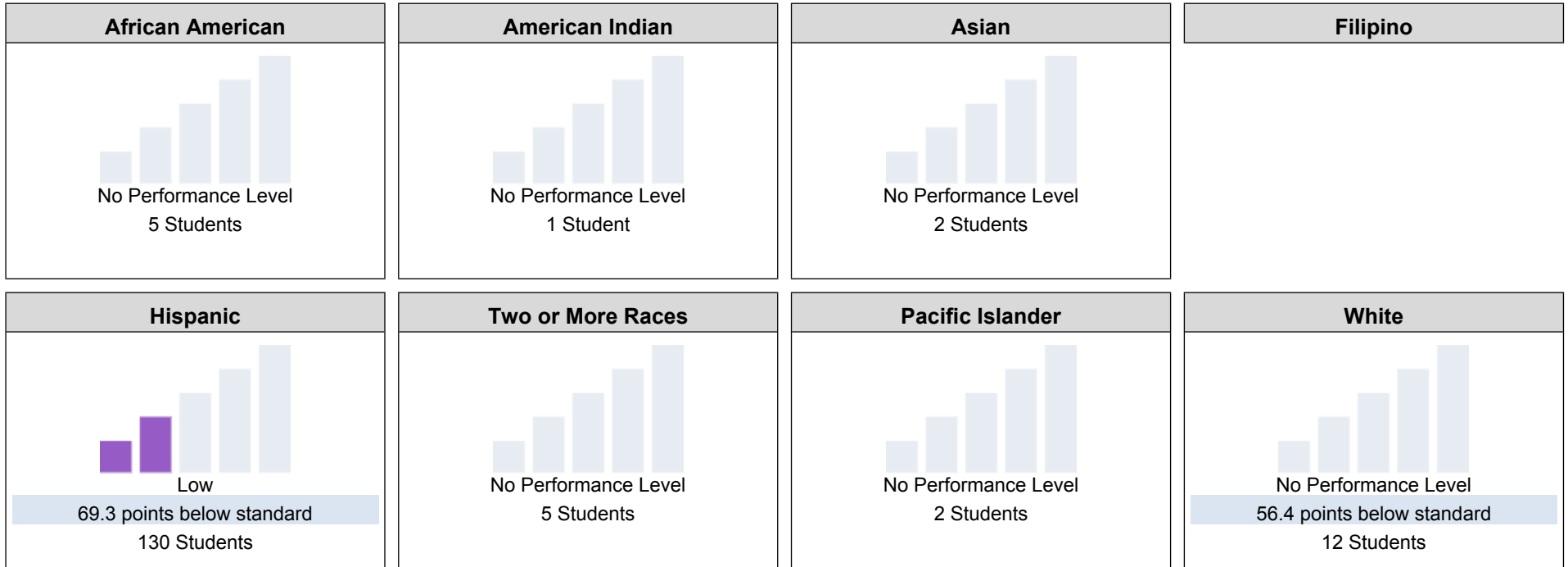


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.2 points below standard 31 Students	2.2 points above standard 16 Students	67.3 points below standard 103 Students

Conclusions based on this data:

- English Language Learners scored very low according to the 2022 Fall Dashboard for English Language Arts.
- Socioeconomically Disadvantage students scored very low according to the 2022 Fall Dashboard for English Language Arts.

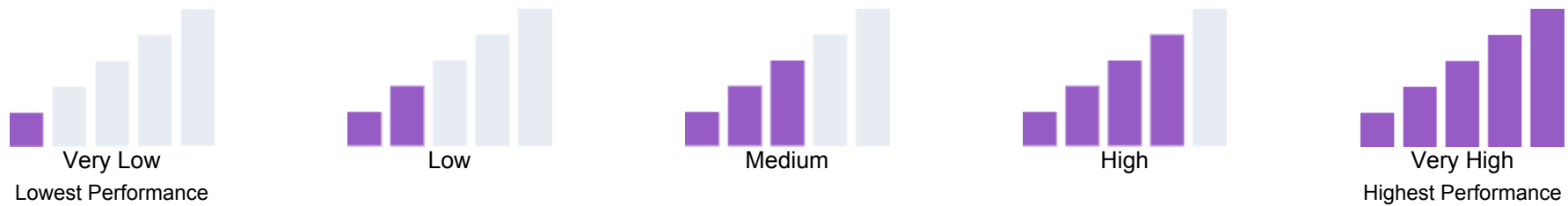
3. Reclassified English Learners scored above standard.

School and Student Performance Data

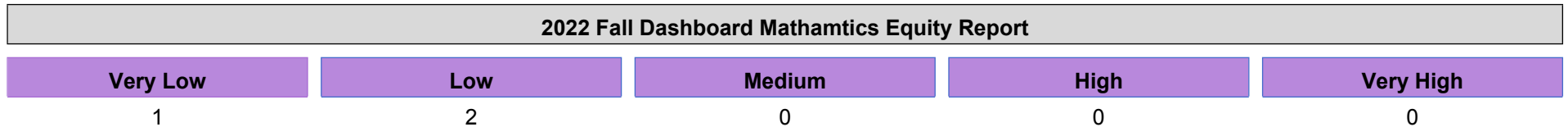
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

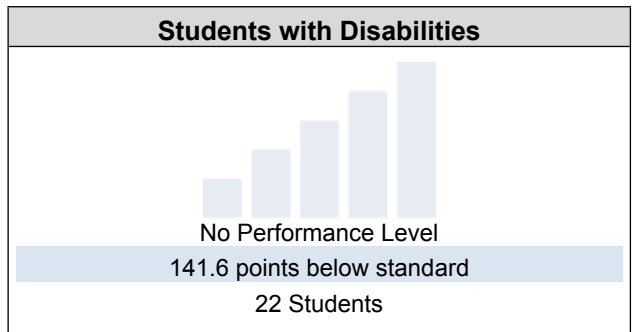
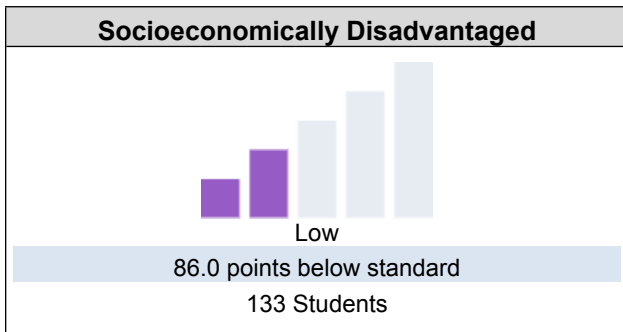
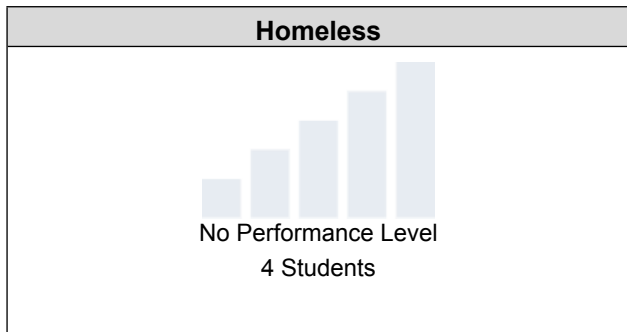
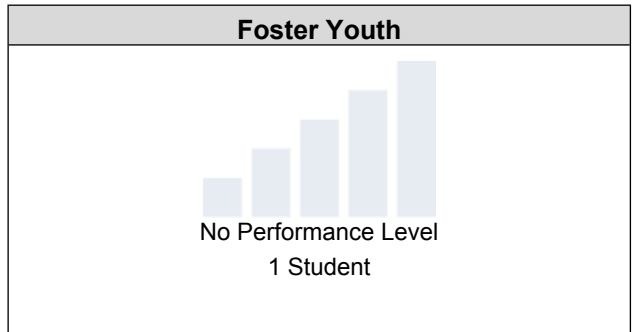
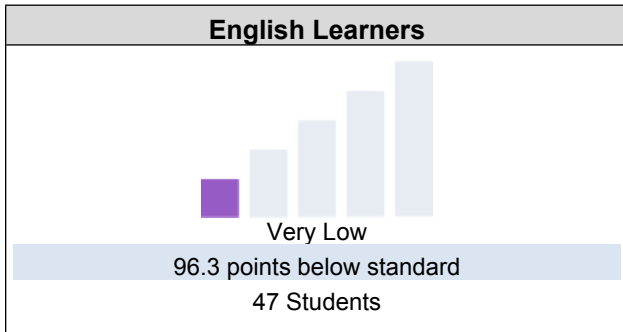
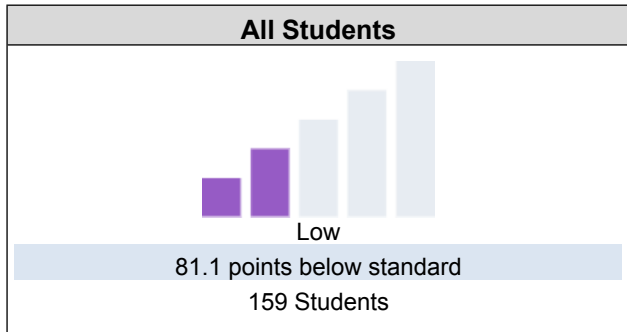


This section provides number of student groups in each level.

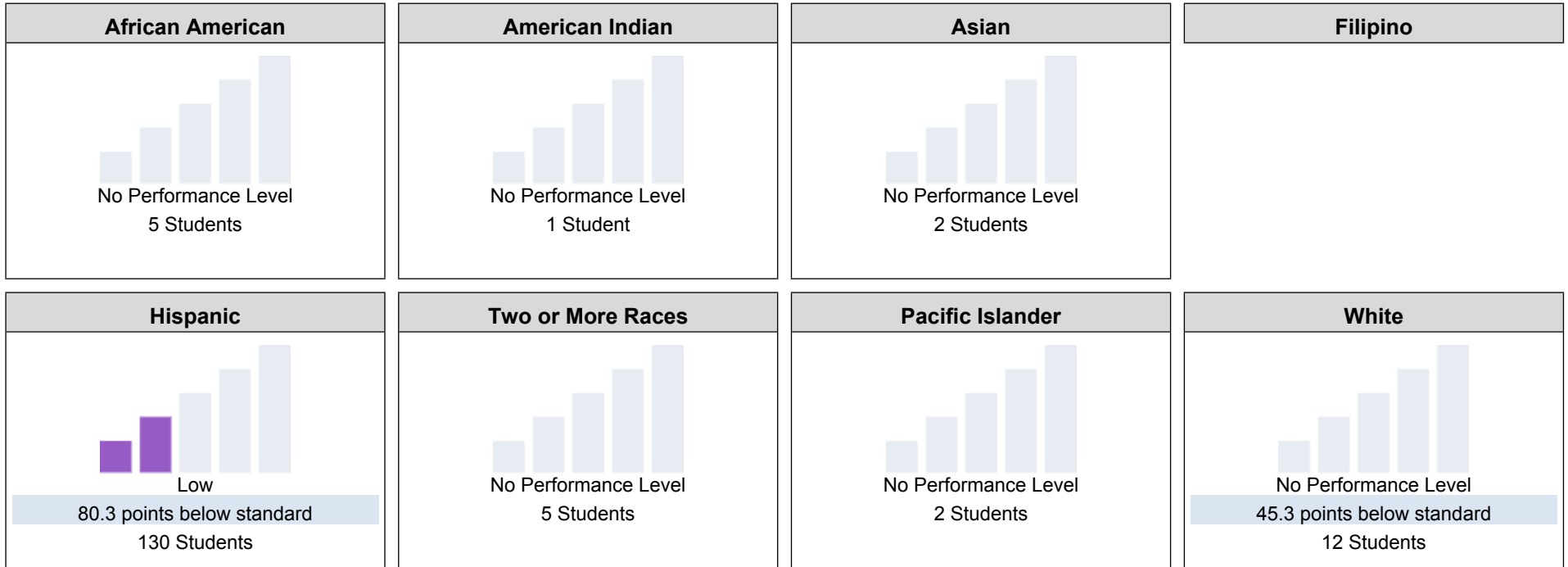


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.4 points below standard 31 Students	47.6 points below standard 16 Students	77.4 points below standard 103 Students

Conclusions based on this data:

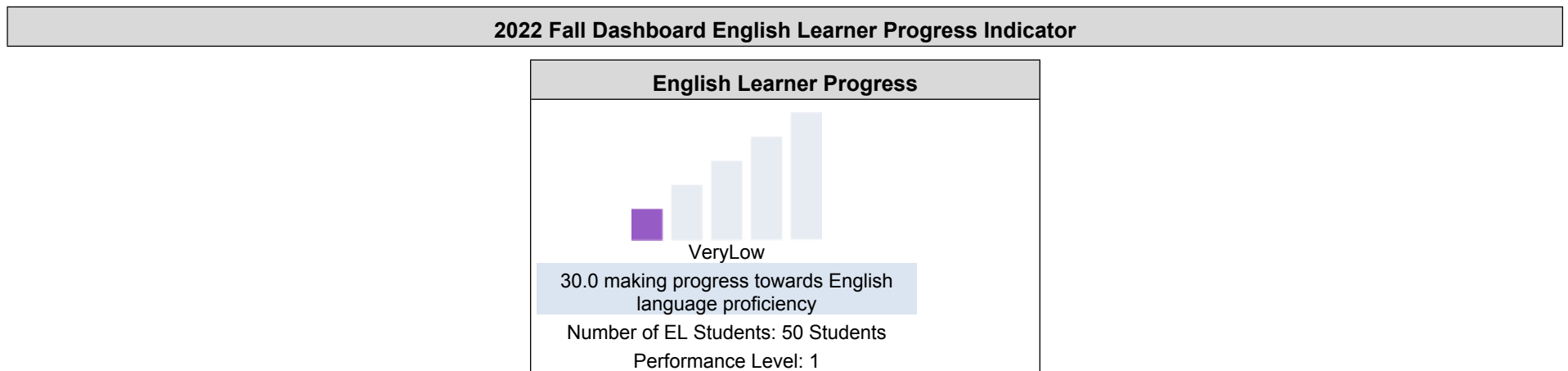
1.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



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.

2022 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
22.0%	48.0%	0.0%	30.0%

Conclusions based on this data:

1. English Learners progress is very low.
2. 48.% English Learners maintained an EL PI Level 1, 2L, 2H, 3L, 3H

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

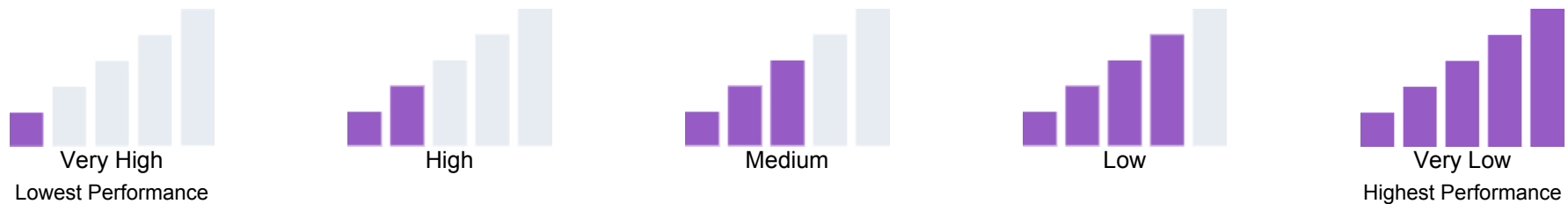
- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

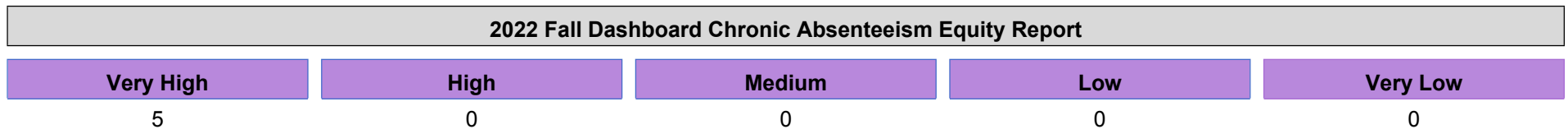
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

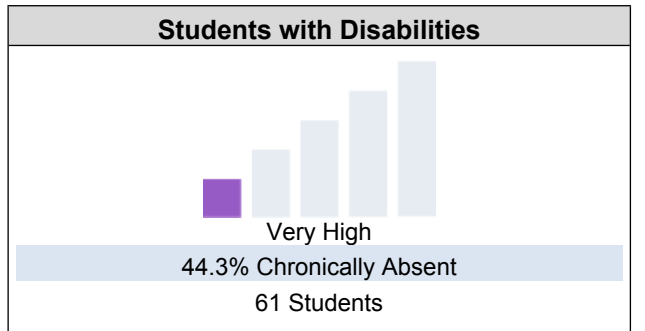
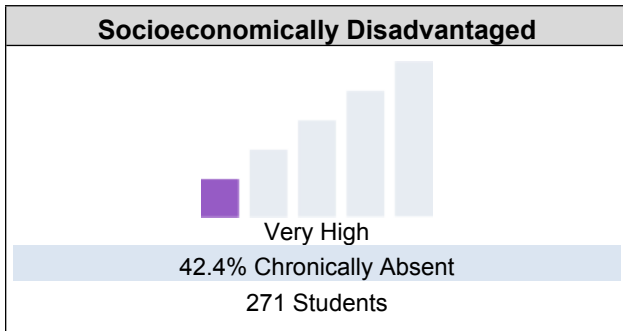
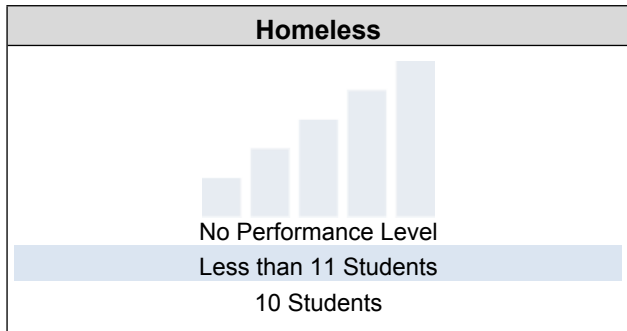
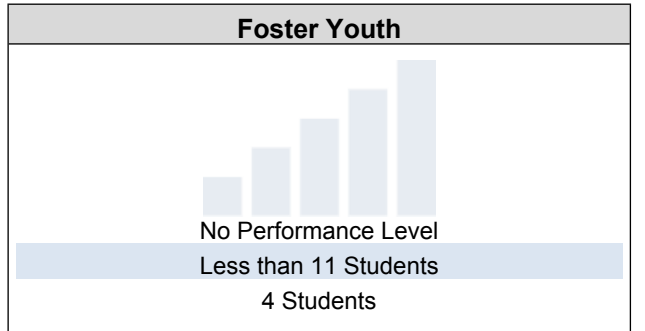
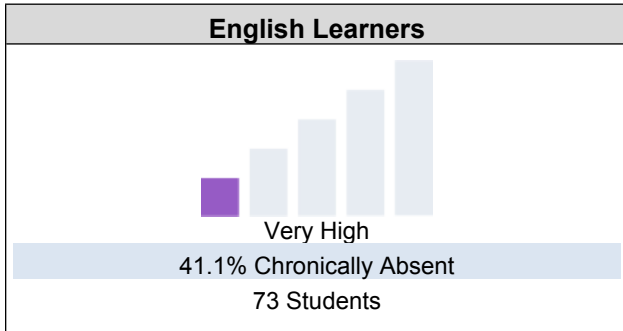
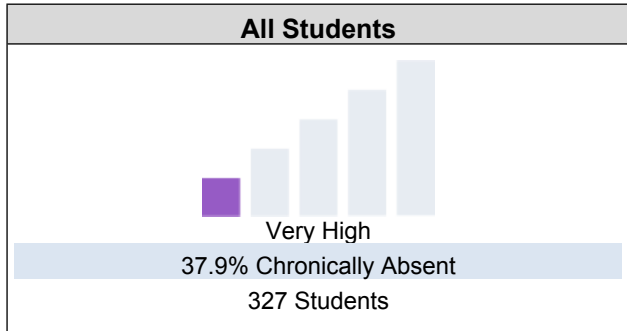


This section provides number of student groups in each level.

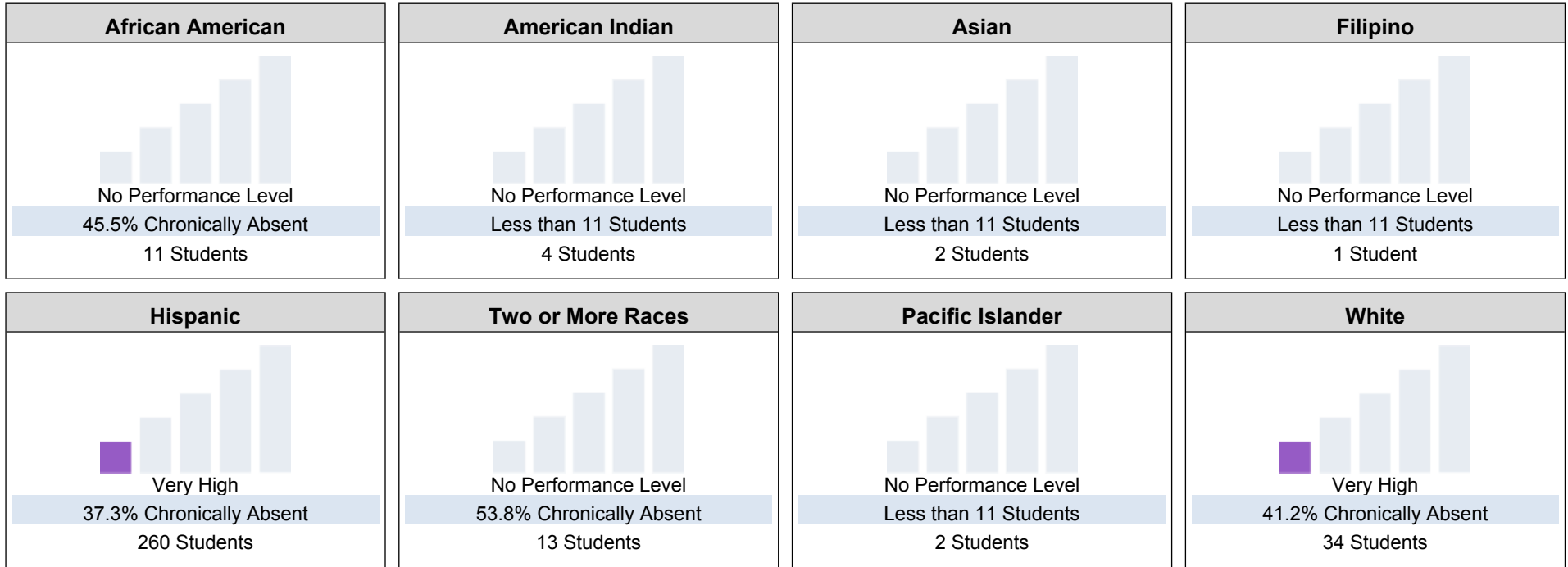


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. English Learners have a very high Chronic Absenteeism percentage.
2. Socioeconomically Disadvantage students have a very high Chronic Absenteeism percentage.
3. Students with Disabilities chronic absenteeism is very high.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

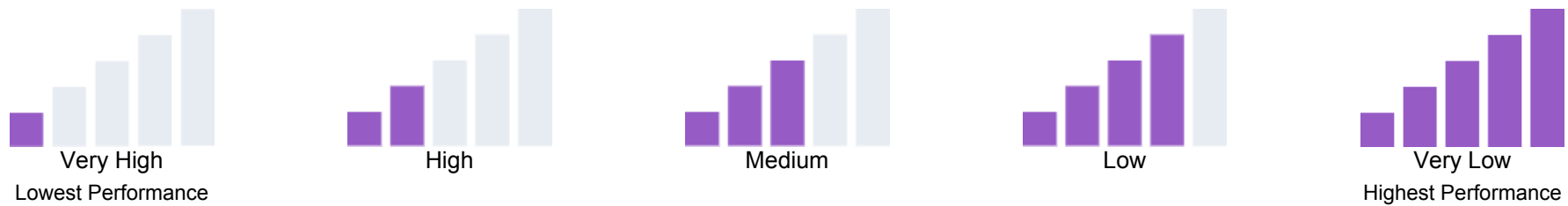
3. N/A

School and Student Performance Data

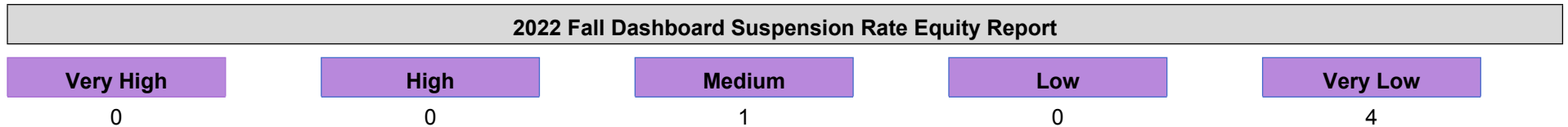
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

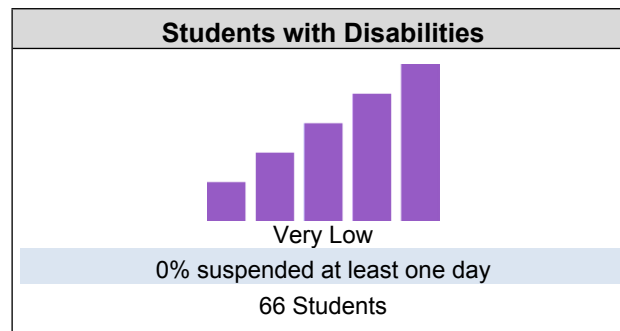
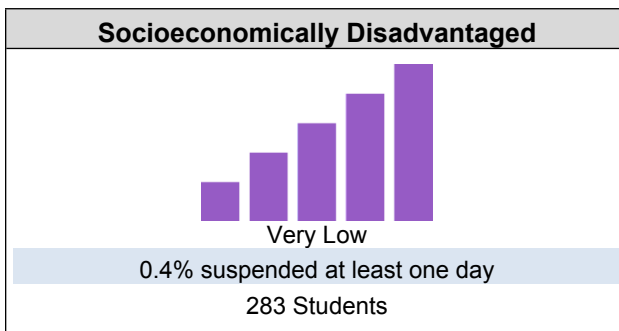
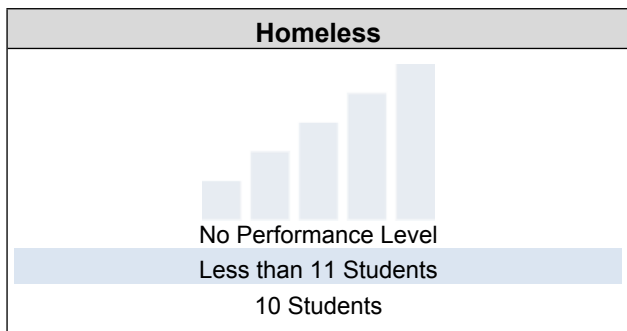
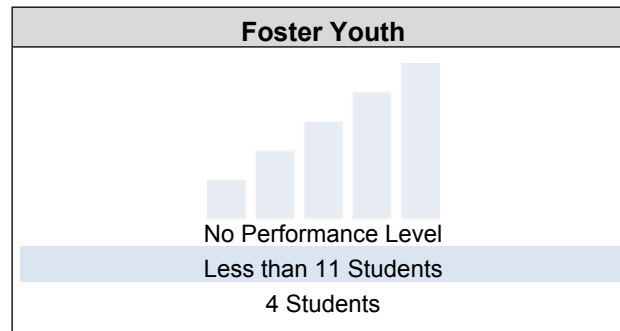
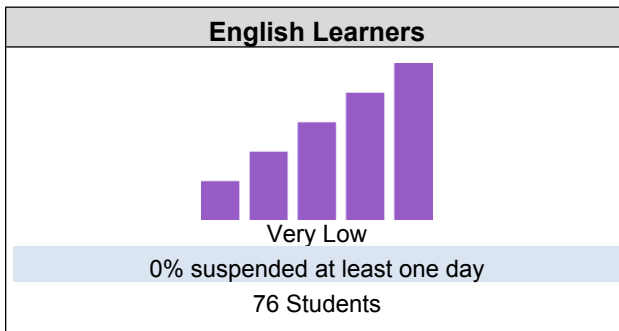
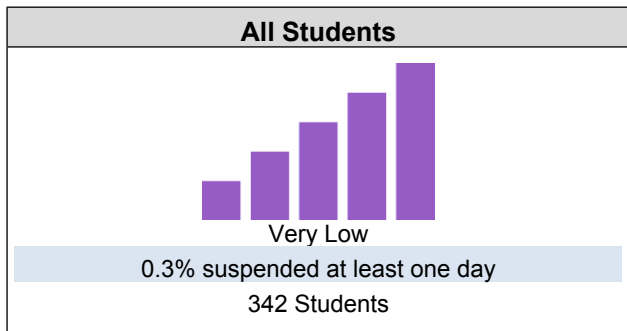


This section provides number of student groups in each level.

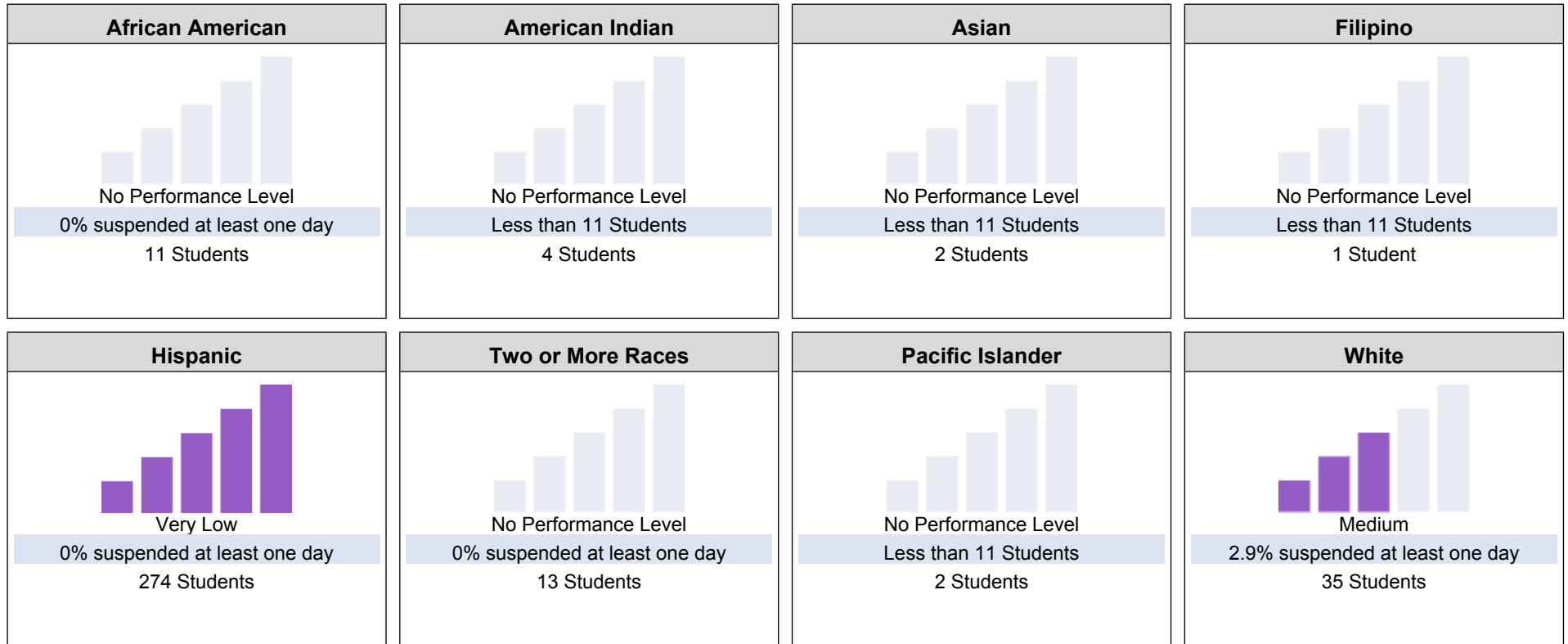


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. English Learner suspension rate is very low.
2. Students with disabilities and Socioeconomically disadvantage students suspension rate is low.
3. White students suspension rate is medium.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

SEL will continue to be a focus for staff and students along with academics. Teachers will continue to assess students needs through NWEA, formative/summative assessments and teacher made assessments to identify student barriers to learning to play daily instruction. Grade level teams and department teams will continue to collaborate to meet the diverse student needs.

There is a need for math intervention across all grade levels, a math intervention teacher will be placed at the site to support teachers in math and to provide math intervention to students who may be at-risk of not meeting grade level standards. Additional staff will continue to be provided so that teachers and students have additional support in the classroom.

Teachers will be given additional time to plan and collaborate on strategies to close the achievement gap for the students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Overall Distance from Standard: 69.8 points below standard Student with Disabilities: 144.0 points below standard English Learners: 91.1 points below standard Hispanic: 69.3 points below standard Socioeconomically Disadvantage: 75.4 points below standard White: 56.4 points below standard	Expected Outcome for 2023-2024: Overall Distance from Standard: 65 points below standard Student with Disabilities: 140.0 points below standard English Learners: 89.1 points below standard Hispanic: 67.3 points below standard Socioeconomically Disadvantage: 73.4 points below standard White: 54.4 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Overall Distance from Standard: 81.1 points below standard Student with Disabilities: 141.6 points below standard English Learners: 96.3 points below standard Hispanic: 80.3 points below standard Socioeconomically Disadvantage: 86.0 points below standard White: 45.3 points below standard</p>	<p>Expected Outcome for 2023-2024: Overall Distance from Standard: 81.1 points below standard Student with Disabilities: 141.6 points below standard English Learners: 96.3 points below standard Hispanic: 80.3 points below standard Socioeconomically Disadvantage: 86.0 points below standard White: 45.3 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>For the 2021-2022 school year: 4.48% of EL students scored at Level 4 (Well Developed) on the summative ELPAC, 20.90% of EL students scored at Level 3 (Moderately Developed) on the summative ELPAC, 37.31% of EL students scored at Level 2 (Somewhat Developed) on the summative ELPAC, 37.41% of EL students scored at Level 1 (Minimally Developed) on the summative ELPAC.</p>	<p>Expected Outcome for 2023-2024: 5% of EL students will be classified as proficient on the ELPAC</p>
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>4.0% of EL students were redesignated during the 2022-2023 school year.</p>	<p>Expected Outcome for 2023-2024: 5% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC</p>
<p>P8: Other Student Outcomes - NWEA ELA</p>	<p>Spring 2022-2023 NWEA ELA Data: For Grade 1: There was a increase of 10% of students who scored average to higher than the 61st percentile from Fall to Winter NWEA. For Grade 2: There was a decrease of 3% of students who scored below the 61st percentile from Fall to Winter NWEA. For Grade 3: There was a 3% increase of students who scored average to higher than the 61st percentile from Fall to Winter NWEA. For grade 4: There was a decrease of 6% of studnets who scored below the 61st percentile from Fall to Winter NWEA. For grade 5: There was a increase of 3% of students who scored higher than the 61st percentile from Fall to Winter NWEA.</p>	<p>Expected Outcome for 2023-2024: All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>For grade 6: There was a decrease of 12% of students who scored below the 61st percentile from Fall to Winter NWEA.</p>	
<p>P8: Other Student Outcomes - NWEA Math</p>	<p>Spring 2022-2023 NWEA Math Data:</p> <p>For Grade 1: There was a decrease of 7% of students who scored below the 61st percentile from Fall to Winter NWEA.</p> <p>For Grade 2: There was a decrease of 2% of students who scored below the 61st percentile from Fall to Winter NWEA.</p> <p>For Grade 3: There was no change: 5% of students scored higher than the 61st percentile from Fall to Winter NWEA.</p> <p>For Grade 4: There was a decrease of 2% of students who scored below the 61st percentile from Fall to Winter NWEA.</p> <p>For Grade 5: There was a decrease of 3% of students who scored below the 61st percentile from Fall to Winter NWEA.</p> <p>For Grade 6: There were no students who scored higher than the 61st percentile from Fall to Winter NWEA.</p>	<p>Expected Outcome 2023-2024:</p> <p>All grade levels K-6th will have an increase of 2% in the number of students who score average to high on the NWEA Math.</p>
<p>P8: HMH Reading Inventory for ELA</p>	<p>The HMH Reading Inventory for ELA Data:</p> <p>17% of 6th graders scored Advanced in the HMH Reading Inventory for ELA.</p> <p>14% of 6th graders scored Proficient in the HMH Reading Inventory for ELA.</p> <p>39% of 6th graders scored Basic in the HMH Reading Inventory for ELA.</p> <p>31% of 6th graders scored Below Basic in the HMH Reading Inventory for ELA.</p> <p>A total of 36 6th graders were assessed with the HMH Reading Inventory for ELA.</p>	<p>Expected Outcome for 2023-2024:</p> <p>HMH Reading Inventory for ELA will not be used for the 2023-2024 school year. NWEA for ELA assessment will be used.</p>
<p>P8: Other Student Outcomes - MDTP for Math</p>	<p>The MDTP for Math Data:</p> <p>36 sixth graders completed the MDTP for Math.</p>	<p>Expected Outcome for 2023-2024:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 40.54% of 6th graders showed no mastery of these mathematical concepts 21.62% of 6th graders showed mastery in one of these mathematical concepts 18.92% of 6th graders showed mastery in two of these mathematical concepts 10.81% of 6th graders showed mastery in three of these mathematical concepts 5.41% of 6th graders showed mastery in four of these mathematical concepts 2.70% of 6th graders showed mastery in five of these mathematical concepts 0% of 6th graders showed mastery in six of these mathematical concepts 0% of 6th graders showed mastery in all seven of these mathematical concepts</p>	<p>MDTP will not be used for the 2023-2024 school year. The NWEA for Math assessment will be used.</p>

Planned Strategies/Activities

Action 1.1

1.1 Professional development

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.1 Professional development is provided to school personnel to increase student achievement and college and career readiness. A.	<u>X</u> All Students	Grade Level Release Days 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3500.00

Credentialed and certificated staff are afforded opportunities to participate in research-based professional development which include strategies to remediate and enrich instruction, Whole Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, staff Alludo professional development , Ellevation training, classroom management, observe teacher classrooms during instruction, and the use of technology.
Measures: Sign-in sheets, Agendas, Purchase orders and travel requests

B.
Professional Development: Teacher's will be given the opportunity to attend conferences, workshops, and trainings to support academic instruction. By giving teachers the opportunity to attend professional development trainings it will support instruction in order to improve student learning by building teachers' mathematical and ELA knowledge; capacity to notice, analyze, and respond to students; productive habits; and collegial relationships and structures that support student learning and distance learning.
Measures: Agendas

Gate Facilitator: GATE facilitator will coordinate opportunities to support GATE instruction GATE students to participate in. These opportunities will focus on topics that extend from the classroom or from state standards in ELA, Math, Science, and Social Studies.

C.
Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals and to support new curriculum needs.
Measures: PLC minutes

Staff development Workshops by consultants
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$5000.00

Substitute Teachers to support class instruction
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000.00

Technology coordinator Release days to model lessons in classrooms.
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500.00

Provide opportunities for staff to attend conferences.
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$5000.00

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$5000.00

Materials and Supplies new curriculum needs
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1500.00

Action 1.2

1.2 Technology support

X

Modified Action

Planned Actions/Services

1.2 Technology supports student achievement so that students are college and career ready.

Students to be served

X All Students

Budget and Source

Music Online Subscriptions
4000-4999: Books And Supplies

A. Technology supports instruction at Pacific Avenue Academy of Music in a variety of ways to equip students to be career and or college ready in the 21st century and provide active learning experiences. PAAM music teachers and teachers utilize specialized on-line instructional subscriptions to meet the diverse academic needs of students.

Measures: Grade level assessments, SBAC, State assessments, and general class instruction

B. Chromebooks and technology are integrated into the instructional day and as a take-home tool for students in grades 2-6th grade to support academic acquisition.

Measures: Assessments, Check-Out Logs, Classroom Plans

C. The site librarian will support students learning by providing opportunities for students to work on makerspace activities.

Measures: Sign-out/in logs

D. Purchase music subscriptions for student use as a support for students during instructional minutes and at home.

LCFF Suppl/Conc -- 0707

\$2000.00

Provide extra support for Intervention using technology.

1000-1999: Certificated Personnel Salaries

LCFF Suppl/Conc -- 0707

\$200.00

Academic online subscriptions

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$980.00

Action 1.3

1.3 State Standards are fully implemented to increase student achievement.

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.3 State Standards are fully implemented to increase student achievement.</p> <p>A. Collaboration: Extra Grade Level release time for collaboration time is provided for teachers to plan using data, discuss research-based instructional strategies that work, participate in quality staff development. Measures: Collaboration agendas and minutes, Copies of accomplished tasks</p> <p>B. Instructional Support: Provide coverage for teachers to observe their colleagues to support in providing quality instruction through demonstration, professional articulation, modeling, and provide feedback, technical support</p>	<p>X All Students</p>	<p>Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3500.00 Field trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8000.00 Print Shop</p>

and design assessments to guide instruction.
Measures: Notes, Copies of materials

C. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. Instruction is deliberately designed so that students:

- Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day
- Develop mathematical reasoning and problem-solving abilities by providing both a structure for problem-solving activities and understanding.
- Deepen conceptual understanding by focusing instruction on grade level standards that are essential for student learning and are driven by performance indicators.
- Develop reading foundational and reading comprehension skills and support writing skills
- Gain mastery of math facts through student understanding of patterns
- Demonstrate understanding in a variety of assessment formats that align with state standards.
- Support Music and music standards based instruction

Measures: math support, Lesson plans, PLC minutes, Leadership Team Meeting Minutes, ELA and writing support

E. Assessments: Teachers will be provided with resources to create grade level assessments. Also, supplemental resources will be considered and used to support students in academic achievement on informal and formal assessments.

Measures: informal & formal assessment data

D. Field trips: Field trips to support student engagement and make meaningful connections to the academic subjects being taught and to support students in applying the knowledge learned by take part in both on or off site field trips. Grade level team will be provided the option to take part in an on or off site field trip.

Measures: informal and formal assessments

5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$6000

Action 1.4

1.4 RTI supports are in place for at-risk students in upper and primary grades.

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.4 RTI supports are in place for at-risk students in upper and primary grades.</p> <p>A. Students in all grades will be offered both Literacy and Math intervention opportunities based on student need and analyzing formal and informal assessment data. Measures: NWEA Data, Grade level assessments, Class rosters</p> <p>B. An Intervention Teacher provides strategic intervention support for students at-risk through intervention in ELA and math. There are established intervention settings and times including push-in and pull-out services. Measures: NWEA data, formative assessments, Summative assessments</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, and NWEA Assessments, and ELPAC data</p> <p>D. Universal Access: To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments.</p>	<u>X</u> All Students	<p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$159158</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000.00</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$515.00</p>

Action 1.5

1.5 English Learners extra support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.5 English Learners are provided extra support to gain access to the core curriculum.</p>	<u>X</u> Other student group(s) English Learners	<p>Bilingual Language Tutors Salaries (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$8552</p>

A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement.

Measures: Summative assessments, ELPAC assessments

B. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home.

Measures: ELAC meetings, Event flyers, Sign-in sheets

C. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify.

Measures: EL class lists, Lessons plans

Bilingual Language Tutors Salaries (3 hrs and 6 hrs)

2000-2999: Classified Personnel Salaries

Title I Basic -- 3010

\$76965

Materials/Supplies

4000-4999: Books And Supplies

Title III LEP -- 4203

\$1684

Materials and supplies

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$1500.00

Action 1.6

1.6 Extended learning opportunities are provided for students.

X

Unchanged Action

Planned Actions/Services

1.6 Extended learning opportunities are provided for students.

A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and teacher assessments. Also, ELO was provided for students who could benefit from Social Emotional Learning activities.

Measures: teacher assessments, ELO rosters, permission slips, NWEA data

Students to be served

X All Students

Budget and Source

Teacher Hourly with associated benefits
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2000

Teacher Hourly with associated benefits
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1538

Action 1.7

1.7 Provide library services and material Teach

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

1.7 Provide library services and material distribution to staff and students for the full implementation of programs.

A. Provide library services for students and staff to use library resources to support student achievement and music instructional support, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks to support at home learning. Provide clear instructions for how parents and students can participate in after-school programs as needed such as Think Together or ELO using Class Dojo and schools district website. Library staff will provide students and staff with makerspace activities during school and for afterschool family nights.

Measures: Library schedule, circulation reports, Destiny database.

B. Provide district-adopted materials and support materials to support instruction.

Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests

X All Students

Elementary Media Clerk Salary
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$75519

Purchase and Restore Library Books
4000-4999: Books And Supplies
Title I Basic -- 3010
\$200.00

Printing
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$257.00

Makerspace Materials
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000

Purchase and Restore Digital Resources
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000.00

Action 1.8

1.8 Collaborative Minimum Days

X Unchanged Action

Planned Actions/Services

1.8 Collaborative Minimum Days

A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals.

Measures: PLC minutes

Students to be served

X All Students

Budget and Source

Action 1.9

1.9 Class-Size Reduction

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

1.9 Class-Size Reduction

X All Students

A. Class sizes will be reduced in accordance with the District's policies and procedures.
Measures: Class Rosters

Action 1.10

1.10 AVID

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

1.10 AVID

X All Students

A. AVID Elementary is implemented on the PAAM campus. AVID teaches college and career preparatory skills and behaviors for student academic success; provides intensive support with strong student/teacher relationships; creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

PAAM focuses on four elements: student accountability, organization, thinking, and note-taking. PAAM continued to focus on 3 column notes and student organization skills.
Measures: Signed agendas, Copies of notes

B.
Teachers will promote the college and career aspects of AVID and materials, supplies, and resources. There will be an emphasis of preparing students to be college and career ready through an annual College and Career Kickoff.
Measures: teacher classroom college adoption,

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$4617.00
Substitute Teacher/Collaboration Time,
College and Career Week
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000.00

Action 1.11

1.11 Special Education Programs support students on Tier III of RTI.

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

1.11 Special Education Programs support students on Tier III of RTI.

A. Communication Enrichment Program (CEP): A child's language development at age 22 months can predict outcomes at age 26 years. A child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties. Measures: Referrals, Copies of interventions

B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Pre-schoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities. Measures: Checklists, Transition meetings sign-in sheets

C. Provide PAAM staff support on how to support students during unstructured activities such as recess and lunch time. Staff workshop to support with Tier III and behavior support. Measures: Checklists, staff documentation

X

Other student group(s) Students with Disabilities

Substitute Teacher/Collaboration Time to support with Tier III or RTI
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$500

Action 1.12

1.12 Transition Supports

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

1.12 Transition Supports

A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information

X

Other student group(s) Preschool/ Head Start/ TK/K

Printed Materials
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$250.00

B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus.
Measures: Logs/Sign-in sheets/Planbooks

C. Kindergarten students will be provided opportunities to prepare for transition to first grade by taking campus field trips to the "big" playground and a visit to the cafeteria.
Measures: Lunch counts, Teacher Plans

D. Parents and students are provided summer support materials in preparation for the transition from preschool to TK/K and from kindergarten to first.
Measures: packets distributed

Action 1.13

1.13 Math

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.13 Math</p> <p>A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP, NWEA data, teacher assessments</p> <p>B. Provide parent support with math instructions. Measures: strategic standard based planning with parents, provide information via Class Dojo, Parent Square Communication</p>	<p><u>X</u> All Students</p>	<p>Purchase IXL technology and software to support math instruction 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6700.00</p>

1.13 Math

A. Increase computational, applicational and conceptual understanding of math skills in students.
Measures: Unit tests, CAASPP, NWEA data, teacher assessments

B. Provide parent support with math instructions.
Measures: strategic standard based planning with parents, provide information via Class Dojo, Parent Square Communication

Students to be served

X All Students

Budget and Source

Purchase IXL technology and software to support math instruction
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$6700.00

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Increase attendance incentives to support daily Attendance. Continued support with PBIS and implementing activities and incentives to support positive behavior and reduce suspensions. Continue to create an inviting learning environment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	For 2022-2023 The Facility Inspection Tool (FIT) Indicates a rank of Good and an overall school rating of Exemplar.	Expected Outcome for 2023-2024 PAAM will continue to have a FIT rank of Good and an overall school rating of Exemplar.
P5: School Attendance Rates (Semester 1 Q SIS)	For 2022-2023: 30% of students feel they can complete hard work "most of the time."	2022-2023 expected outcomes: Based on the California Healthy Kids Survey, there will be a 5% increase of students that will feel they can do hard work most of the time.
P5: Chronic Absenteeism Rate (2020-2021 Data Quest)	For 2022-2023: Overall Chronic Absenteeism rate was 37.9%, status level: Very High For English Language Learners: Chronic Absenteeism rate was 41.1%, status level: Very High For Hispanic Subgroup: Chronic Absenteeism rate was 37.3%, status level: very high For Socioeconomically Disadvantage subgroup: Chronic Absenteeism rate was 42.4%, status level: Very High	Expected outcome for 2023-2024: Overall Chronic Absenteeism rate will improve by 10% For English Language Learners: Chronic Absenteeism rate will improve by 5% For Hispanic Subgroup: Chronic Absenteeism rate will improve by 5% For Socioeconomically Disadvantage subgroup: Chronic Absenteeism rate will improve by 5% For Students with Disabilities subgroup: Chronic Absenteeism rate will improve by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	For Students with Disabilities subgroup: Chronic Absenteeism rate was 44.3%, status level: Very High For White subgroup: Chronic Absenteeism rate was 41.2%, status level: Very High	For White subgroup: Chronic Absenteeism rate will improve by 5%
P6: Pupil suspension rate	For 2022-2023: Suspension rate overall was 0.3% and was rated "very low" For Hispanic subgroup: suspension rate was 0.0% and was rated 'very low' For Socioeconomically Disadvantage subgroup: suspension was 0.4% and was rated 'very low' For White subgroup: suspension was 2.9% and was rated 'med	Expected Outcome for 2023-2024: Suspension rate overall will be at 0.2% or lower For Hispanic subgroup: suspension rate will remain at 0.0% For Socioeconomically Disadvantage subgroup: suspension will be 0.2% or lower For White subgroup: suspension was 2.0% or lower.
P6: Pupil expulsion rate	2022-2023 Actual Data: Overall: 0%	Expected outcome for 2023-2024 Maintain a Pupil Expulsion rate of 0.0%
P6: Survey of pupils, parents, teachers on sense of safety	Spring Data 2023: 68% of students responded almost never or once in a while.	Expected outcome for 2023-2024: 75% of students responded almost never or once in a while.
P6: Survey of pupils, parents, teachers on sense of safety		
P6: Survey of pupils, parents, teachers on sense of safety	Spring 2023 Data: 80% responding "quite well" or "extremely well"	Expected outcome for 2023-2024: 85% responding "quite well" or "extremely well"

Planned Strategies/Activities

Action 2.1

2.1 Social programs and behavior strategies are implemented to increase student safety and achievement.

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.1 Social programs and behavior strategies are implemented to increase student safety and achievement.</p> <p>A. PBIS: PAAM implements PBIS, a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors creating a positive school environment and PAAM incorporates Morning Meetings daily to support Social Emotional Learning lessons. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals.</p> <p>B. SEL activities: PAAM will implement SEL activities to meet the diverse social and emotional learning needs of students. The SEL clubs will provide school wide support that includes proactive strategies for supporting students outside of the classroom and during unstructured playtimes such as during recess.</p> <p>C. Whole Body Listening: PAAM implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters</p>	<p><u>X</u> All Students</p>	<p>Student resources for implementation of social programs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>PBIS resources and materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>

Action 2.2

2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented.

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented.</p> <p>A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to lessen the impact of an emergency to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened</p>	<p><u>X</u> All Students</p>	

and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides.
 PAAM School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders.
 The School Safety Plan is reviewed and updated at least yearly by campus stakeholders including the School Safety Plan committee, SSC, ELAC, teachers, and school staff.
 Measures: School Safety Plan, Meeting minutes, Sign-in sheets

B. Disaster Training: School personnel participate in Crisis Management training and in the Great Shake every October.
 Measures: Sign-in sheets, Agendas

Action 2.3

2.3 Improve attendance

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.3 Improve attendance</p> <p>A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and Student of the Month rewards. Attendance Intervention meetings to identify potential barriers in students coming to school daily and on time. Measures: Attendance rosters, Monthly Virtual assemblies</p> <p>B. Saturday School: Students in grades 1st-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences. Measures: Attendance rosters, Invitations</p> <p>C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws</p>	<p>X All Students</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500.00</p>

and regulations are discussed. The teams create plans to support the home ensuring student attendance.

Measures: Copies of SART/SARB meeting, Attendance rosters, Copies of attendance letters, Saturday School invites and rejections

D. Attendance Intervention meetings to support student groups that need additional support.

Measures: Attendance Intervention parent notice of meetings, notes

Action 2.4

2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training.

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training.

X

All Students

A. Staff will participate in BSEL & PBIS training, behavior strategies, and other training that support student safety and achievement within the classroom.

B. Parents, Students, and Teachers complete safety surveys and analyze information to access next action steps to support student safety and achievement.

Measures: Copies of sign-in sheets, Agendas

C. Activity Supervisor monthly and or bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess times.

Materials and Supplies
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
\$290
Classified PBIS & SEL implementation supports
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000

Action 2.5

2.5 Reduce Suspensions and Expulsions

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>2.5 Reduce Suspensions and Expulsions</p> <p>A. PAAM implements social changes to improve civil behavior by strengthening home/school relationship; implementing restorative justice practices which include peer mediation (Young Ladies League and Young Gentlemen's League; empowering students to be part of the solution, and changing social norms through PBIS, morning meeting routines and lessons, and bullying prevention and intervention. The model changes consequences from punitive to preventative and instructional. Include a variety of interventions to support appropriate student behavior and to support staff to implement support strategies effectively.</p> <p>Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets</p>	<p>X Other student group(s)</p>	<p>After-School support to reduce Suspensions and Expulsions to PBIS and SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Action 2.6

2.6 Staff, teachers, parents, and students participate in safety training.

	<p>X Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>A. Training is held for staff member, students, and parents regarding preparation and surviving natural and man-made disasters. Measures: Sign-in sheets, Copies of materials, Agendas</p> <p>B. Teachers, parents, and students have access to Student Handbook to review school rules and guidelines. Measures: copies of materials and online resources, parent signatures</p>	<p>X All Students</p>	

Action 2.7

2.7 Health clerk provides support for all students.

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.7 Health clerk provides support for all students.</p> <p>A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, ways are considered to support students and parents if distance learning is in progress health clerkscan support with immunization support.</p> <p>Measures: Nurse logs, Copies of flyers, Documented phone calls</p>	<p><u>X</u> All Students</p>	<p>Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31031</p>

Action 2.8

2.8 Materials/furniture are purchased to create inviting environments.

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>2.8 Materials/furniture are purchased to create inviting environments.</p> <p>A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Creating an inviting environment is important and is addressed as needed.</p> <p>Measures: Agendas, Work Orders, Purchase Orders</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies to create environments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7,000.00</p>

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

PAAM still is experiencing a lack of parent interest in meetings and workshops. Multiple strategies have been used to increase participation. Will review LCAP data to support parent and student needs. Plan activities to support parent, student, and community engagement opportunities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	2022-2023 Data: LCAP Parent/Family survey, Spring 2023 Goal- For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships, 60% responded "Extremely Important"	LCAP Parent/Family survey, Spring 2024 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 70% will respond "Extremely important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	2022-2023 Data: LCAP Parent/Family survey, Spring 2023 Goal- For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities, 100% responded "Extremely Important" or "Quite important"	LCAP Parent/Family survey, Spring 2024 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities. 100% will respond "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	2022-2023 Data: LCAP Teacher Survey, Spring 2023 Goal- On most days, how enthusiastic are the students about being at school, 0% responded.	LCAP Teacher Survey, Spring 2024 Goal: On most days, how enthusiastic are the students about being at school? 50% will respond "quite enthusiastic" or "extremely enthusiastic."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement	2022-203 Data: LCAP Student Survey, Spring 2023 Goal: Overall, how much do you feel like you belong at your school, 70% of students responded "belong quite a bit" or "completely belong."	LCAP Student Survey, Spring 2024 Goal: Overall, how much do you feel like you belong at your school? 75% of students will respond, "belong quite a bit" or "completely belong."

Planned Strategies/Activities

Action 3.1

3.1 Provide Family Activities

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>3.1 Provide Family Activities</p> <p>A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussions of student achievement in which parents and students are empowered to partner with staff to make improvements. Types of family activities include Fall and Spring Festival, Winter and Spring music concerts and seasonal student performances. Measures: Event sign-in</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Meetings with the Principal, and attendance meetings so that parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	<u>X</u> All Students	<p>Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1341.00</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$501.00</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries</p>

		LCFF Suppl/Conc -- 0707 \$1000.00 Movie License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000
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Action 3.2

3.2 Provide translation

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.2 Provide translation A. Written and verbal translation support is afforded to Spanish speaking families to communicate school and district information. Measures: Flyers, Parent-Student Handbook, Office translation data	<u>X</u> All Students	Translator Clerk Typist Translation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200

Action 3.3

3.3 Parent Training

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.3 Parent Trainings A. Quality in-services, services, and workshops provide parents with education to support their own child's/children's academic and social achievement. Measures: Sign-in sheets, Agendas, Copies of materials presented B. More "flipped" trainings for parents regarding AVID, PBIS, and Biliteracy support.	<u>X</u> All Students	Postage 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00 Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00

Action 3.4

3.4 Home Reference Materials

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.4 Home Reference Materials A. Materials will be made available to parents to support academic achievement on school website and hard copy as needed. Measures: Purchase orders	<u>X</u> All Students	Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$600

Action 3.5

3.5 AVID Agendas

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.5 AVID Agendas A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Stakeholders are working to create a digital AVID Agenda to homev to school communication. Measures: Signed agendas, Print shop documentation	<u>X</u> All Students	Printing costs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00

Action 3.6

Student Engagement

	<u>X</u> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
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5A Each grade level will try participate in at least one field to support student engagement

X All Students

Field trips
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$5000

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Overall Distance from Standard: 69.8 points below standard Student with Disabilities: 144.0 points below standard English Learners: 91.1 points below standard Hispanic: 69.3 points below standard Socioeconomically Disadvantage: 75.4 points below standard White: 56.4 points below standard</p>
<p>P4: P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Overall Distance from Standard: 81.1 points below standard Student with Disabilities: 141.6 points below standard English Learners: 96.3 points below standard Hispanic: 80.3 points below standard Socioeconomically Disadvantage: 86.0 points below standard White: 45.3 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Expected Outcome for 2022-2023: 5% of EL students will be classified as proficient on the ELPAC</p>	<p>For the 2021-2022 school year: 4.48% of EL students scored at Level 4 (Well Developed) on the summative ELPAC, 20.90% of EL students scored at Level 3 (Moderately Developed) on the summative ELPAC, 37.31% of EL students scored at Level 2 (Somewhat Developed) on the summative ELPAC, 37.41% of EL students scored at Level 1 (Minimally Developed) on the summative ELPAC.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Expected Outcome for 2022-2023: 5% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC	4.0% of EL students were redesignated during the 2022-2023 school year.
P8: Other Student Outcomes - NWEA ELA	Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.	For Grade 1: There was a increase of 10% of students who scored average to higher than the 61st percentile from Fall to Winter NWEA. For Grade 2: There was a decrease of 3% of students who scored below the 61st percentile from Fall to Winter NWEA. For Grade 3: There was a 3% increase of students who scored average to higher than the 61st percentile from Fall to Winter NWEA. For grade 4: There was a decrease of 6% of studnets who scored below the 61st percentile from Fall to Winter NWEA. For grade 5: There was a increase of 3% of students who scored higher than the 61st percentile from Fall to Winter NWEA. For grade 6: There was a decrease of 12% of students who scored below the 61st percentile from Fall to Winter NWEA.
P8: Other Student Outcomes - NWEA Math	Expected Outcome 2022-2023: All grade levels K-6th will have an increased of 2% in the number of students who score average to high on the NWEA Math.	For Grade 1: There was a decrease of 7% of students who scored below the 61st percentile from Fall to Winter NWEA. For Grade 2: There was a decrease of 2% of students who scored below the 61st percentile from Fall to Winter NWEA. For Grade 3: There was no change: 5% of students scored higher that the 61st percentile from Fall to Winter NWEA. For Grade 4: There was a decrease of 2% of students who scored below the 61st percentile from Fall to NWEA. For Grade 5: There was a decrease of 3% of students who scored below the 61st percentile from Fall to Winter NWEA. For Grade 6: There were no students who scored higher than the 61st percentile from Fall to Winter NWEA.

Metric/Indicator

Expected Outcomes

Actual Outcomes

P8: HMH Reading Inventory for ELA

Expected Outcome for 2022-2023:
6th graders will have an increased of 2% in the HMH Reading Inventory for ELA overall. SED and EL students will have an increase of 2% in the HMH Reading Inventory for ELA.

17% of 6th graders scored Advanced in the HMH Reading Inventory for ELA.
14% of 6th graders scored Proficient in the HMH Reading Inventory for ELA.
39% of 6th graders scored Basic in the HMH Reading Inventory for ELA.
31% of 6th graders scored Below Basic in the HMH Reading Inventory for ELA.

A total of 36 6th graders were assessed with the HMH Reading Inventory for ELA.

P8: Other Student Outcomes - MDTP for Math

Expected Outcome for 2022-2023:
6th graders will have an increase of 2% in the MDTP for math overall. SED and EL students will have an increase of 2% increase in the MDTP for math.

36 sixth graders completed the MDTP for Math.

Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.

The results are as follows:
40.54% of 6th graders showed no mastery of these mathematical concepts
21.62% of 6th graders showed mastery in one of these mathematical concepts
18.92% of 6th graders showed mastery in two of these mathematical concepts
10.81% of 6th graders showed mastery in three of these mathematical concepts
5.41% of 6th graders showed mastery in four of these mathematical concepts
2.70% of 6th graders showed mastery in five of these mathematical concepts
0% of 6th graders showed mastery in six of these mathematical concepts
0% of 6th graders showed mastery in all seven of these mathematical concepts

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Professional development 1.1 Professional development is provided to school personnel to increase student achievement and college and career readiness.</p>	<p>CCSS Implementation 1.1 Professional development is provided to school personnel to increase student achievement and college and career readiness.</p>	<p>Grade Level Release Days 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3500.00</p>	<p>Grade Level Release Days 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>A. Credentialed and certificated staff are afforded opportunities to participate in research-based professional development which include strategies to remediate and enrich instruction, Whole Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, staff Alludo professional development , Ellevation training, classroom management, observe teacher classrooms during instruction, and the use of technology. Measures: Sign-in sheets, Agendas, Purchase orders and travel requests</p>	<p>1A: Credentialed and certificated staff are afforded opportunities to participate in research-based professional development which include strategies to remediate and enrich instruction, Whole Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, staff Alludo professional development , Ellevation training, classroom management, observe teacher classrooms during instruction, CPI training, and the use of technology.</p>	<p>Staff development Workshops by consultants 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>	<p>Staff development Workshops by consultants 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100</p>
<p>B. Professional Development: Teacher's will be given the opportunity to attend conferences, workshops, and trainings to support academic instruction. By giving teachers the opportunity to attend professional development trainings it will support instruction in order to improve student learning by building teachers' mathematical and ELA knowledge; capacity to notice, analyze, and respond to students; productive habits; and collegial relationships and structures that</p>	<p>Measures: Sign-in sheets, Agendas, Purchase orders and travel requests 1B: Professional Development: Teacher's will be given the opportunity to attend conferences, workshops, and trainings to support academic instruction. By giving teachers the opportunity to attend professional development trainings it will support instruction and implementation in order to improve</p>	<p>Substitute Teachers to support class instruction 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Substitute Teachers to support class instruction 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Technology coordinator Release days to model lessons in classrooms. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Technology coordinator Release days to model lessons in classrooms. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Provide opportunities for staff to attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Provide opportunities for staff to attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,550.00</p>
		<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Materials and Supplies new curriculum needs</p>	<p>Materials and Supplies new curriculum needs</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>support student learning and distance learning. Measures: Agendas</p> <p>Gate Facilitator: GATE facilitator will coordinate opportunities to support GATE instruction GATE students to participate in. These opportunities will focus on topics that extend from the classroom or from state standards in ELA, Math, Science, and Social Studies.</p> <p>C. Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals and to support new curriculum needs. Measures: PLC minutes</p>	<p>student learning by building teachers' mathematical and ELA knowledge; capacity to notice, analyze, and respond to students; productive habits; and collegial relationships and structures that support student learning and distance learning. Also, to support ELD instruction</p> <p>Gate Facilitator: GATE facilitator will coordinate opportunities to support GATE instruction GATE students to participate in. These opportunities will focus on topics that extend from the classroom or from state standards in ELA, Math, Science, and Social Studies.</p> <p>1C. Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals and to support new curriculum needs. Measures: PLC minutes</p> <p>Measures: Agendas</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.2 Technology support 1.2 Technology supports student achievement so that students are college and career ready.</p> <p>A. Technology supports instruction at Pacific Avenue Academy of Music in a variety of ways to equip students to be career and or college ready in the 21st century and provide active learning</p>	<p>1.2 Technology supports student achievement so that students are college and career ready.</p> <p>A. Technology supports instruction at Pacific Avenue Academy of Music in a variety of ways to equip students to be career and or college ready in the 21st century and provide active learning experiences. PAAM music teachers</p>	<p>Music Online Subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>\$</p>	<p>Music Online Subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>TV & Mounts for MPR 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1900.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>experiences. PAAM music teachers and teachers utilize specialized on-line instructional subscriptions to meet the diverse academic needs of students. Measures: Grade level assessments, SBAC, State assessments, and general class instruction</p>	<p>and teachers utilize specialized on-line instructional subscriptions to meet the diverse academic needs of students. Measures: Grade level assessments, SBAC, district assessments, and general class instruction</p>	<p>Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>B. Chromebooks and technology are integrated into the instructional day and as a take-home tool for students in grades 2-6th grade to support academic acquisition. Measures: Assessments, Check-Out Logs, Classroom Plans</p>	<p>B. Chromebooks and technology are integrated into the instructional day and as a take-home tool for students in grades 2-6th grade to support academic acquisition. !k-1st grade students have access to Chromebooks and technology are integrated into the instructional day as an inclass use only.</p>	<p>Academic online subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$980.00</p>	<p>Academic online subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>C. The site librarian will support students learning by providing opportunities for students to work on makerspace activities. Measures: Sign-out/in logs</p>	<p>Head phones were purchased to support district assessment implementation. Measures: Assessments, Check-Out Logs, Classroom Plans</p>	<p>\$</p>	<p>Testing Headphones 4000-4999: Books And Supplies Title I Basic -- 3010 \$1600.00</p>
<p>D. Purchase music subscriptions for student use as a support for students during instructional minutes and at home.</p>	<p>C. The site librarian will support students learning by providing opportunities for students to work on makerspace activities. Measures: Sign-out/in logs</p>	<p>\$</p>	<p>Headphone Replacement 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800.00</p>
<p>1.3 State Standards are fully implemented to increase student achievement. 1.3 State Standards are fully implemented to increase student</p>	<p>D. Purchase music subscriptions for student use as a support for students during instructional minutes and at home.</p>	<p>\$</p>	<p>Office Printer 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1150.00</p>
<p>1.3 State Standards are fully implemented to increase student achievement.</p>	<p>1.3 State Standards are fully implemented to increase student achievement. A.</p>	<p>Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4500.00</p>	<p>Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$35,468.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
achievement.	Collaboration: Extra Grade Level		Imagination Machine
<p>A.</p> <p>Collaboration: Extra Grade Level release time for collaboration time is provided for teachers to plan using data, discuss research-based instructional strategies that work, participate in quality staff development.</p> <p>Measures: Collaboration agendas and minutes, Copies of accomplished tasks</p>	<p>release time for collaboration time is provided for teachers to plan using data, discuss research-based instructional strategies that work, participate in quality staff development.</p> <p>Measures: Collaboration agendas and minutes, Copies of accomplished tasks</p>	\$	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00
<p>B.</p> <p>Instructional Support: Provide coverage for teachers to observe their colleagues to support in providing quality instruction through demonstration, professional articulation, modeling, and provide feedback, technical support and design assessments to guide instruction.</p> <p>Measures: Notes, Copies of materials</p>	<p>B.</p> <p>Instructional Support: Provide coverage for teachers to observe their colleagues to support in providing quality instruction through demonstration, professional articulation, modeling, and provide feedback, technical support and design assessments to guide instruction.</p> <p>Measures: Notes, Copies of materials</p>	\$	<p>Print Shop</p> <p>5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$3135.00</p> <p>Minolta Copier Contracts</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1150.00</p>
<p>C. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. Instruction is deliberately designed so that students:</p> <ul style="list-style-type: none"> Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day Develop mathematical reasoning and problem-solving abilities by providing both a 	<p>C. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. Instruction is deliberately designed so that students:</p> <ul style="list-style-type: none"> Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day. Provide students with 	\$	<p>Southwest Supplies</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$2500.00</p>
		\$	<p>Office Depot Supplies</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$2500.00</p>
		\$	<p>Math Kit</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$560.00</p>
		\$	<p>Scholastic News</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$2300.00</p>
		\$	<p>CM supplies</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$150.00</p>

**Planned
Actions/Services**

structure for problem-solving activities and understanding.

- Deepen conceptual understanding by focusing instruction on grade level standards that are essential for student learning and are driven by performance indicators.
- Develop reading foundational and reading comprehension skills and support writing skills
- Gain mastery of math facts through student understanding of patterns
- Demonstrate understanding in a variety of assessment formats that align with state standards.
- Support Music and music standards based instruction

Measures: math support, Lesson plans, PLC minutes, Leadership Team Meeting Minutes, ELA and writing support

E. Assessments: Teachers will be provided with resources to create grade level assessments. Also, supplemental resources will be considered and used to support students in academic achievement on informal and formal assessments.

Measures: informal & formal assessment data

**Actual
Actions/Services**

monthly math challenge skills.

- Develop mathematical reasoning and problem-solving abilities by providing both a structure for problem-solving activities and understanding.
- Deepen conceptual understanding by focusing instruction on grade level standards that are essential for student learning and are driven by performance indicators.
- Develop reading foundational and reading comprehension skills and support writing skills
- Gain mastery of math facts through student understanding of patterns
- Demonstrate understanding in a variety of assessment formats that align with state standards.
- Support Music and music standards based instruction

Measures: math support, Lesson plans, PLC minutes, Leadership Team Meeting Minutes, ELA and writing support

E. Assessments: Teachers will be provided with resources to create grade level assessments. Also, supplemental resources will be considered and used to support students in academic achievement on

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	informal and formal assessments. Measures: informal & formal assessment data		
<p>1.4 RTI supports are in place for at-risk students in upper and primary grades. 1.4 RTI supports are in place for at-risk students in upper and primary grades.</p> <p>A. Students in all grades will be offered both Literacy and Math intervention opportunities based on student need and analyzing formal and informal assessment data. Measures: NWEA Data, Grade level assessments, Class rosters</p> <p>B. An Intervention Teacher provides strategic intervention support for students at-risk through intervention in ELA and math. There are established intervention settings and times including push-in and pull-out services. Measures: NWEA data, formative assessments, Summative assessments</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, and NWEA Assessments, and ELPAC data</p> <p>D. Universal Access: To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide students not</p>	<p>1.4 RTI supports are in place for at-risk students in upper and primary grades.</p> <p>A. Students in all grades will be offered both Literacy and Math intervention opportunities based on student need and analyzing formal and informal assessment data. Measures: NWEA Data, Grade level assessments, Class rosters</p> <p>B. An Intervention Teacher provides strategic intervention support for students at-risk through intervention in ELA and math. There are established intervention settings and times including push-in and pull-out services. Measures: NWEA data, formative assessments, Summative assessments</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, and NWEA Assessments, and ELPAC data</p> <p>D. Universal Access: To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$71,649</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$71,649</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000.00</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$515.00</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$83,010</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$83,010</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>quite mastering standards focused support. Measures: Formative assessments, Summative assessments.</p>	<p>students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments.</p>		
<p>1.5 English Learners extra support 1.5 English Learners are provided extra support to gain access to the core curriculum.</p> <p>A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement. Measures: Summative assessments, ELPAC assessments</p> <p>B. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home. Measures: ELAC meetings, Event flyers, Sign-in sheets</p> <p>C. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify. Measures: EL class lists, Lessons plans</p>	<p>1.5 English Learners are provided extra support to gain access to the core curriculum.</p> <p>A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement. Measures: Summative assessments, ELPAC assessments</p> <p>B. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home. Measures: ELAC meetings, Event flyers, Sign-in sheets</p> <p>C. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify. Professional development was provided to support student and staff with designated and integrated ELD instruction. Measures: EL class lists, Lessons plans</p>	<p>Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,091</p> <p>Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$60,272</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1890</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>	<p>Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,686</p> <p>Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$68,057</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 Extended learning opportunities are provided for students. 1.6 Extended learning opportunities are provided for students.</p> <p>A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and teacher assessments. Also, ELO was provided for students who could benefit from Social Emotional Learning activities. Measures: teacher assessments, ELO rosters, permission slips, NWEA date</p>	<p>1.6 Extended learning opportunities are provided for students.</p> <p>A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and teacher assessments. Also, ELO was provided for students who could benefit from Social Emotional Learning activities. Measures: teacher assessments, ELO rosters, permission slips, NWEA date</p>	<p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1538</p>	<p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p>
<p>1.7 Provide library services and material Teach 1.7 Provide library services and material distribution to staff and students for the full implementation of programs.</p> <p>A. Provide library services for students and staff to use library resources to support student achievement and music instructional support, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks to support at home learning. Provide clear instructions for how parents and students can participate in after-school programs as needed such as Think Together or ELO using Class Dojo and schools district website. Library staff will provide students and staff with</p>	<p>1.7 Provide library services and material distribution to staff and students for the full implementation of programs.</p> <p>A. Provide library services for students and staff to use library resources to support student achievement and music instructional support, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks to support at home learning. Provide clear instructions for how parents and students can participate in after-school programs as needed such as Think Together or ELO using Class Dojo and schools district website. Library staff will provide students and staff with makerspace activities during</p>	<p>Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66,093</p> <p>Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Purchase and Restore Digital Resources</p>	<p>Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$77,373</p> <p>Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$15,100.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Purchase and Restore Digital Resources</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>makerspace activities during school and for afterschool family nights. Measures: Library schedule, circulation reports, Destiny database.</p> <p>B. Provide district-adopted materials and support materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests</p>	<p>school and for after school family nights. Measures: Library schedule, circulation reports, Destiny database.</p> <p>B. Provide district-adopted materials and support materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>\$</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Classroom Novels 4000-4999: Books And Supplies Title I Basic -- 3010 \$6,000.00</p>
<p>1.8 Collaborative Minimum Days 1.8 Collaborative Minimum Days</p> <p>A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes</p>	<p>1.8 Collaborative Minimum Days</p> <p>A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes</p>		
<p>1.9 Class-Size Reduction 1.9 Class-Size Reduction</p> <p>A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters</p>	<p>1.9 Class-Size Reduction</p> <p>A. Class sizes will be reduced in accordance with the District's policies and procedures. Most combo classes were eliminated. Measures: Class Rosters</p>		
<p>1.10 AVID 1.10 AVID</p> <p>A. AVID Elementary is implemented on the PAAM campus. AVID teaches college and career preparatory skills and behaviors for student academic success; provides intensive support with strong</p>	<p>1.10 AVID</p> <p>A. AVID Elementary is implemented on the PAAM campus. AVID teaches college and career preparatory skills and behaviors for student academic success; provides intensive support with strong student/teacher</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p> <p>Substitute Teacher/Collaboration Time, College and Career Week</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Substitute Teacher/Collaboration Time, College and Career Week</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>student/teacher relationships; creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.</p> <p>PAAM focuses on four elements: student accountability, organization, thinking, and note-taking. PAAM continued to focus on 3 column notes and student organization skills. Measures: Signed agendas, Copies of notes</p> <p>B. Teachers will promote the college and career aspects of AVID and materials, supplies, and resources. There will be an emphasis of preparing students to be college and career ready through an annual College and Career Kickoff. Measures: teacher classroom college adoption,</p>	<p>relationships; creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.</p> <p>PAAM focuses on four elements: student accountability, organization, critical thinking, and note-taking. PAAM continued to focus on 3 column notes and student organization skills.</p> <p>AVID Lead teachers meet to discuss AVID supports for students, teachers, and parents. Measures: Signed agendas, Copies of notes</p> <p>B. Teachers will promote the college and career aspects of AVID and materials, supplies, and resources. There will be an emphasis of preparing students to be college and career ready through an annual College and Career Kickoff. College penants were provided for classrooms and in other spaces on campus to support College and Career readiness. Measures: teacher classroom college adoption,</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.11 Special Education Programs support students on Tier III of RTI. 1.11 Special Education Programs support students on Tier III of RTI.</p> <p>A. Communication Enrichment Program (CEP): A child's language development</p>	<p>1.11 Special Education Programs support students on Tier III of RTI.</p> <p>A. Communication Enrichment Program (CEP): A child's language development at age 22 months can predict outcomes at age 26 years. A</p>	<p>Substitute Teacher/Collaboration Time to support with Tier III or RTI 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>	<p>Substitute Teacher/Collaboration Time to support with Tier III or RTI 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>at age 22 months can predict outcomes at age 26 years. A child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties. Measures: Referrals, Copies of interventions</p> <p>B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Pre-schoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities. Measures: Checklists, Transition meetings sign-in sheets</p> <p>C. Provide PAAM staff support on how to support students during unstructured activities such as recess and lunch time. Staff workshop to support with Tier III and behavior support. Measures: Checklists, staff documentation</p>	<p>child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties. Measures: Referrals, Copies of interventions</p> <p>B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Pre-schoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities. Measures: Checklists, Transition meetings sign-in sheets</p> <p>C. Provide PAAM staff support on how to support students during unstructured activities such as recess and lunch time. Staff workshop to support with Tier III and behavior support. Provide opportunities for staff to attend district trainings like CPI training. Measures: Checklists, staff documentation</p>		
<p>1.12 Transition Supports 1.12 Transition Supports</p>	<p>1.12 Transition Supports A. The school communicates the Board Policies and other requirements</p>	<p>Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$250.00</p>	<p>Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information</p> <p>B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus. Measures: Logs/Sign-in sheets/Planbooks</p> <p>C. Kindergarten students will be provided opportunities to prepare for transition to first grade by taking campus field trips to the "big" playground and a visit to the cafeteria. Measures: Lunch counts, Teacher Plans</p> <p>D. Parents and students are provided summer support materials in preparation for the transition from preschool to TK/K and from kindergarten to first. Measures: packets distributed</p>	<p>of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information</p> <p>B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus. Measures: Logs/Sign-in sheets/Planbooks</p> <p>C. Kindergarten students will be provided opportunities to prepare for transition to first grade by taking campus field trips to the "big" playground and a visit to the cafeteria. Measures: Lunch counts, Teacher Plans</p> <p>D. Parents and students are provided summer support materials in preparation for the transition from preschool to TK/K and from kindergarten to first. Measures: packets distributed</p>		
<p>1.13 Math 1.13 Math</p> <p>A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP, NWEA data, teacher assessments</p> <p>B. Provide parent support with math instructions.</p>	<p>1.13 Math</p> <p>A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP, NWEA data, teacher assessments</p> <p>B. Provide parent support with math instructions.</p>	<p>Purchase IXL technology and software to support math instruction 4000-4999: Books And Supplies Title I Basic -- 3010 \$6700.00</p>	<p>Purchase IXL technology and software to support math instruction 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

**Planned
Actions/Services**

Measures: strategic standard based planning with parents, provide information via Class Dojo, Parent Square Communication

**Actual
Actions/Services**

Measures: strategic standard based planning with parents, provide information via Class Dojo, Parent Square Communication

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

PD
PAAM's professional development focused on English Language Development, Early Literacy, and writing. Professional development will span over 2 years. The focus for the 2022-2023 school year was Early Literacy for Kindergarten teachers and ELD Designated and Integrated instruction.

Supplies to address learning loss
Teachers received funds to purchase ELD instructional materials and supplies. Teachers were provided the opportunity to order class sets of books to support literacy. ELO, monthly math challenges, Family Math Night, Attendance and AVID incentives were purchased to support support student learning.

Intervention
Math and Literacy Support Teachers pushed in to classrooms first thru sixth grade to provide academic support to students and analyze NWEA and teacher assessment data. Kindergarten teachers provided intervention support to first grade students based on NWEA and teacher data

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The professional development provided support to both teachers, students, and parents to identify student barriers to learning in order to inform instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

1.1A: The professional development and materials needed to provide support was not included in the proposed expenditures due to the professional development focused was established and implemented after the plan was created. Also, the amount that teachers received for supplies to support instruction was a significant change that what was proposed. Teachers were given the ability to purchase items to support reading foundational and literacy skills and support math skills to improve academic outcomes. Teachers were also able to purchase ELD supplies to support the professional development focuses of English Language Development and writing.

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.

To continue to provide academic support and close the learning gaps intervention resources and analysis of student data will be on-going. Teachers will continue to assess and monitor student progress through NWEA ELA & Math, and teacher assessments to identify student barriers to learning and plan accordingly. Teachers and support staff will continue on-going collaboration with the LST's and MST's to support students who may be at-risk of not meeting grade level standards. PD will provided to teachers to support ELA & math instruction. The support of resident substitute teachers helped with not having to pay for subs for grade level release days for teachers to plan for instruction after PD's or workshops.

To decrease the chronic absenteeism rate there was an increase to student incentives to support school attendance activities. Student incentives and school wide activities to promote attendance has been a focus this school year.

Writing will be an additional focus to the site PD Plan. The writing focus was discussed during grade level and staff members. Students need strategic writing support across all grade levels. Support for writing implementation and PD will be identified in Goal 1.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	2021-2022 expected outcome: PAAM will continue to implement and offer music appreciation excellence.	The Facility Inspection Tool (FIT) Indicates a rank of Good and an overall school rating of Exemplar.
P5: School Attendance Rates (Semester 1 Q SIS)	2021-2022 expected outcomes: Based on the California Healthy Kids Survey, there will be a 1% increase of students that will feel they can do most things most of the time.	For 2022: 30% of students feel they can complete hard work "most of the time."
P5: Chronic Absenteeism Rate (2020-2021 Data Quest)	Goal for Chronic Absenteeism: School Overall:20% English Learners:26% Students with Disabilities: 23.9% Socioeconomically Disadvantaged: 16%	For 2022: Overall Chronic Absenteeism rate was 37.9%, status level: Very High For English Language Learners: Chronic Absenteeism rate was 41.1%, status level: Very High For Hispanic Subgroup: Chronic Absenteeism rate was 37.3%, status level: very high For Socioeconomically Disadvantage subgroup: Chronic Absenteeism rate was 42.4%, status level: Very High For Students with Disabilities subgroup: Chronic Absenteeism rate was 44.3%, status level: Very High For White subgroup: Chronic Absenteeism rate was 41.2%, status level: Very High
P6: Pupil suspension rate	Maintain a Pupil Suspension Rate of 0.0%	For 2023: Suspension rate overall was 0.3% and was rated "very low" For Hispanic subgroup: suspension rate was 0.0% and was rated 'very low'

Metric/Indicator	Expected Outcomes	Actual Outcomes
		For Socioeconomically Disadvantage subgroup: suspension was 0.4% and was rated 'very low' For White subgroup: suspension was 2.9% and was rated 'medium'
P6: Pupil expulsion rate	Maintain a Pupil Expulsion rate of 0.0%	For 2023: PAAM maintained a Pupil Expulsion rate of 0.0%
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023: How often do you worry about violence at your school? 80% of students responding almost never or once in a while.	For 2023: 68% of students responded almost never or once in a while.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023 goal: For students who need extra support how difficult is it for them to get the support that they need? Increase to 95% responding not at all difficult or slightly.	
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family survey Spring 2023 Goal: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? Increase to 80% responding "quite well" or "extremely well"	Spring 2023 Survey results: 80% responding "quite well" or "extremely well"

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. 2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. A. PBIS: PAAM implements PBIS, a school-wide system of support that	2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. A. PBIS: PAAM implements PBIS, a school-wide system of support that includes proactive strategies for defining, teaching, and supporting	Student resources for implementation of social programs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00 PBIS resources and materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Student resources for implementation of social programs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0 PBIS resources and materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>includes proactive strategies for defining, teaching, and supporting appropriate student behaviors creating a positive school environment and PAAM incorporates Morning Meetings daily to support Social Emotional Learning lessons. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals.</p> <p>B. SEL activities: PAAM will implement SEL activities to meet the diverse social and emotional learning needs of students. The SEL clubs will provide school wide support that includes proactive strategies for supporting students outside of the classroom and during unstructured playtimes such as during recess.</p> <p>C. Whole Body Listening: PAAM implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters</p>	<p>appropriate student behaviors creating a positive school environment and PAAM incorporates Morning Meetings daily to support Social Emotional Learning lessons. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals.</p> <p>B. SEL activities: PAAM implements SEL activities to meet the diverse social and emotional learning needs of students. The SEL activities will provide school wide support that includes proactive strategies for supporting students outside of the classroom and during unstructured playtimes such as during recess.</p> <p>C. Whole Body Listening: PAAM implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters</p> <p>D. Implemented Tier 1 Systems of support to support classroom behavior.</p>	\$500.00	\$0
<p>2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented.</p> <p>2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented.</p> <p>A. Key Elements of a Safety Plan as described by FEMA's Guide for</p>	<p>2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented.</p> <p>A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention.</p>		

**Planned
Actions/Services**

Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to lessen the impact of an emergency to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides. PAAM School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders. The School Safety Plan is reviewed and updated at least yearly by campus stakeholders including the School Safety Plan committee, SSC, ELAC, teachers, and school staff. Measures: School Safety Plan, Meeting minutes, Sign-in sheets

B. Disaster Training: School personnel participate in Crisis Management training and in the Great Shake every October. Measures: Sign-in sheets, Agendas

2.3 Improve attendance

**Actual
Actions/Services**

Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to lessen the impact of an emergency to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides. PAAM School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders. The School Safety Plan is reviewed and updated at least yearly by campus stakeholders including the School Safety Plan committee, SSC, ELAC, teachers, and school staff. Measures: School Safety Plan, Meeting minutes, Sign-in sheets

B. Disaster Training: School personnel participate in Crisis Management training and in the Great Shake every October. Emergency drills such as fire drills are conducted monthly to provide students with practice in case of an emergency. Measures: Sign-in sheets, Agendas

2.3 Improve attendance

**Budgeted
Expenditures**

Student incentives

**Estimated Actual
Expenditures**

Student incentives

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Improve attendance</p> <p>A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and Student of the Month rewards. Measures: Attendance rosters, Monthly Virtual assemblies</p> <p>B. Saturday School: Students in grades 1st-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences. Measures: Attendance rosters, Invitations</p> <p>C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws and regulations are discussed. The teams create plans to support the home ensuring student attendance. Measures: Copies of SART/SARB meeting, Attendance rosters, Copies of attendance letters, Saturday School invites and rejections</p>	<p>A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and Student of the Month rewards. Student of the Month Awards, AVID incentives, and the Attendance team support efforts to increase student attendance. Measures: Attendance rosters, Monthly Virtual assemblies</p> <p>B. Saturday School: Students in grades 1st-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences. Measures: Attendance rosters, Invitations</p> <p>C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws and regulations are discussed. The teams create plans to support the home ensuring student attendance. Also, Attendance Intervention meetings and parent conferences were held to provide attendance support. Measures: Copies of SART/SARB meeting, Attendance rosters, Copies</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1078.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	of attendance letters, Saturday School invites and rejections		
<p>2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training.</p> <p>2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training.</p> <p>A. Staff will participate in BSEL & PBIS training, behavior strategies, and other training that support student safety and achievement within the classroom.</p> <p>B. Parents, Students, and Teachers complete safety surveys and analyze information to access next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas</p> <p>C. Activity Supervisor monthly and or bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess times.</p>	<p>2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training.</p> <p>A. Staff will participate in BSEL & PBIS training, behavior strategies, and other training that support student safety and achievement within the classroom.</p> <p>B. Parents, Students, and Teachers complete safety surveys and analyze information to access next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas</p> <p>C. Activity Supervisor monthly and or bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess times.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$290</p> <p>Classified PBIS & SEL implementation supports 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Classified PBIS & SEL implementation supports 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>2.5 Reduce Suspensions and Expulsions</p> <p>2.5 Reduce Suspensions and Expulsions</p> <p>A. PAAM implements social changes to improve civil behavior by strengthening home/school relationship; implementing restorative justice practices which</p>	<p>2.5 Reduce Suspensions and Expulsions</p> <p>A. PAAM implements social changes to improve civil behavior between students by strengthening home/school relationship; implementing restorative justice practices which include peer mediation (Young Ladies League and</p>	<p>After-School support to reduce Suspensions and Expulsions to PBIS and SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>After-School support to reduce Suspensions and Expulsions to PBIS and SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>include peer mediation (Young Ladies League and Young Gentlemen's League; empowering students to be part of the solution, and changing social norms through PBIS, morning meeting routines and lessons, and bullying prevention and intervention. The model changes consequences from punitive to preventative and instructional. Include a variety of interventions to support appropriate student behavior and to support staff to implement support strategies effectively.</p> <p>Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets</p>	<p>Young Gentlemen's League; empowering students to be part of the solution, and changing social norms through PBIS, morning meeting routines and lessons, and bullying prevention and intervention. The model changes consequences from punitive to preventative and instructional. Include a variety of interventions to support appropriate student behavior and to support staff to implement support strategies effectively.</p> <p>Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets</p>		
<p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>A. Training is held for staff member, students, and parents regarding preparation and surviving natural and man-made disasters.</p> <p>Measures: Sign-in sheets, Copies of materials, Agendas</p> <p>B. Teachers, parents, and students have access to Student Handbook to review school rules and guidelines.</p> <p>Measures: copies of materials and online resources, parent signatures</p>	<p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>A. Training is held for staff member and students regarding preparation and surviving natural and man-made disasters. Parents, attend Music and Muffin with the Principal, ELAC, and SSC meetings to review safety information.</p> <p>Measures: Sign-in sheets, Copies of materials, Agendas</p> <p>B. Teachers, parents, and students have access to Student Handbook to review school rules and guidelines.</p> <p>Measures: copies of materials and online resources, parent signatures</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7 Health clerk provides support for all students. 2.7 Health clerk provides support for all students.</p> <p>A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, ways are considered to support students and parents if distance learning is in progress health clerks can support with immunization support. Measures: Nurse logs, Copies of flyers, Documented phone calls</p>	<p>2.7 Health clerk provides support for all students.</p> <p>A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, strategies are considered to support students and parents if distance learning is in progress health clerks can support with immunization support.</p> <p>B. School Nurse provides support with student health information that supports the health care aide, students, and parents. Measures: Nurse logs, Copies of flyers, Documented phone calls</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$26,511</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31,163</p>
<p>2.8 Materials/furniture are purchased to create inviting environments. 2.8 Materials/furniture are purchased to create inviting environments.</p> <p>A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Creating an inviting environment is important and is addressed as needed. Measures: Agendas, Work Orders, Purchase Orders</p>	<p>2.8 Materials/furniture are purchased to create inviting environments.</p> <p>A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Creating an inviting environment is important and is addressed as needed.</p> <p>B. Campus beautification was supported by ordering new outdoor benches, painting SEL support murals for students, and painting the handball courts.</p>	<p>Materials and Supplies to create environments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20000</p>	<p>Materials and Supplies to create environments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,600.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Measures: Agendas, Work Orders,
Purchase Orders

Analysis

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

To promote a safe, orderly, and inviting learning environment PAAM implemented PBIS and Second Step strategies. Teachers received support on Tier 1 supports and implemented Tier 1 supports through out the school year. Through PBIS supports Low Level referrals were created and provided to teachers and support staff to support students with positive behavior. Daily announcements also provided to support to students and staff safe and orderly routines for the day and week. Students could receive A-Sharp tickets to promote positive behavior and receive an incentive. Also, with the support of the Health Clerk, student health information stayed current and students receive more support throughout the day. Campus beautification was also implemented with murals painted on the hand ball courts and the sidewalks to support students with SEL support. A variety of trainings were provided to staff and parents at Music and Muffin parent assemblies, SSC, and ELAC meetings to share emergency routines on campus. Also, supporting student clubs such as Young Ladies and Gentlemen;s League, and Student Council promoted positive student behavior on campus. Monthly, drills such as fire drills, Lock Down drills, and or earth quake drills were conducted with students and staff to practice emergency drills.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective as it increased awareness of the supports the school sites offer to support a safe, orderly, and inviting learning environment. Due to a new hire of staff the Young Ladies and Gentlemen's League was not able to operate as it typically does throughout the school year. This is an area that needs to be strengthened for the next school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Student incentives were provided to support positive student behavior. As the school year went on, funds were allocated to improve attendance. More incentives were purchased to improve attendance.

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.

More focus will include supports to improve attendance and campus beautification efforts. An Attendance team will monitor data from the Q attendance system and Panorama Data to decrease Chronic absenteeism and increase daily attendance. Attendance Intervention meetings will be provided to students to provide supports to families. SART and SARB meetings will continue to be available to families who need more strategic support. PBIS and morning meeting strategies will continue to be implemented school wide to support a positive school culture of attending school daily and on time. Campus Beautification through painting handball walls, adding park benches, and painting SEL activities around the campus support in students feeling welcomed and safe at school.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 80% will respond "Extremely important" or "Quite Important."	2022-2023 Data: 60% responded "Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities. 85% will respond "Extremely Important" or "Quite Important."	2022-2023 Data: 100% responded "Extremely Important" or "Quite important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2023 Goal: On most days, how enthusiastic are the students about being at school? 75% will respond "quite enthusiastic" or "extremely enthusiastic."	2022-2023 Data: 0% responded "quite enthusiastic" or "extremely enthusiastic."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2023 Goal: Overall, how much do you feel like you belong at your school? 70% of students will respond, "belong quite a bit" or "completely belong."	2022-2023 Data: 70% of students responded "belong quite a bit" or "completely belong."

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Provide Family Activities 3.1 Provide Family Activities</p> <p>A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussions of student achievement in which parents and students are empowered to partner with staff to make improvements. Types of family activities include Fall and Spring Festival, Winter and Spring music concerts and seasonal student performances. Measures: Event sign-in</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Meetings with the Principal, and attendance meetings so that parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	<p>3.1 Provide Family Activities</p> <p>A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussions of student achievement in which parents and students are empowered to partner with staff to make improvements. Types of family activities include Fall Festival, Math Family Fun Night, 100 Mile Family Fun runs, Lunch on the Lawn, Music and Muffin's with the Principal, Winter and Spring music concerts and seasonal student performances. Measures: Event sign-in</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings and SSC meetings. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	<p>Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$803.00</p> <p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1341.00</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$170.00</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Movie License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Movie License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>3.2 Provide translation 3.2 Provide translation</p>	<p>3.2 Provide translation</p>	<p>Translator Clerk Typist</p>	<p>Translator Clerk Typist</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Written and verbal translation support is afforded to Spanish speaking families to communicate school and district information. Measures: Flyers, Parent-Student Handbook, Office translation data</p>	<p>A. Written and verbal translation support is afforded to Spanish speaking families to communicate school and district information, and during IEP/Parent meetings as needed. Measures: Flyers, Parent-Student Handbook, Office translation data</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>3.3 Parent Training 3.3 Parent Trainings</p> <p>A. Quality in-services, services, and workshops provide parents with education to support their own child's/children's academic and social achievement. Measures: Sign-in sheets, Agendas, Copies of materials presented</p> <p>B. More "flipped" trainings for parents regarding AVID, PBIS, and Biliteracy support.</p>	<p>3.3 Parent Trainings</p> <p>A. Quality in-services, services, and workshops provide parents with education to support their own child's/children's academic and social achievement. Trainings include GATE information meetings, Family Math night, Attendance Intervention meetings, and community meetings to support student academic needs. Measures: Sign-in sheets, Agendas, Copies of materials presented</p> <p>B. More "flipped" trainings for parents regarding AVID, PBIS, and Biliteracy support.</p>	<p>Postage 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Postage 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300.00</p>
<p>3.4 Home Reference Materials 3.4 Home Reference Materials</p> <p>A. Materials will be made available to parents to support academic achievement on school website and hard copy as needed. Measures: Purchase orders</p>	<p>3.4 Home Reference Materials</p> <p>A. Parent reference materials will be made available to parents to support academic achievement on school website and hard copy as needed. Measures: Purchase orders</p>	<p>Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$600</p>	<p>Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>
<p>3.5 AVID Agendas 3.5 AVID Agendas</p>	<p>3.5 AVID Agendas and Parent Communication</p>	<p>Printing costs 4000-4999: Books And Supplies</p>	<p>Printing costs 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Stakeholders are working to create a digital AVID Agenda to home to school communication. Measures: Signed agendas, Print shop documentation</p>	<p>A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Stakeholders are working to create a digital AVID Agenda to home to school communication.</p> <p>B. Parent Square provides an opportunity for the school site to send important student information to parents quickly and in a timely manner.</p> <p>C. ClassDojo is utilized to provide daily classroom information from teacher to parent and parent to teacher in a timely manner and also to communicate school wide events and activities to families.</p> <p>Measures: Signed agendas, Print shop documentation, and Flyers</p>	<p>LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

A variety of activities were provided to support parent and community engagement. Fall Festival, Family Math night, 100 Mile Club Family Fun Runs, Music and Muffin parent meetings, Lunch on the Lawn, Color Run, Concert assemblies for parents, Back to School night, AVID supports, Parent communication materials and translation provided for meetings and school to home communication.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In looking at Panorama data, Class Dojo parent responses, and input received at SSC, ELAC, and Music and Muffins with the principal meetings parents and staff share their appreciation for the activities implemented throughout the year and parents, students, and teachers continue to advocate for more activities

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

To support the events such as 100 Mile Family Fun Run and Family Math Night, and Lunch on the Lawn for parent participate funds were needed to support the events to provide incentives for students.

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

Any changes that will be made to the goal will be an increase in funds needed to support more family activity nights and on campus activities.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	95785
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	450,848.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	92710	0.00
Title I Parent Involvement -- 3010 1902	1391	0.00
Title III LEP -- 4203	1684	0.00
LCFF Suppl/Conc -- 0707	89355	0.00
LCFF District -- 500 0707	265708	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	265,708.00
LCFF Suppl/Conc -- 0707	89,355.00
Title I Basic -- 3010	92,710.00
Title I Parent Involvement -- 3010 1902	1,391.00
Title III LEP -- 4203	1,684.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,397.00
2000-2999: Classified Personnel Salaries	194,782.00
4000-4999: Books And Supplies	51,662.00
5000-5999: Services And Other Operating Expenditures	29,007.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	159,158.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	106,550.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	5,200.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	11,267.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	48,638.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	24,250.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	10,538.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	76,965.00
4000-4999: Books And Supplies	Title I Basic -- 3010	450.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	4,757.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	501.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	890.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,684.00

School Site Council Membership

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

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

Name of Members	Role
Hilliary Salley	Principal
Lisa Dutra	Classroom Teacher
Jesica Garcia	Classroom Teacher
Veronica Nevarez	Classroom Teacher
Eugene Moreno	Other School Staff
Amber Alexander	Parent or Community Member
Amber Jones	Parent or Community Member
Christopher Mendoza	Parent or Community Member
	Parent or Community Member
	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 5/16/2023.

Attested:



Principal, Hilliary Salley on 5/16/2023



SSC Chairperson, Veronica Nevarez on 5/16/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program