School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Avenue Academy of Music School	33 67090 6032197	05/14/2024	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Avenue Academy of Music School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in overall performance in CAASPP ELA and Math. Students in the Socioeconomically Disadvantaged and English Learners subgroups are behind their peers in ELA, and English Learners demonstrate lower proficiency than their peers in Math.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of strategic data monitoring of EL students and SWD students. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Pacific Avenue Academy of Music 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, ELAC, and Title 1 meetings, Attendance Team committees, Community School committees, AVID Committees, staff meetings, and leadership meetings. PAAM has a student council that gathers to share thoughts and ideas, organize and plan school events, and provide input. In addition, the district helps support PAAM by providing support, recommendations, workshops, and PAAM's web page, located on the district website, to share school-wide current events.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Pacific Avenue was in the orange (high) performance status in the area of Suspension rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Pacific Avenue did not have any student group in the red performance status area. Pacific Avenue will continue to implement strategic supports for all student groups identified.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Pacific Avenue did not have any students in the red performance status area but will continue to analyze ELPAC, district, and state data to support students who need added academic support. There will be a continued focus on writing and building reading foundational skills in all grade levels. Teachers in 4th -6th grade attended professional writing development with RCOE, and those strategies will be used to support students in writing. The support teacher will continue to support small group instruction based on district and classroom assessment data. PAAM will continue to monitor English Language development integrated and designated instruction to identify potential barriers to student learning and incorporate the necessary resources and supports to increase student academic achievement. PAAM will continue monitoring chronic absenteeism data to provide additional support to students and families as needed. PAAM will continue incorporating PBIS, Restorative practices, and MTSS intervention strategies to decrease suspensions at PAAM.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	1.0%	0.98%	1.3%	3	3	4
African American	3.8%	2.61%	3.58%	12	8	11
Asian	0.6%	0.65%	0.33%	2	2	1
Filipino	%	0.33%	0.33%		1	1
Hispanic/Latino	79.6%	80.39%	81.11%	249	246	249
Pacific Islander	0.6%	0.65%	0.33%	2	2	1
White	10.2%	10.13%	9.12%	32	31	28
Multiple/No Response	2.2%	2.61%	2.61%	7	8	8
			Total Enrollment	313	306	307

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 seen a student enrollment increase in the Kindergarten, Fourth, and fifth grades for the 2022-2023.

2. Pacific Avenue will continue to promote school enrollment using the school social media digital platforms to support and increase school enrollment.

3. Pacific Avenue will continue to communicate school events and activities in student and parent identified primary language.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	73	68	61	23.3%	22.2%	19.9%
Fluent English Proficient (FEP)	36	31	27	11.50%	10.1%	8.8%
Reclassified Fluent English Proficient (RFEP)	1	2	3	1%	3%	5%

Conclusions based on this data:

1. Pacific Avenue will continue to have two Bilingual tutors to increase the number students that are reclassified. PAAM saw an increase of 2% of EL students that were reclassified from the 21-22 to the 22-23 school year.

2. Pacific Avenue will continue to implement English Language Development (ELD) designated and integrated instruction daily to improve student academic achievement for PAAMs EL student population. EL enrollment has decreased over the past three years. The 22-23 number of student enrollment was 61 students.

3. EL students that are Fluent English Proficient has decreased over the past three years. Based on the data, Pacific Avenue will continue to collaborate during planning time on best instructional practices to support EL students being reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57	45	0	56	45	0	56	45	0.0	98.2	100.0
Grade 4	32	42	51	0	42	47	0	42	47	0.0	100.0	92.2
Grade 5	43	31	39	0	31	38	0	31	38	0.0	100.0	97.4
Grade 6	47	38	29	0	38	28	0	38	28	0.0	100.0	96.6
All Grades	173	168	164	0	167	158	0	167	158	0.0	99.4	96.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2316.	2343.		3.57	8.89		5.36	8.89		19.64	31.11		71.43	51.11
Grade 4		2430.	2399.		9.52	10.64		21.43	14.89		33.33	14.89		35.71	59.57
Grade 5		2424.	2455.		3.23	2.63		12.90	31.58		35.48	26.32		48.39	39.47
Grade 6		2498.	2503.		2.63	0.00		42.11	28.57		26.32	53.57		28.95	17.86
All Grades	N/A	N/A	N/A		4.79	6.33		19.16	19.62		27.54	29.11		48.50	44.94

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	4.44		51.79	53.33		46.43	42.22
Grade 4		9.52	10.64		71.43	59.57		19.05	29.79
Grade 5		3.23	5.26		61.29	63.16		35.48	31.58
Grade 6		15.79	*		50.00	*		34.21	*
Grade 11	NA			NA			NA		
All Grades		7.19	6.33		58.08	60.13		34.73	33.54

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	4.44		25.00	37.78		71.43	57.78
Grade 4		4.76	4.26		59.52	38.30		35.71	57.45
Grade 5		6.45	7.89		48.39	65.79		45.16	26.32
Grade 6		0.00	*		73.68	*		26.32	*
Grade 11	NA			NA			NA		
All Grades		3.59	5.06		49.10	50.00		47.31	44.94

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	6.67		60.71	64.44		39.29	28.89
Grade 4		4.76	6.38		80.95	70.21		14.29	23.40
Grade 5		6.45	18.42		64.52	65.79		29.03	15.79
Grade 6		10.53	*		68.42	*		21.05	*
Grade 11	NA			NA			NA		
All Grades		4.79	9.49		68.26	69.62		26.95	20.89

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	8.89		42.86	53.33		50.00	37.78
Grade 4		4.76	10.64		80.95	55.32		14.29	34.04
Grade 5		0.00	5.26		61.29	65.79		38.71	28.95
Grade 6		15.79	*		55.26	*		28.95	*
All Grades		7.19	8.86		58.68	60.13		34.13	31.01

Conclusions based on this data:

1. Pacific Avenue saw an overall achievement percentage increase of students meeting standards in the fifth grade. Fifth grade saw an increase in student percentage at or near standard in the areas of reading, writing, listening, and research/inquiry.

2. Pacific Avenue saw an overall achievement percentage increase of students meeting standards in the third grade. Third grade saw an increase in student percentage at or near standard in the areas of reading, writing, listening, and research/inquiry.

3. Pacific Avenue saw an overall achievement percentage decrease of students meeting standards in the fourth grade. Fourth grade saw an increase of students percentage below standard in the areas of reading, writing, listening, and research/inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57	45	0	56	45	0	56	45	0.0	98.2	100.0
Grade 4	32	42	50	0	42	47	0	42	47	0.0	100.0	94.0
Grade 5	43	31	39	0	31	38	0	31	38	0.0	100.0	97.4
Grade 6	47	38	29	0	38	28	0	38	28	0.0	100.0	96.6
All Grades	173	168	163	0	167	158	0	167	158	0.0	99.4	96.9

(Overall Participation for All Students)

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2334.	2356.		1.79	2.22		10.71	11.11		23.21	26.67		64.29	60.00
Grade 4		2419.	2438.		4.76	4.26		11.90	31.91		35.71	23.40		47.62	40.43
Grade 5		2435.	2446.		0.00	10.53		9.68	5.26		22.58	23.68		67.74	60.53
Grade 6		2489.	2489.		10.53	14.29		15.79	3.57		26.32	35.71		47.37	46.43
All Grades	N/A	N/A	N/A		4.19	6.96		11.98	14.56		26.95	26.58		56.89	51.90

(Overall Achievement for All Students)

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	2.22		30.36	40.00		64.29	57.78
Grade 4		4.76	14.89		45.24	51.06		50.00	34.04
Grade 5		0.00	7.89		41.94	44.74		58.06	47.37
Grade 6		10.53	*		44.74	*		44.74	*
All Grades		5.39	8.23		39.52	45.57		55.09	46.20

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	2.22		32.14	40.00		64.29	57.78
Grade 4		4.76	8.51		50.00	44.68		45.24	46.81
Grade 5		0.00	5.26		48.39	44.74		51.61	50.00
Grade 6		5.26	*		52.63	*		42.11	*
All Grades		3.59	6.96		44.31	43.67		52.10	49.37

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	4.44		48.21	62.22		51.79	33.33
Grade 4		9.52	12.77		50.00	53.19		40.48	34.04
Grade 5		3.23	7.89		58.06	57.89		38.71	34.21
Grade 6		10.53	*		60.53	*		28.95	*
All Grades		5.39	7.59		53.29	62.03		41.32	30.38

Conclusions based on this data:

1. Pacific Avenue saw an overall achievement percentage decrease of students not meeting standards in the fifth grade on the CAASSP in math. Fifth grade saw an increase in student percentage above or at or near standard in the areas of concepts and procedures, problem solving & modeling/data analysis, and communicating reasoning.

2. Pacific Avenue saw an overall achievement percentage decrease of students not meeting standards in the third grade on the CAASSP in math. Third grade saw an increase in student percentage above or at or near standard in the areas of concepts and procedures, problem solving & modeling/data analysis, and communicating reasoning.

3. Pacific Avenue saw a significant overall achievement percentage decrease of students meeting standards in the fourth grade on the CAASSP in math. Fourth grade saw an increase in student percentage at or near standard in the areas of concepts and procedures and communicating reasoning.

School and Student Performance Data

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

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

ELPAC 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	1394.1	1395.0	1397.8	1407.7	1390.3	1363.8	1362.0	11	14	11
1	*	1413.9	1378.5	*	1418.7	1391.6	*	1408.3	1365.1	8	11	13
2	1427.5	*	1432.8	1431.5	*	1442.1	1422.9	*	1422.8	17	8	12
3	1448.6	1447.5	*	1441.1	1436.6	*	1455.5	1458.0	*	14	15	7
4	*	*	1492.7	*	*	1490.0	*	*	1495.1	4	8	11
5	*	*	*	*	*	*	*	*	*	7	*	7
6	1461.1	*	*	1441.6	*	*	1480.2	*	*	16	8	*
All Grades										77	67	63

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	0.00	18.18	21.43	36.36	27.27	50.00	27.27	45.45	21.43	36.36	11	14	11
1	*	0.00	0.00	*	9.09	7.69	*	45.45	46.15	*	45.45	46.15	*	11	13
2	0.00	*	0.00	29.41	*	16.67	41.18	*	50.00	29.41	*	33.33	17	*	12
3	0.00	0.00	*	14.29	33.33	*	35.71	26.67	*	50.00	40.00	*	14	15	*
4	*	*	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	25.00	*	*	37.50	*	*	37.50	*	*	16	*	*
All Grades	2.60	4.48	4.76	20.78	20.90	28.57	36.36	37.31	34.92	40.26	37.31	31.75	77	67	63

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	18.18	27.27	21.43	18.18	18.18	50.00	27.27	45.45	21.43	36.36	11	14	11
1	*	9.09	0.00	*	18.18	30.77	*	36.36	46.15	*	36.36	23.08	*	11	13
2	17.65	*	8.33	17.65	*	25.00	35.29	*	41.67	29.41	*	25.00	17	*	12
3	7.14	6.67	*	14.29	40.00	*	35.71	13.33	*	42.86	40.00	*	14	15	*
4	*	*	45.45	*	*	9.09	*	*	27.27	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	37.50	*	*	37.50	*	*	25.00	*	*	16	*	*
All Grades	9.09	13.43	23.81	27.27	26.87	22.22	28.57	26.87	28.57	35.06	32.84	25.40	77	67	63

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	0.00	9.09	7.14	9.09	63.64	57.14	54.55	18.18	28.57	36.36	11	14	11
1	*	0.00	0.00	*	0.00	0.00	*	18.18	30.77	*	81.82	69.23	*	11	13
2	0.00	*	0.00	23.53	*	0.00	41.18	*	41.67	35.29	*	58.33	17	*	12
3	0.00	0.00	*	7.14	6.67	*	35.71	33.33	*	57.14	60.00	*	14	15	*
4	*	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	18.75	*	*	18.75	*	*	62.50	*	*	16	*	*
All Grades	1.30	1.49	0.00	14.29	8.96	6.35	33.77	34.33	46.03	50.65	55.22	47.62	77	67	63

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	18.18	63.64	64.29	45.45	27.27	28.57	36.36	11	14	11
1	*	9.09	7.69	*	45.45	69.23	*	45.45	23.08	*	11	13
2	23.53	*	16.67	58.82	*	66.67	17.65	*	16.67	17	*	12
3	21.43	13.33	*	42.86	53.33	*	35.71	33.33	*	14	15	*
4	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	6.25	*	*	56.25	*	*	37.50	*	*	16	*	*
All Grades	15.58	13.43	17.46	53.25	55.22	55.56	31.17	31.34	26.98	77	67	63

	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	0.00	54.55	64.29	72.73	45.45	21.43	27.27	11	14	11
1	*	0.00	0.00	*	72.73	61.54	*	27.27	38.46	*	11	13
2	11.76	*	8.33	58.82	*	75.00	29.41	*	16.67	17	*	12
3	0.00	20.00	*	57.14	40.00	*	42.86	40.00	*	14	15	*
4	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	6.25	*	*	68.75	*	*	25.00	*	*	16	*	*
All Grades	9.09	17.91	22.22	54.55	50.75	53.97	36.36	31.34	23.81	77	67	63

	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	0.00	72.73	64.29	90.91	18.18	28.57	9.09	11	14	11
1	*	0.00	0.00	*	45.45	23.08	*	54.55	76.92	*	11	13
2	5.88	*	0.00	52.94	*	41.67	41.18	*	58.33	17	*	12
3	0.00	0.00	*	28.57	33.33	*	71.43	66.67	*	14	15	*
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	6.25	*	*	12.50	*	*	81.25	*	*	16	*	*
All Grades	5.19	1.49	0.00	35.06	40.30	52.38	59.74	58.21	47.62	77	67	63

	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	9.09	45.45	50.00	36.36	36.36	35.71	54.55	11	14	11
1	*	0.00	0.00	*	63.64	46.15	*	36.36	53.85	*	11	13
2	0.00	*	0.00	52.94	*	66.67	47.06	*	33.33	17	*	12
3	0.00	6.67	*	50.00	46.67	*	50.00	46.67	*	14	15	*
4	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	6.25	*	*	75.00	*	*	18.75	*	*	16	*	*
All Grades	3.90	8.96	4.76	51.95	49.25	55.56	44.16	41.79	39.68	77	67	63

Conclusions based on this data:

1. Pacific Avenue saw an overall percentage decrease of Level one students from the 21-22 to the 22-23 school year.. Kindergarten saw an increase of overall Level one students.

2. Pacific Avenue saw an overall percentage decrease of Level two students from the 21-22 to the 22-23 school year.. Kindergarten saw a significant decrease of overall Level two students.

3. Pacific Avenue saw an overall percentage student increase in Level three from the 21-22 to the 22-23 school year.

School and Student Performance Data

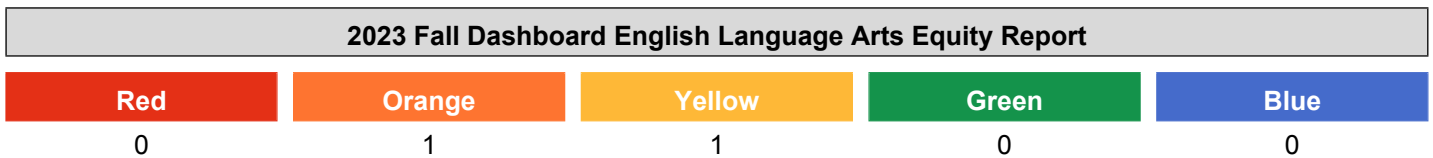## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
307	**83.1**	**19.9**	**1.6**
Total Number of Students enrolled in Pacific Avenue Academy of Music School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	61	19.9
Foster Youth	5	1.6
Homeless	5	1.6
Socioeconomically Disadvantaged	255	83.1
Students with Disabilities	52	16.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	3.6
American Indian	4	1.3
Asian	1	0.3
Filipino	1	0.3
Hispanic	249	81.1
Two or More Races	8	2.6
Pacific Islander	1	0.3
White	28	9.1

Conclusions based on this data:

1. Pacific Avenue's English Learners enrollment for 2022-23 was at 19.9 percent. Bilingual Tutors support English Language Learners in class with academic needs based on teacher information.

2. Pacific Avenue's Students with Disabilities enrollment for 2022-23 was at 16.9 percent. Special Education teachers, Case Carriers and school site staff support students with disabilities to support academic needs.

3. Pacific Avenue's English Learners has a student group total of 61 students. There is an English Language Advisory Committee to support the needs of PAAM's English Learners.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Yellow		

Conclusions based on this data:

1. Pacific Avenue's 2023 Fall Academic Performance for English Language Arts and math was in the yellow.

2. Pacific Avenue's 2023 Fall suspension rate was in the orange.

3. Pacific Avenue's 2023 Fall Chronic Absenteeism was in the yellow.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 62 points below standard Increased +7.8 points 151 Students	91.4 points below standard Maintained -0.3 points 27 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 4 Students	Orange 72.2 points below standard Increased +3.1 points 122 Students	147 points below standard Decreased -3 points 20 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 58.9 points below standard Increased +10.4 points 125 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	69.2 points below standard Decreased -12.8 points 11 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.5 points below standard Increased Significantly +31.7 points 23 Students	Less than 11 Students 4 Students	62.1 points below standard Increased +5.2 points 108 Students

Conclusions based on this data:

1. Pacific Avenue has one student group in the orange level and one student group in the yellow level in the English Language Arts. The Socioeconomic Disadvantage student group is in the orange level and the Hispanic student group is in the yellow level.

2. Pacific Avenue's Socioeconomic Disadvantage group is 72.2 percent below the standard and has increased by +3.1 points. Panorama survey data will be used to identify supports for students.

3. The current English Learners 2023 Fall English Language Learners data was 107.5 points below standard and increased significantly. English Language Development instruction has been an area of focus for teachers.

School and Student Performance Data
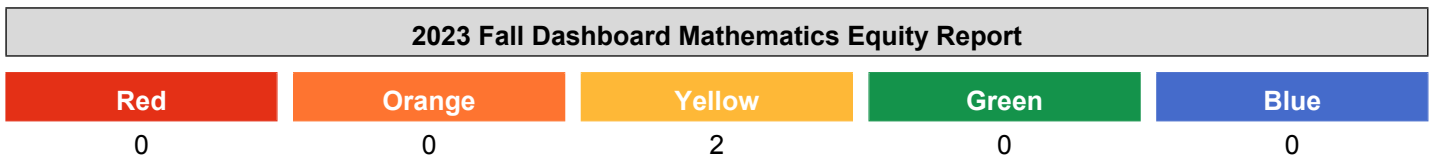
Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	81.9 points below standard	Less than 11 Students
64.2 points below standard	Increased +14.4 points	
Increased Significantly +16.9 points		3 Students
151 Students	27 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	152.1 points below standard
	73 points below standard	Decreased -10.5 points
4 Students	Increased +12.9 points	20 Students
	122 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 63.9 points below standard Increased Significantly +16.4 points 125 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	58.1 points below standard Decreased -12.8 points 11 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99 points below standard Increased Significantly +22.4 points 23 Students	Less than 11 Students 4 Students	63.5 points below standard Increased +13.8 points 108 Students

Conclusions based on this data:

1. Socioeconomic disadvantage and Hispanic students were in the yellow level for the 2023 fall math dashboard. This group was also identified in the orange and yellow level for English Language Arts as well.

2. English Learners and English Only students were above 60 points below standard. Math intervention teacher supported students in the area of math for the past two years.

3. All student groups for math were in the yellow level. Teachers analyze data to support daily math instruction.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
36.7% making progress towards English language proficiency
Number of EL Students: 49 Students
Performance Level: 2
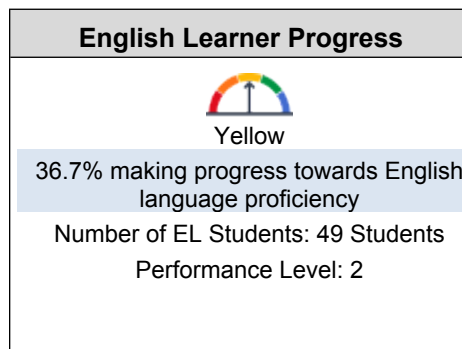
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	22	0	18

Conclusions based on this data:

1. The data shows that English Learners are in the Yellow Level. To maintain and continue making progress. Bilingual Tutors will continue to provide support to English Learners.

2. English Learners are 36.7 points above the standard and making progress towards English Language proficiency. Teachers implement designated and integrated English Language Development instruction to continue to make student progress.

3. 22 students maintained the ELPI Level 1, 2L, 2H, 3L, or 3H. The goal is to continue to have more students progress at least one ELPI level.

School and Student Performance Data

Academic Engagement
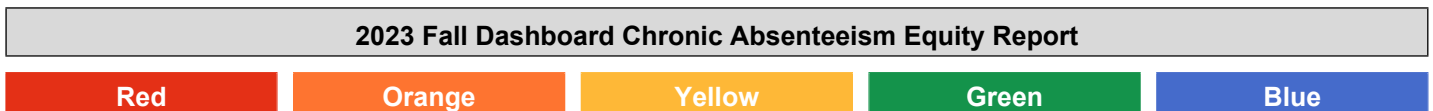### Chronic Absenteeism

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

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
28.1% Chronically Absent	30.6% Chronically Absent	
Declined Significantly -9.8	Declined -10.5	5 Students
327 Students	72 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
36.4% Chronically Absent	Yellow	Orange
0	30.9% Chronically Absent	39.3% Chronically Absent
11 Students	Declined Significantly -11.5	Declined -4.9
	275 Students	61 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
54.5% Chronically Absent Increased 9.1 11 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 28.9% Chronically Absent Declined Significantly -8.4 266 Students	15.4% Chronically Absent Declined -38.5 13 Students	Less than 11 Students 1 Student	17.2% Chronically Absent Declined -23.9 29 Students

Conclusions based on this data:

1. English Learners and Students with Disabilities are in the Orange Level. The Attendance Team will continue to provide strategic support to increase student attendance for all students.

2. Socioeconomic Disadvantage students are in the Yellow Level. The Attendance Team will continue to provide strategic support to increase student attendance for all.

3. Overall chronic absenteeism has declined for the 2023 fall dashboard. Attendance incentives hand activities will be provided throughout the year to continue to support daily attendance.

School and Student Performance Data
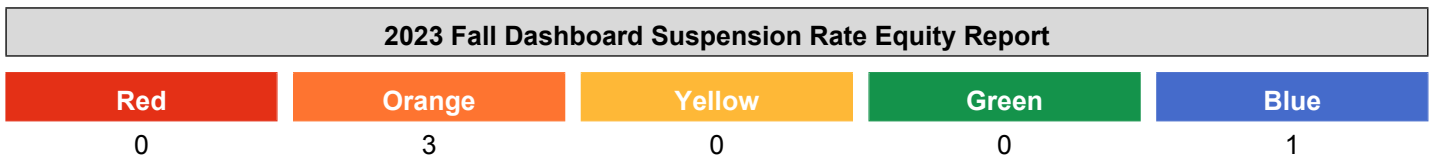
Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
1.7% suspended at least one day	2.5% suspended at least one day	5 Students
Increased 1.5	Increased 2.5	
344 Students	80 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Orange	Blue
12 Students	1.4% suspended at least one day	0% suspended at least one day
	Increased 1	Maintained 0
	290 Students	63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 1.8% suspended at least one day Increased 1.8 280 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 1 Student	3.4% suspended at least one day Increased 0.6 29 Students

Conclusions based on this data:

1. Pacific Avenue was in the Orange level or the 2023 school year. There will be a continued focus on Positive Behavior Interventions and Supports (PBIS) and there is a PBIS team attending training for Tier 1 interventions and supports.

2. Data revealed that English Learners had an increase in suspensions with 2.5% students suspended at least one day. Data will be shared during English Learner Advisory Committee meetings with parents.

3. Data revealed that Students with Disabilities were on the blue level. Increase staff support on knowing what is in a students Individual Educational Plan to support student behavior may be a reason that Students with Disabilities are on the Blue level.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.
The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In looking at the data overall, PAAM students:
- Overall, scored in the yellow performance range on the CAASPP for ELA. To support students in the subject of ELA, 4th - 6th grade teachers participated in a year-long writing training through RCOE. The support teacher attended LTRS training to support small group literacy instruction, and students had the opportunity to practice reading foundational skills during lunchtime with the support teacher.
- Overall, scored in the yellow range on the CAASPP for math. To support students in the subject of math, 1st-3rd grade teachers attend Grassroots math training to support number sense instructional strategies with students. Students were all provided the opportunity to strengthen their math computational skills during lunchtime with fun math challenges.
- However, the SED student group performed in the orange range in ELA on the CAASPP. To support this student population, student, parent, and teacher survey data will be analyzed to identify potential barriers to learning and determine what resources and strategies will be used to decrease the academic learning gaps for the SED student group.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students: -62.00 Socioeconomically Disadvantaged: -72.2 English Learners: -91.4 Students with Disabilities: -147.0 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -58.9 Pacific Islander: NA Two or More Races: NA White: NA	All Students: -52.0 Socioeconomically Disadvantaged: -62.0 English Learners: -81.4 Students with Disabilities: -137.0 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -48.9 Pacific Islander: NA Two or More Races: NA White: NA
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	All Students: -64.2 Socioeconomically Disadvantaged: -73.0 English Learners: -81.9 Students with Disabilities: -152.1 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -63.9 Pacific Islander: NA Two or More Races: NA White: NA	All Students: -54.2 Socioeconomically Disadvantaged: -63.0 English Learners: -71.9 Students with Disabilities: -142.1 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -53.9 Pacific Islander: NA Two or More Races: NA White: NA
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 36.7% making progress Status Level: Yellow	Goal Percentage of English Learners making progress 40% Status Level: Green
LCFF Priority 4: English Learner Reclassification Rate	Percentage of English Learners Reclassified: 3.75%	Goal Percentage of English Learners Reclassified 7%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Spring 2023-2024 NWEA ELA Data: 1st- 21% students scored average to high 2nd- 48% students scored average to high 3rd- 20% students scored average to high 4th- 42% students scored average to high 5th- 27% students scored average to high 6th- 53% students scored average to high	Spring 2023-2024 NWEA ELA Data: The goal is to have all grade levels increase by 3%: 1st- 24% students scored average to high 2nd- 51% students scored average to high 3rd- 23% students scored average to high 4th- 45% students scored average to high 5th- 30% students scored average to high 6th- 56% students scored average to high

| LCFF Priority 8: Other Student Outcomes - NWEA Math | Spring 2023-2024 NWEA Math Data:

1st- 52% students scored average to high
2nd- 50% students scored average to high
3rd- 27% students scored average to high
4th- 33% students scored average to high
5th- 27% students scored average to high
6th- 28% students scored average to high | Spring 2023-2024 NWEA Math Data:

The goal is to have all grade levels increase by 3%:
1st- 55% students scored average to high
2nd- 53% students scored average to high
3rd- 30% students scored average to high
4th- 36% students scored average to high
5th- 30% students scored average to high
6th- 31% students scored average to high |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development A. Credentialed and certificated staff are afforded opportunities to participate in research-based professional development, which includes strategies to remediate and enrich instruction, Whole-Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, classroom management, observing teacher classrooms during instruction, and the use of technology. Measures: Sign-in sheets, Agendas, Purchase orders and travel requests B. Professional Development: Teachers may be given the opportunity to attend conferences, workshops, and trainings to support academic instruction. Allowing teachers to attend professional development training will support instruction 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 C. Gate Facilitator: The GATE facilitator will coordinate opportunities to support GATE instruction so GATE students can participate. These opportunities will focus on topics that extend	All students	3500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Grade Level Release Days 1500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Staff development Workshops by consultants 1000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers to support class instruction 1000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Technology coordinator Release days to model technology lessons in classrooms. 1500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures

	from the classroom or from state standards in ELA, Math, Science, and Social Studies. D. Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based on data, set SMART goals, and support new curriculum needs. Measures: PLC minutes		Provide opportunities for staff to attend conferences. 5000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies new curriculum needs
1.2	Technology support A. Technology supports instruction at Pacific Avenue Academy of Music in various ways to equip students to be career—and/ or college-ready and provide active learning experiences to all students. PAAM music teachers utilize specialized online 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 maker space activities. Measures: Sign-out/in logs D. Purchase music subscriptions for student use as support for students during instructional minutes and at home.	All Students	2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Music Online Subscriptions 200.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Provide extra support for Intervention using technology. 1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Academic online subscriptions
1.3	State Standards are fully implemented to increase student achievement. A. Collaboration: Extra Grade-Level release time for collaboration may be provided for teachers to plan using data, discuss research-based instructional strategies that work, and participate in quality staff development. Measures: Collaboration agendas and minutes, Copies of accomplished tasks B. Instructional Support: Provide coverage for teachers to observe their colleagues and support them in providing quality instruction through demonstration, professional articulation, modeling, feedback, technical support, and design assessments to guide instruction.	All Students	3500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Provide materials and supplies to support instruction. 4876.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop

Measures: Notes, Copies of materials

C. Instructional supplies will be purchased based on 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 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 driven by performance indicators.
- Develop foundational reading 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. Supplementary resources will also be considered and used to support students' academic achievement on informal and formal assessments as needed.
Measures: informal & formal assessment data

D. Field trips: Depending on budget, field trips may be offered to support student engagement, make meaningful connections to the academic subjects being taught, and help students apply the knowledge learned by participating in both on-site and off-site field trips. Efforts will be made to schedule free on-site field trips for a variety of grade-level teams to participate in.
Measures: informal and formal assessments

| 1.4 | RTI supports are in place for at-risk students in upper and primary grades.
A. Students in all grades will be offered Literacy and Math intervention opportunities based on their needs and the analysis of formal and informal assessment data. | All Students | 175,861
LCFF District -- 500 0707
1000-1999: Certificated Personnel Salaries
Support Teacher Salary

2004.00 |

	Measures: NWEA Data, Grade level assessments, Class rosters B. A Support Teacher will provide strategic intervention support for students at risk through small group instruction in ELA and math. There are established intervention settings and times, including push-in and pull-out small group instruction services. Measures: NWEA data, formative assessments, Summative assessments C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP and NWEA Assessments, and ELPAC data 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 who are not quite mastering standards-focused support. Measures: Formative assessments, Summative assessments.		Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Maintenance Contracts 3000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printing 515.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified/BLT Hourly
1.5	English Learners extra support 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	EL Students	14,196 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries (3 hrs and 6 hrs) 81,599 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries (3 hrs and 6 hrs) 1494.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials/Supplies 1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies
1.6	Extended learning opportunities are provided for students. A. Students who are not mastering standards may have the opportunity to participate in 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.	All Students	

	Measures: teacher assessments, ELO rosters, permission slips, NWEA date		
1.7	Provide library services and material Teach 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 Parent Square, Class Dojo and schools district website. Library staff will provide students and staff with makerspace activities during school and for after-school 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	All Students	83,644 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Elementary Media Clerk Salary 200.00 Title I Basic -- 3010 4000-4999: Books And Supplies Purchase and Restore Library Books 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Makerspace Materials 1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchase library books and Restore Digital Resources
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	All Students	
1.9	Class-Size Reduction A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters	All Students	
1.10	College and Career Readiness A. College and Career readiness is implemented on the PAAM campus. Implementing college and career readiness strategies 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 the following elements: student accountability, organization, thinking, and note-taking. It continued to focus on two- and three-column notes and student organization skills. Measures: Signed agendas, Copies of notes B.	All Students	6000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 1000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teacher/Collaboration Time, College and Career Week

	Teachers will promote college and career readiness strategies, materials, supplies, and resources. There will be an emphasis on preparing students to be college and career-ready through an annual College and Career Kickoff. Measures: teacher classroom college adoption,		
1.11	Special Education Programs support students on Tier III of RTI. A. 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 B. Provide PAAM staff support on how to support students during unstructured activities such as recess and lunchtime—staff workshop to support Tier III and behavior support. Measures: Checklists, staff documentation	All Students	500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teacher/Collaboration Time to support with Tier III or RTI
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 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 the transition to first grade by taking campus field trips to the "big" playground and visiting the cafeteria. Measures: Lunch counts, Teacher Plans D. Parents and students are provided summer support materials in preparation for transitioning from preschool to TK/K and kindergarten to first. Measures: packets distributed	All TK/K students	1500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printed Materials
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	All Students	6700.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchase IXL technology and software to support math instruction

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

PAAM continued focusing on math, writing, English Language Development instruction with a focus on designated instruction, and English Language Arts. The California Dashboard data showed that in ELA, all students increased by 7.8 percent but were still 62 points below standard, and in math, all students increased by 16.9 points. 36.7 percent of English Learners are making progress towards English proficiency. We are focused on social-emotional learning with the continued support of morning meetings, Positive Behavior Interventions, and Support focus on Tier 1 school-wide, and a Behavioral Health Intern assigned to the site. Teachers in grades first through third participated in Grassroots mathematics professional development, LTRS training, and continued support for English Learners. Teachers in fourth through sixth grade participated in writing professional development. A college and career focus was promoted with the continued use of agendas, notebooks for organization, note-taking practice, and each teacher choosing a college for college wear day.

The math and literacy support teachers continued to push into classrooms to support small-group instruction. Students could participate in math and literacy challenges during lunch every month to support student number sense abilities and increase reading foundational skills. Based on assessment data and teacher input, bilingual tutors supported small-group instruction for English learners. A continued focus on benchmark assessment data, classroom assessment data, and ELPAC data will be used to impact daily instruction and increase student academic success.

Teachers participate in group grade-level collaboration days to identify grade-level needs and supports and plan and collaborate vertically amongst grade-level teams.

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

Math and Literacy support teachers provided push-in and or pull-out support based on student need and data analysis. Resident substitute teachers were used to support small group support when not teaching in the classroom. PAAM participated in PBIS training through RCOE to support multi-tiered systems of support to support and improve behavior. A focus to support PBIS on campus will be reviewed and a needs assessment will be conducted to determine what resources are needed to implement PBIS with fidelity on campus.

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

The support teacher will support students at all grade levels based on student needs. Intervention teachers will monitor student progress, and data will guide small group instruction and types of academic support. Support teachers will push into classrooms along with Bilingual Tutors to enhance small-group instruction. There will be a continued focus on college and career readiness. Organization and note-taking skills will continue along with implementing college and career days throughout the school year. There will be a greater focus on supporting families with reading foundational skills, literacy, and math number sense skills to support and increase student academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.
Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PAAM had no subgroups that were in the very low (red) range or 2 levels below the overall group. PAAM will continue to have a focus on student attendance as well as meeting the needs of students social emotional well being. PAAM will continue to inform and collaborate with parents to ensure they understand the importance of student daily attendance, and incentives will continue to be provided to students as needed to encourage regular attendance. Our PBIS/BSEL team will continue to implement Tier 1 behavior supports with the intention to implement a multi-tiered system during the next year.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 95% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 86.13% K: 89.69% 1: 93.45% 2: 92.59% 3: 90.63% 4: 92.32% 5: 93.57% 6: 91.76% Source: Student Information System P-2 report	TK: 89% K: 92% 1: 96% 2: 95% 3: 93% 4: 95% 5: 96% 6: 94% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 28.1% Socioeconomically Disadvantaged: 30.9% English Learners: 30.6% Students with Disabilities: 39.3%	All Students: 25% Socioeconomically Disadvantaged: 27.9% English Learners: 27.6% Students with Disabilities: 36.3%

	Foster Youth: N/A Students experiencing Homelessness: 36.4% African American: 54.5% American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 28.9% Pacific Islander: N/A Two or More Races: 15.4% White: 17.2%	Foster Youth: N/A Students experiencing Homelessness: 33.4% African American: 51.5% American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 25.9% Pacific Islander: N/A Two or More Races: 12.4% White: 14.2%
LCFF Priority 6: Pupil Suspension Rate	All Students: 1.7% Socioeconomically Disadvantaged: 1.4% English Learners: 2.5% Students with Disabilities: 0.0% Foster Youth: N/A Students experiencing Homelessness: 0.0% African American: 0.0% American Indian: NA Asian: N/A Filipino: N/A Hispanic: 1.8% Pacific Islander: N/A Two or More Races: 0.0% White: 3.4%	All Students: 1.4% Socioeconomically Disadvantaged: 1.1% English Learners: 2.2% Students with Disabilities: 0.0% Foster Youth: N/A Students experiencing Homelessness:).0% African American: 0.0% American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 1.5% Pacific Islander: N/A Two or More Races: 0.0% White: 0.4%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0 Socioeconomically Disadvantaged: 0 English Learners: 0 Students with Disabilities: 0 Foster Youth: 0 Students experiencing Homelessness: 0 African American: 0 American Indian: 0 Asian: 0 Filipino: 0 Hispanic: 0 Pacific Islander: 0 Two or More Races: 0 White: 0	All Students: 0 Socioeconomically Disadvantaged: 0 English Learners: 0 Students with Disabilities: 0 Foster Youth: 0 Students experiencing Homelessness: 0 African American: 0 American Indian: 0 Asian: 0 Filipino: 0 Hispanic: 0 Pacific Islander: 0 Two or More Races: 0 White: 0
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	How safe do you feel when you are at school? Safe/Very Safe: 75 %	How safe do you feel when you are at school? Safe/Very Safe: 78%
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	I feel connected to my school. Strongly Agree/Agree: 71%	I feel connected to my school. Strongly Agree/Agree: 74%
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 60%	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 63%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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 appropriate student behaviors. This creates 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. B. SEL activities: PAAM will implement SEL activities to meet students' diverse social and emotional learning needs. The SEL clubs will provide school-wide support, including proactive strategies for supporting students outside the classroom and during unstructured playtimes, such as recess. C. Whole Body Listening: PAAM implements Whole Body Listening and teaches strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters	All Students	1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student resources for implementation of social programs 500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS resources and materials
2.2	A complete School Safety Plan is written, discussed with all stakeholders, and implemented. 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 ability to lessen an emergency's impact to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablishing 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 and 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	All Students	

	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 A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through ongoing 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 assemblies B. Saturday School: Students in grades 1st through 6th are provided monthly opportunities to make up missed school days and enrich their educational experiences. Measures: Attendance rosters, Invitations 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 D. Attendance Intervention meetings to support student groups that need additional support. Measures: Attendance Intervention parent notice of meetings, notes	All Students	5000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student incentives
2.4	Staff, teachers, parents, and students participate in PBIS and other social skills training. 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 the next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas C. Activity Supervisor monthly and bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess.	All Students	290 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies 1500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified PBIS & SEL implementation supports
2.5	Reduce Suspensions and Expulsions A. PAAM implements social changes to improve civil behavior by strengthening home/school	All Students	2000 LCFF Suppl/Conc -- 0707

	relationships; 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 help staff implement support strategies effectively. Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets		1000-1999: Certificated Personnel Salaries After-School support to reduce Suspensions and Expulsions to PBIS and SEL
2.6	Staff, teachers, parents, and students participate in safety training. A. Training is held for staff members, students, and parents on preparing for and surviving natural and man-made disasters. Measures: Sign-in sheets, Copies of materials, Agendas B. Teachers, parents, and students can access the Student Handbook to review school rules and guidelines. Measures: copies of materials and online resources, parent signatures	All Students	
2.7	Health clerk provides support for all students. A. A health care aide will provide first aid 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 provide immunization support. Measures: Nurse logs, Copies of flyers, Documented phone calls	All Students	64,816 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary
2.8	Materials/furniture are purchased to create inviting environments. A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders, promoting student achievement and safety. Creating an inviting environment is important and should be addressed as needed. Measures: Agendas, Work Orders, Purchase Orders	All Students	8000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to create environments

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have continued to promote and support student engagement and attendance. To support daily attendance, Attendance team members make daily phone calls to identify potential barriers for students who are chronically absent or may need resources to support students attending school daily. Attendance Intervention meetings, SART, and SARB meetings have been implemented to support students attending school.

Attendance data has been shared during staff and leadership meetings. We also continue to discuss attendance through parent meetings such as ELAC, SSC, and Music and Muffins. Positive relationships continue to be a part of the school culture. Attendance has made some improvement overall this school year. Saturday School numbers have stayed steady throughout the year. We continue to problem-solve and analyze data through our Attendance Team to ensure we have an equity lens when looking at student data. Phone calls are made when students are not in school. Establishing positive relationships and discussing reasons for absences has helped our students overall. Creating a welcoming environment has been a focus, as well as promoting student incentives and a sense of belonging to ensure students are in school. To support these goals, the budget included funds to support Attendance incentives to increase student daily attendance.

Weekly messages regarding upcoming events are sent to parents through Parent Square and Class Dojo. Teachers use Parent Square and Class Dojo to communicate with families. Awards assemblies have continued this school year. We have also revised the attendance criteria to recognize students for improved attendance. Flyers and invitations to Saturday School are posted on Parent Square and Class Dojo. Our Attendance Team reviews data and plans the next steps to help with attendance. Attendance incentives and monthly student recognition student engagement.

Social-emotional learning continues to be implemented and is a part of our daily schedule. Our student council has also had school-wide activities as we promote a positive culture. Students and staff are encouraged to participate in school spirit days, which are planned and promoted by our student council. Student Council makes weekly videos to support positive behavior and activities on campus.

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

The resources allocated for PAAM in Goal 2.8 for materials/furniture purchased to create inviting environments was not spent as allocated due to the district purchasing new furniture for the classrooms.

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 support this goal, continued support will focus on PBIS and multi-tiered systems of support to promote positive student behavior school-wide. All classroom teachers will implement the PBIS matrix lessons. Daily school announcements will focus on PBIS expectations for the week. Student input will be collected to determine the effectiveness of Attendance incentives and student engagement activities.

A new playground and shade structure are being built to support a safe and inviting learning environment. Interactive smart boards will continue to be used inside classrooms to support student engagement and increase hands-on learning activities.

To decrease suspensions and increase positive student behavior, there will be a continued focus on PBIS and restorative practice training for teachers and staff. During recess and lunchtime, students will be able to participate in intramural sports and organized games.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PAAM had no subgroups were in the very low (red) range or 2 levels below the overall group. PAAM is part of Co-hort 3 for Community Schools and will continue to meet as a team to ensure that we are meeting the needs of the families that we serve. PAAM will continue to analyze data from needs assessments will be administered to identify needs of PAAM students and the needs of the community.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 82% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 80% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 83% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 88% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide Family Activities A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings, which will afford 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. Family activities include the Fall and Spring Festival, Winter and Spring music concerts, and seasonal student performances. Measures: Event sign-in 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 parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts	All Students and Families	1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Customer service: materials, incentives 1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Family activity supplies 1341.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Leadership and training opportunities 501.00 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Certificated hourly 1000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries

				Classified hourly: to include babysitting and support 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Movie License
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	All English Language Learners	200 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Translation
3.3	Parent Training 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 College and Career, PBIS, and Biliteracy support.	All Students and Families	1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Postage 1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies
3.4	Home Reference Materials A. Materials will be available to parents on the school website to support academic achievement and hard copies will be provided as needed. Measures: Purchase orders	All Students and Families	94.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Reference materials
3.5	College and Career Ready Agendas A. College- and Career-ready agendas provide daily communication between school and home in order to build stronger partnerships and increase student achievement. Stakeholders are working to create a digital AVID Agenda for home-to-school communication. Measures: Signed agendas, Print shop documentation	All Students	1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Printing costs
3.6	Student Engagement Each grade level will try to participate in at least one field to support student engagement and that it will supported through other funding (i.e. PTO/Donations account.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent outreach and involvement continue to be a critical factor in student success. Communication occurs in English and Spanish; translation services are offered during parent/teacher meetings. Our office staff is bilingual, and they can support parents and students. We communicate through Parent Square, social media, flyers, and Class Dojo.

Student engagement has continued through awards assemblies. The Student Council has also continued to promote school events. School-wide events are communicated through PAAM TV, which helps all our students. Extended Learning Opportunities have been offered this school year, and our students benefit from the additional learning time. We have had successful events such as Back to School Night, Music and Muffins, 100-Mile Parent Fun Runs, and our music assemblies.

Our 100 Mile Club has also been a positive program for students, staff, and families. We have incorporated family and themed runs this school year, such as the 100 Mile Club Turkey Trot.

Educational field trips have been a focus this year. Each grade level classroom either attended an off-site or on-site school field trip.

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

A continued focus will be on parent engagement to support student attendance and student behavior. Chronic absenteeism is a continued focus and the Attendance Team will continue to analyze attendance data to increase student 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.

Pacific Avenue is in Cohort three as a Community School. The Community School Committee meets throughout the year to identify student, staff, and parent needs. Once approved to be a Community School, the hope is that a teacher on special assignment will be able to plan and organize events to build partnerships with the school and the community to support student achievement.

We will be planning opportunities for parent engagement during the school day. 100 Mile Club parent fun runs and parent partnership events will continue to be implemented.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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	$501,531.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$324,321.00
LCFF Suppl/Conc -- 0707	$90,528.00
Title I Basic -- 3010	$84,303.00
Title I Parent Involvement -- 3010 1902	$885.00
Title III LEP -- 4203	$1,494.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $501,531.00

Total of federal, state, and/or local funds for this school: $501,531.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	84303	0.00
Title I Parent Involvement -- 3010 1902	885	0.00
Title III LEP -- 4203	1494	0.00
LCFF Suppl/Conc -- 0707	90528	0.00
LCFF District -- 500 0707	324321	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	324,321.00
LCFF Suppl/Conc -- 0707	90,528.00
Title I Basic -- 3010	84,303.00
Title I Parent Involvement -- 3010 1902	885.00
Title III LEP -- 4203	1,494.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	187,062.00
2000-2999: Classified Personnel Salaries	247,470.00
4000-4999: Books And Supplies	54,119.00
5000-5999: Services And Other Operating Expenditures	12,880.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	175,861.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	148,460.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	10,200.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	17,411.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	52,041.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	10,876.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	500.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	81,599.00
4000-4999: Books And Supplies	Title I Basic -- 3010	200.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,004.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	501.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	384.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,494.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	408,289.00
Goal 2	83,106.00
Goal 3	10,136.00

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

3 Parent or Community Members

Name of Members	Role
Hilliary Salley	Principal
Hayden Brown	Classroom Teacher
Jesica Garcia	Classroom Teacher
Veronica Nevarez	Other School Staff
De Pannu	Classroom Teacher
Yessica Garcia	Parent or Community Member
Giuliana Johannsen	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 5/14/2024.

Attested:

Principal, Hilliary Salley on 5/14/2024

SSC Chairperson, De Pannu on 5/14/2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table
A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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