



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	05/16/2025	June 24, 2025

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 the 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, Grade Level Team 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 (low) performance category in the area of Suspension, English Learner Progress, ELA, and Math and in the red for Chronic Absenteeism.

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.

-Student groups performing at the red level in the area of CAASPP ELA is the Socioeconomically Disadvantage students.

-Student groups performing at the red level in the area of CAASPP Math are Hispanic and Socioeconomically Disadvantage students.

-In the Chronic Absenteeism category that scored two or more performance levels below the "all student" category is English Learners, Hispanic, and Socioeconomic Disadvantage students.

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 have student categories in the red performance area and 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. 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. Next year, PAAM will be apart of QTEL training to support English Language Learners. PAAM will continue monitoring chronic absenteeism data with the Attendance Team 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. Panorama survey data also revealed that

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.98%	1.3%	0.95%	3	4	3
African American	2.61%	3.58%	2.22%	8	11	7
Asian	0.65%	0.33%	1.27%	2	1	4
Filipino	0.33%	0.33%	0.32%	1	1	1
Hispanic/Latino	80.39%	81.11%	83.17%	246	249	262
Pacific Islander	0.65%	0.33%	0%	2	1	0
White	10.13%	9.12%	8.57%	31	28	27
Multiple/No Response	2.61%	2.61%	2.86%	8	8	9
Total Enrollment				306	307	315

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			16
Kindergarten	51	51	43
Grade 1	45	46	43
Grade 2	44	45	49
Grade 3	55	45	40
Grade 4	41	50	38
Grade 5	31	40	46
Grade 6	39	30	40
Total Enrollment	306	307	315

Conclusions based on this data:

1. Pacific Avenue has seen a student enrollment increase in the Second, fifth, and sixth grades for the 2023-2024.
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. The Community School's Teacher on Special Assignment will continue to support school events and activities.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	68	61	80	23.3%	22.2%	25.4%
Fluent English Proficient (FEP)	31	27	26	11.5%	10.1%	8.3%
Reclassified Fluent English Proficient (RFEP)	2	3	3	1%	3%	3.8%

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 .8% of EL students that were reclassified from the 22-23 to the 23-24 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 increased by 20 students over the past two years. The 23-24 number of student enrollment was 80 students.
3. EL students that are Fluent English Proficient have continued to decrease 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	45	42	56	45	41	56	45	41	98.2	100.0	97.6
Grade 4	42	51	41	42	47	40	42	47	40	100.0	92.2	97.6
Grade 5	31	39	46	31	38	45	31	38	45	100.0	97.4	97.8
Grade 6	38	29	37	38	28	35	38	28	35	100.0	96.6	94.6
All Grades	168	164	166	167	158	161	167	158	161	99.4	96.3	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2316.	2343.	2325.	3.57	8.89	0.00	5.36	8.89	9.76	19.64	31.11	21.95	71.43	51.11	68.29
Grade 4	2430.	2399.	2409.	9.52	10.64	10.00	21.43	14.89	15.00	33.33	14.89	25.00	35.71	59.57	50.00
Grade 5	2424.	2455.	2446.	3.23	2.63	11.11	12.90	31.58	17.78	35.48	26.32	15.56	48.39	39.47	55.56
Grade 6	2498.	2503.	2517.	2.63	0.00	14.29	42.11	28.57	20.00	26.32	53.57	42.86	28.95	17.86	22.86
All Grades	N/A	N/A	N/A	4.79	6.33	8.70	19.16	19.62	15.53	27.54	29.11	25.47	48.50	44.94	50.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.79	4.44	0.00	51.79	53.33	51.22	46.43	42.22	48.78
Grade 4	9.52	10.64	5.00	71.43	59.57	62.50	19.05	29.79	32.50
Grade 5	3.23	5.26	13.33	61.29	63.16	44.44	35.48	31.58	42.22
Grade 6	15.79	*	11.43	50.00	*	60.00	34.21	*	28.57
All Grades	7.19	6.33	7.45	58.08	60.13	54.04	34.73	33.54	38.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.57	4.44	0.00	25.00	37.78	31.71	71.43	57.78	68.29
Grade 4	4.76	4.26	5.00	59.52	38.30	57.50	35.71	57.45	37.50
Grade 5	6.45	7.89	8.89	48.39	65.79	48.89	45.16	26.32	42.22
Grade 6	0.00	*	22.86	73.68	*	51.43	26.32	*	25.71
All Grades	3.59	5.06	8.70	49.10	50.00	47.20	47.31	44.94	44.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	6.67	2.44	60.71	64.44	68.29	39.29	28.89	29.27
Grade 4	4.76	6.38	5.00	80.95	70.21	67.50	14.29	23.40	27.50
Grade 5	6.45	18.42	15.56	64.52	65.79	60.00	29.03	15.79	24.44
Grade 6	10.53	*	0.00	68.42	*	82.86	21.05	*	17.14
All Grades	4.79	9.49	6.21	68.26	69.62	68.94	26.95	20.89	24.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	8.89	4.88	42.86	53.33	34.15	50.00	37.78	60.98
Grade 4	4.76	10.64	7.50	80.95	55.32	65.00	14.29	34.04	27.50
Grade 5	0.00	5.26	2.22	61.29	65.79	64.44	38.71	28.95	33.33
Grade 6	15.79	*	8.57	55.26	*	74.29	28.95	*	17.14
All Grades	7.19	8.86	5.59	58.68	60.13	59.01	34.13	31.01	35.40

Conclusions based on this data:

1. Pacific Avenue saw an overall achievement growth for Cohort Grades fourth, fifth, and sixth 2023-2024 students that decreased the number of students not meeting the standard than from the 2022-2023 school year.
2. Pacific Avenue saw a decrease of Students in the Below Standard category in the area reading for the Cohort 2023-2024 fourth and sixth grade than from the 2022-2023 school year.

3. Pacific Avenue saw a decrease of Students in the Below Standard category in the area writing for the Cohort 2023-2024 fourth, fifth, and sixth grade than from the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	45	42	56	45	42	56	45	42	98.2	100.0	100
Grade 4	42	50	40	42	47	39	42	47	39	100.0	94.0	97.5
Grade 5	31	39	46	31	38	45	31	38	45	100.0	97.4	97.8
Grade 6	38	29	37	38	28	36	38	28	36	100.0	96.6	97.3
All Grades	168	163	165	167	158	162	167	158	162	99.4	96.9	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2334.	2356.	2366.	1.79	2.22	4.76	10.71	11.11	9.52	23.21	26.67	26.19	64.29	60.00	59.52
Grade 4	2419.	2438.	2434.	4.76	4.26	10.26	11.90	31.91	15.38	35.71	23.40	30.77	47.62	40.43	43.59
Grade 5	2435.	2446.	2422.	0.00	10.53	6.67	9.68	5.26	6.67	22.58	23.68	22.22	67.74	60.53	64.44
Grade 6	2489.	2489.	2470.	10.53	14.29	11.11	15.79	3.57	5.56	26.32	35.71	33.33	47.37	46.43	50.00
All Grades	N/A	N/A	N/A	4.19	6.96	8.02	11.98	14.56	9.26	26.95	26.58	27.78	56.89	51.90	54.94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.57	2.22	9.52	32.14	40.00	38.10	64.29	57.78	52.38
Grade 4	4.76	8.51	7.69	50.00	44.68	43.59	45.24	46.81	48.72
Grade 5	0.00	5.26	8.89	48.39	44.74	33.33	51.61	50.00	57.78
Grade 6	5.26	*	2.78	52.63	*	58.33	42.11	*	38.89
All Grades	3.59	6.96	7.41	44.31	43.67	42.59	52.10	49.37	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	4.44	4.76	48.21	62.22	54.76	51.79	33.33	40.48
Grade 4	9.52	12.77	15.38	50.00	53.19	56.41	40.48	34.04	28.21
Grade 5	3.23	7.89	4.44	58.06	57.89	46.67	38.71	34.21	48.89
Grade 6	10.53	*	8.33	60.53	*	55.56	28.95	*	36.11
All Grades	5.39	7.59	8.02	53.29	62.03	53.09	41.32	30.38	38.89

Conclusions based on this data:

1. Pacific Avenue saw an overall achievement percentage decrease of students not meeting standards in the 2023-2024 The Fourth grade cohort on the CAASSP in math than from the 2022-2023 school year. The Fourth grade cohort 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 2023-2024 Sixth grade cohort on the CAASSP in math. The Sixth grade cohort saw an increase in student percentage above or at or near standard in the areas of concepts and procedures. The Sixth grade cohort also saw an increase in student percentage at or near standard in the areas of problem solving & modeling/data analysis, and communicating reasoning.
3. Pacific Avenue saw an overall achievement percentage increase of students at or near standard met in the Fifth grade cohort on the CAASSP in math in the area of problem solving & modeling/data analysis.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1387.6	1394.1	1403.7	1397.8	1407.7	1422.7	1363.8	1362.0	1359.1	14	11	17
1	1413.9	1378.5	*	1418.7	1391.6	*	1408.3	1365.1	*	11	13	10
2	*	1432.8	1439.2	*	1442.1	1457.5	*	1422.8	1420.3	8	12	13
3	1447.5	*	1435.4	1436.6	*	1426.9	1458.0	*	1443.5	15	7	13
4	*	1492.7	*	*	1490.0	*	*	1495.1	*	8	11	4
5	*	*	*	*	*	*	*	*	*	*	7	8
6	*	*	*	*	*	*	*	*	*	8	*	7
All Grades										67	63	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	0.00	17.65	21.43	36.36	17.65	50.00	27.27	35.29	21.43	36.36	29.41	14	11	17
1	0.00	0.00	*	9.09	7.69	*	45.45	46.15	*	45.45	46.15	*	11	13	*
2	*	0.00	0.00	*	16.67	30.77	*	50.00	38.46	*	33.33	30.77	*	12	13
3	0.00	*	0.00	33.33	*	15.38	26.67	*	23.08	40.00	*	61.54	15	*	13
4	*	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.48	4.76	8.33	20.90	28.57	29.17	37.31	34.92	26.39	37.31	31.75	36.11	67	63	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	18.18	17.65	21.43	18.18	17.65	50.00	27.27	47.06	21.43	36.36	17.65	14	11	17
1	9.09	0.00	*	18.18	30.77	*	36.36	46.15	*	36.36	23.08	*	11	13	*
2	*	8.33	7.69	*	25.00	46.15	*	41.67	38.46	*	25.00	7.69	*	12	13
3	6.67	*	15.38	40.00	*	15.38	13.33	*	23.08	40.00	*	46.15	15	*	13
4	*	45.45	*	*	9.09	*	*	27.27	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.43	23.81	27.78	26.87	22.22	22.22	26.87	28.57	27.78	32.84	25.40	22.22	67	63	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	0.00	5.88	7.14	9.09	17.65	57.14	54.55	35.29	28.57	36.36	41.18	14	11	17
1	0.00	0.00	*	0.00	0.00	*	18.18	30.77	*	81.82	69.23	*	11	13	*
2	*	0.00	0.00	*	0.00	30.77	*	41.67	7.69	*	58.33	61.54	*	12	13
3	0.00	*	0.00	6.67	*	0.00	33.33	*	15.38	60.00	*	84.62	15	*	13
4	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.49	0.00	1.39	8.96	6.35	13.89	34.33	46.03	31.94	55.22	47.62	52.78	67	63	72

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	18.18	11.76	64.29	45.45	70.59	28.57	36.36	17.65	14	11	17
1	9.09	7.69	*	45.45	69.23	*	45.45	23.08	*	11	13	*
2	*	16.67	7.69	*	66.67	92.31	*	16.67	0.00	*	12	13
3	13.33	*	7.69	53.33	*	46.15	33.33	*	46.15	15	*	13
4	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.43	17.46	15.28	55.22	55.56	61.11	31.34	26.98	23.61	67	63	72

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	0.00	23.53	64.29	72.73	58.82	21.43	27.27	17.65	14	11	17
1	0.00	0.00	*	72.73	61.54	*	27.27	38.46	*	11	13	*
2	*	8.33	7.69	*	75.00	69.23	*	16.67	23.08	*	12	13
3	20.00	*	7.69	40.00	*	46.15	40.00	*	46.15	15	*	13
4	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.91	22.22	25.00	50.75	53.97	50.00	31.34	23.81	25.00	67	63	72

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	0.00	5.88	64.29	90.91	47.06	28.57	9.09	47.06	14	11	17
1	0.00	0.00	*	45.45	23.08	*	54.55	76.92	*	11	13	*
2	*	0.00	0.00	*	41.67	38.46	*	58.33	61.54	*	12	13
3	0.00	*	0.00	33.33	*	7.69	66.67	*	92.31	15	*	13
4	*	0.00	*	*	45.45	*	*	54.55	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.49	0.00	1.39	40.30	52.38	37.50	58.21	47.62	61.11	67	63	72

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	9.09	17.65	50.00	36.36	35.29	35.71	54.55	47.06	14	11	17
1	0.00	0.00	*	63.64	46.15	*	36.36	53.85	*	11	13	*
2	*	0.00	7.69	*	66.67	53.85	*	33.33	38.46	*	12	13
3	6.67	*	0.00	46.67	*	46.15	46.67	*	53.85	15	*	13
4	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.96	4.76	8.33	49.25	55.56	51.39	41.79	39.68	40.28	67	63	72

Conclusions based on this data:

1. Pacific Avenue saw an overall percentage decrease of Level one students in the first grade cohort from the 22-23 to the 23-24 school year.

2. Pacific Avenue saw an overall percentage decrease of Level two students in the first and third grade cohorts from the 22-23 to the 23-24 school year.
3. Pacific Avenue saw an percentage student increase at the beginning level in the Reading domain in grades two cohort from the 22-23 to the 23-24 school year.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
315	85.4%	25.4%	0.0%

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.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	80	25.4%
Foster Youth	0	0.0%
Homeless	4	1.3%
Socioeconomically Disadvantaged	269	85.4%
Students with Disabilities	49	15.6%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	7	2.2%
American Indian	3	1%
Asian	4	1.3%
Filipino	1	0.3%
Hispanic	262	83.2%
Two or More Races	9	2.9%
Pacific Islander	0	0.0%
White	27	8.6%

Conclusions based on this data:

1. Pacific Avenue's English Learners enrollment for 2023-24 was at 25.4 percent. Based on this data, Bilingual Tutors supported English Language Learners in class with academic needs based or in small groups based on teacher information.
2. Pacific Avenue's Students with Disabilities enrollment for 2023-24 was at 15.6 percent. Special Education teachers, Case Carriers and school site staff support students with disabilities to support academic needs and IEP goals.
3. Pacific Avenue's English Learners has a student group total of 80 students for the 2022-2023 school which is an increase from the past year. There is an English Language Advisory Committee to support the needs of PAAM's English Learners, and designated and integrated English Language Development (ELD) instruction is implemented to support students with language acquisition based on grade level standards.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Pacific Avenue's 2024 Fall Academic Performance for English Language Arts and math was in the orange. Leadership team met to analyze data to support students meeting grade level standards.
2. Pacific Avenue's 2024 Fall suspension rate was in the orange. More students received suspensions than in previous years.

3. Pacific Avenue's 2024 Fall Chronic Absenteeism was in the red. There were certain events that happened throughout the year and students did not come to school on those days.

School and Student Performance Data

Academic Performance English Language Arts

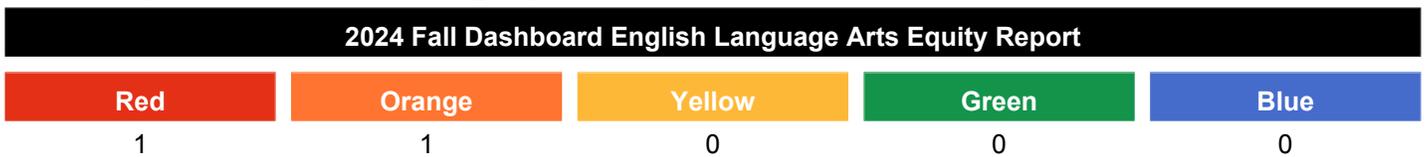
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 64.4 points below standard Maintained 2.4 points 149 Students	English Learners No Performance Color 87.3 points below standard Increased 4.1 points 36 Students	Long-Term English Learners No Performance Color Less than 11 Students 3 Students
Foster Youth No Performance Color Less than 11 Students 3 Students	Homeless No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged Red 74.7 points below standard Maintained 2.4 points 126 Students

<p>Students with Disabilities</p>  <p>No Performance Color 177.8 points below standard Declined 30.8 points 15 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 0 Students</p>	<p>Hispanic</p>  <p>Orange 61.8 points below standard Maintained 2.9 points 128 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 9 Students</p>

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 74.7 percent below the standard and has maintained by 2.4 points. Panorama survey data and Community School survey data will be used to identify supports for students.
3. All Students on the 2024 Fall English Language Arts assessment maintained by 2.4 percentage and in the orange level.

School and Student Performance Data

Academic Performance Mathematics

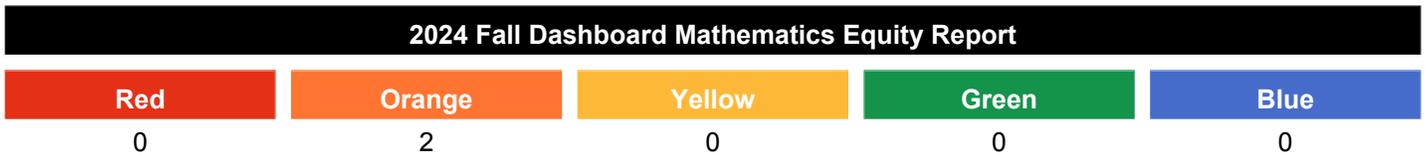
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>83.6 points below standard</p> <p>Declined 19.4 points</p> <p>151 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>104.7 points below standard</p> <p>Declined 22.8 points</p> <p>38 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>93.2 points below standard</p> <p>Declined 20.1 points</p> <p>128 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 175.4 points below standard Declined 23.4 points 15 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 0 Students</p>	<p>Hispanic</p>  <p>Orange 82.2 points below standard Declined 18.3 points 130 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 9 Students</p>

Conclusions based on this data:

1. Socioeconomic disadvantage and Hispanic students were in the orange level for the 2024 fall math dashboard. More supports are needed to support this subgroup.
2. Multilingual learners were 104.7 points below standard. A focus on supports needed to increase Multilingual learners academic achievement was the focus of PD for staff.
3. All student groups for math were in the orange level. Teachers analyze data from NWEA assessments and teacher assessments to decrease the academic achievement gaps.

School and Student Performance Data

Academic Performance English Learner Progress

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

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 35.2% making progress. Number Students: 54 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.4%	42.6%	0%	35.2%

Conclusions based on this data:

1. The data shows that English Learners are in the Orange Level. To maintain and continue making progress bilingual tutors will continue to provide support to English Learners.
2. 35.2% of English Learners are making progress towards English Language proficiency. Teachers implement designated and integrated English Language Development instruction to continue to support English Learners in making progress.
3. 42% of 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Red 30.9% Chronically Absent Increased 2.7 353 Students	English Learners Red 33% Chronically Absent Increased 2.4 88 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Socioeconomically Disadvantaged Red 31.9% Chronically Absent Increased 1 304 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>35.4% Chronically Absent</p> <p>Declined 4</p> <p>65 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>34% Chronically Absent</p> <p>Increased 5.1</p> <p>294 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 15.4</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Declined 3.9</p> <p>30 Students</p>

Conclusions based on this data:

1. 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 Red Level. The Attendance Team will continue to provide strategic support to identify barriers to coming to school daily and strive to implement supports.
3. Overall chronic absenteeism has increased for the 2024 fall dashboard. Attendance Team meetings, SART and SARB meetings, Attendance incentives, and activities will be provided throughout the year to continue to support daily attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

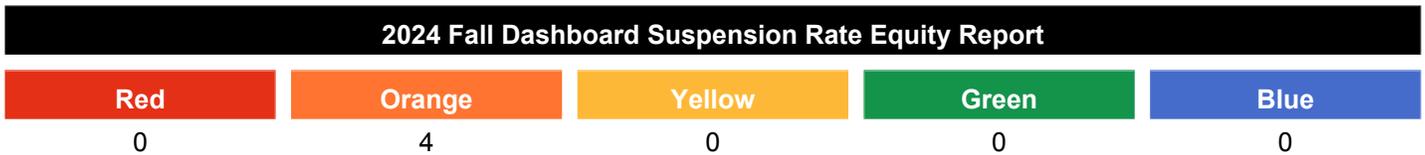
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.5%</p> <p>357 Students</p>	<p>English Learners</p> <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 3.1%</p> <p>90 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.2%</p> <p>306 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 3%</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.6%</p> <p>297 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>3.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>30 Students</p>

Conclusions based on this data:

1. Pacific Avenue was in the Orange level for the 2024 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, and there will be continued support from the Multi-Tiered Systems of Support teacher on special assignment.
2. Data revealed that English Learners had an increase in suspensions with 3.1% students suspended at least one day. Data will be shared during English Learner Advisory Committee meetings with parents and during grade level, and staff meetings.
3. Data revealed that Students with Disabilities were on the Orange level with % of students suspended at least one day. Increase staff support supporting Individual Educational Plan goals, Tier 2 supports, and attend trainings on behavior supports.

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 orange performance range on the CAASPP for ELA. To support students in the subject of ELA, grade level leaders attended a release day to analyze data to identify academic barriers to learning for ELL students and grade level teams had planned released days to plan daily instruction, analyze data to inform ELA instruction, and to prepare for small group instruction.

-Overall, scored in the Orange range on the CAASPP for math. To support students in the subject of math, teachers incorporated Tier 1 small group supports for students to practice identified math skills. Grade level leaders attended a release day to analyze data to identify academic barriers to learning for ELL students. Grade level teams had planned released days to plan daily instruction, analyze data to inform ELA instruction, and to prepare for small group instruction.

-To support and increase academic success for all students, student, parent, and teacher survey data was analyzed to identify potential barriers to learning and determine what resources and strategies will be used to decrease the academic learning gaps for all student groups.

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
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)</p>	<p>All Students: -64.00 Socioeconomically Disadvantaged: -74.7 English Learners: -87.3 Students with Disabilities: -177.8 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -61.8 Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>All Students: -54.0 Socioeconomically Disadvantaged: -64.7 English Learners: -77.3 Students with Disabilities: -167.8 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -51.8 Pacific Islander: NA Two or More Races: NA White: NA</p>
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>Mathematics Academic Indicator: Distance from Standard (DFS)</p>	<p>All Students: -83.6 Socioeconomically Disadvantaged: -93.2 English Learners: -104.7 Students with Disabilities: -175.4 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -82.2 Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>All Students: -73.6 Socioeconomically Disadvantaged: -83.2 English Learners: -94.7 Students with Disabilities: -165.4 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -72.2 Pacific Islander: NA Two or More Races: NA White: NA</p>
<p>LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency</p>	<p>Current Percentage of English Learners making progress: 35.2% making progress Status Level: Orange</p>	<p>Goal Percentage of English Learners making progress 438% Status Level: Orange</p>
<p>LCFF Priority 4: English Learner Reclassification Rate</p>	<p>Percentage of English Learners Reclassified: 6.25%</p>	<p>Goal Percentage of English Learners Reclassified 8%</p>
<p>LCFF Priority 8: Other Student Outcomes - NWEA ELA</p>	<p>Achievement Percentile: All Grades: 27th All Grades (EL): 11th All Grades (Students with Disabilities): 9th Grade 1: 26th Grade 2: 26th Grade 3: 26th Grade 4: 15th Grade 5: 35th Grade 6: 32nd</p>	<p>Achievement Percentile: All Grades: 32nd All Grades (EL): 16th All Grades (Students with Disabilities): 14th Grade 1: 31st Grade 2: 31st Grade 3: 31st Grade 4: 20th Grade 5: 40th Grade 6: 37th</p>
<p>LCFF Priority 8: Other Student Outcomes - NWEA Math</p>	<p>Achievement Percentile: All Grades: 30th All Grades (EL): 20th</p>	<p>Achievement Percentile: All Grades: 35th All Grades (EL): 25th</p>

	All Grades (Students with Disabilities): 4th Grade 1: 30th Grade 2: 45th Grade 3: 31st Grade 4: 24th Grade 5: 28th Grade 6: 23rd	All Grades (Students with Disabilities): 9th Grade 1: 35th Grade 2: 50th Grade 3: 36th Grade 4: 29th Grade 5: 33rd Grade 6: 28th
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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	<p>Professional development</p> <p>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</p> <p>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</p> <p>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 from the classroom or from state standards in ELA, Math, Science, and Social Studies.</p> <p>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</p>	All students	<p>3500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Grade Level Release Days</p> <p>500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Staff development Workshops by consultants</p> <p>2000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers to support class instruction</p> <p>1000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Technology coordinator Release days to model technology lessons in classrooms.</p> <p>9683.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and supplies</p> <p>500.00 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Provide opportunities for staff to attend conferences.</p> <p>8,500.00</p>

			<p>LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies new curriculum needs</p>
1.2	<p>Technology support</p> <p>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</p> <p>B. Chromebooks and technology are integrated into the instructional day and as a take-home tool for students in grades 2-6th grade to support academic acquisition. Measures: Assessments, Check-Out Logs, Classroom Plans</p> <p>C. The site librarian will support students' learning by providing opportunities for students to work on maker space activities. Measures: Sign-out/in logs</p> <p>D. Purchase music subscriptions for student use as support for students during instructional minutes and at home.</p>	All Students	<p>200.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Music Online Subscriptions</p> <p>500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Provide extra support for Intervention using technology.</p> <p>6,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Academic online subscriptions (IXL)</p>
1.3	<p>State Standards are fully implemented to increase student achievement.</p> <p>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</p> <p>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. Measures: Notes, Copies of materials</p> <p>C. Instructional supplies will be purchased based</p>	All Students	<p>5000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Provide materials and supplies to support instruction.</p> <p>8,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop</p>

	<p>on grade level and Leadership Team quantitative observations and requests. Instruction is deliberately designed so that students:</p> <ul style="list-style-type: none"> • Build computational skills through math review and mental math, emphasizing the development of number sense as students practice procedural mathematics and computational skills every day • Develop mathematical reasoning and problem-solving abilities by providing a structure for problem-solving activities and understanding. <p>-Deepen conceptual understanding by focusing instruction on grade-level standards that are essential for student learning and driven by performance indicators.</p> <p>-Develop foundational reading and reading comprehension skills and support writing skills</p> <ul style="list-style-type: none"> • Gain mastery of math facts through student understanding of patterns • Demonstrate understanding in a variety of assessment formats that align with state standards. <p>-Support Music and music standards-based instruction</p> <p>Measures: math support, Lesson plans, PLC minutes, Leadership Team Meeting Minutes, ELA and writing support</p> <p>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</p> <p>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</p>		
<p>1.4</p>	<p>RTI supports are in place for at-risk students in upper and primary grades.</p> <p>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. Measures: NWEA Data, Grade level assessments, Class rosters</p> <p>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,</p>	<p>All Students</p>	<p>162,957 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>2004.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and supplies</p> <p>3000.00</p>

	<p>including push-in and pull-out small group instruction services. Measures: NWEA data, formative assessments, Summative assessments</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP and NWEA Assessments, and ELPAC data</p> <p>D. Universal Access: To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide students who are not quite mastering standards-focused support. Measures: Formative assessments, Summative assessments.</p>		<p>LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printing</p> <p>500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified/BLT Hourly</p>
1.5	<p>English Learners extra support</p> <p>A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement. Measures: Summative assessments, ELPAC assessments</p> <p>B. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home. Measures: ELAC meetings, Event flyers, Sign-in sheets</p> <p>C. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify. Measures: EL class lists, Lessons plans</p>	EL Students	<p>17,864 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries (3 hrs and 6 hrs) Split Funded</p> <p>82,252 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries (3 hrs and 6 hrs) Split Funded</p> <p>1,000 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Leadership Release Days to support ELD instruction</p> <p>596.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials/Supplies</p>
1.6	<p>Extended learning opportunities are provided for students.</p> <p>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. Measures: teacher assessments, ELO rosters, permission slips, NWEA date</p>	All Students 1.6 Students in the red and orange on NWEA	
1.7	Provide library services and material Teach	All Students	83,941 LCFF District -- 500 0707

	<p>A. Provide library services for students and staff to use library resources to support student achievement and music instructional support, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks to support at home learning. Provide clear instructions for how parents and students can participate in after-school programs as needed such as Think Together or ELO using 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.</p> <p>B. Provide district-adopted materials and support materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests</p>		<p>2000-2999: Classified Personnel Salaries Elementary Media Clerk Salary</p> <p>200.00 Title I Basic -- 3010</p> <p>4000-4999: Books And Supplies Purchase and Restore Library Books</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Makerspace Materials</p> <p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchase library books and Restore Digital Resources</p>
<p>1.8</p>	<p>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</p>	<p>All Students</p>	
<p>1.9</p>	<p>Class-Size Reduction A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters</p>	<p>All Students</p>	
<p>1.10</p>	<p>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.</p> <p>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</p> <p>B. 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,</p>	<p>All Students</p>	<p>500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teacher/Collaboration Time, College and Career Week</p>

<p>1.11</p>	<p>Special Education Programs support students on Tier III of RTI.</p> <p>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.</p> <p>Measures: Checklists, Transition meetings, sign-in sheets</p> <p>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.</p> <p>Measures: Checklists, staff documentation</p>	<p>All Students</p>	<p>500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teacher/Collaboration Time to support with Tier III or RTI</p>
<p>1.12</p>	<p>Transition Supports</p> <p>A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program.</p> <p>Measures: Logs/Sign-In Sheet, Copies of Policies, and Related Information</p> <p>B. Preschool-age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus.</p> <p>Measures: Logs/Sign-in sheets/Planbooks</p> <p>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.</p> <p>Measures: Lunch counts, Teacher Plans</p> <p>D. Parents and students are provided summer support materials in preparation for transitioning from preschool to TK/K and kindergarten to first.</p> <p>Measures: packets distributed</p>	<p>All TK/K students</p>	<p>500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printed Materials</p>
<p>1.13</p>	<p>Math</p> <p>A. Increase computational, applicational, and conceptual understanding of math skills in students.</p> <p>Measures: Unit tests, CAASPP, NWEA data, teacher assessments</p> <p>B. Provide parent support with math instructions.</p> <p>Measures: strategic standard-based planning with parents, provide information via Class Dojo, Parent Square Communication</p>	<p>All Students</p>	<p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Support students and parents with math support materials and resources</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 maintained -2.4 percent but were still 64.4 points below standard, and in math students declined by 19.4 points. 35.72 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 MTSS Teacher, Community School teacher, and Behavioral Health Intern assigned to the site. The Leadership Team continued support for English Learners and analyzed data during provided release time. 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 Support teacher continued to push into classrooms to support small-group instruction. Parents and students could participate in math and literacy family fun nights 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.

Support teacher provided push-in and some 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 teacher will monitor student progress, and data will guide small group instruction and types of academic support. Support teacher 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 3 subgroups that were in the very low (red) range or 2 levels below the overall group for Chronic Absenteeism. PAAM continued to have a focus on student attendance as well as meeting the needs of students social emotional well being. PAAM continued to inform and collaborate with parents to ensure they understand the importance of student daily attendance, and incentives were provided to students as needed to encourage regular attendance. Our PBIS/BSEL team continued 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: 97% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 94.40% K: 89.64% 1: 92.5% 2: 92.24% 3: 92.5% 4: 91.87% 5: 89.78% 6: 93.87% Source: Student Information System P-2 report	TK: 97% K: 92% 1: 95% 2: 95% 3: 95% 4: 94% 5: 92% 6: 96% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 30.9% Socioeconomically Disadvantaged: 31.9% English Learners: 33% Students with Disabilities: 35.4%	All Students: 27.9% Socioeconomically Disadvantaged: 28.9% English Learners: 30% Students with Disabilities: 32.4%

	<p>Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 34% Pacific Islander: N/A Two or More Races: N/A White: N/A</p>	<p>Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 31% Pacific Islander: N/A Two or More Races: N/A White: N/A</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 2.2% Socioeconomically Disadvantaged: 2.6% English Learners: 5.6% Students with Disabilities: 3.0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: NA Asian: N/A Filipino: N/A Hispanic: 2.4% Pacific Islander: N/A Two or More Races: N/A White: N/A</p>	<p>All Students: 1.9% Socioeconomically Disadvantaged: 1.1% English Learners: 5.3% Students with Disabilities: N/A Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 2.1% Pacific Islander: N/A Two or More Races: N/A White: N/A</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>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</p>	<p>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</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school 54% Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school 59% Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: School Connectedness	<p>Percent favorable of how much students feel they are valued members of the school community 53%. Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community 58% Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Caring Relationships	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom 61%</p>	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom 66%</p>

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	<p>Social programs and behavior strategies are implemented to increase student safety and achievement.</p> <p>A. PBIS: PAAM implements PBIS, a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. 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.</p> <p>Measures: Academic achievement data, Behavior data, SST referrals.</p> <p>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.</p> <p>C. Whole Body Listening: PAAM implements Whole Body Listening and teaches strategies for active listening.</p> <p>Measures: Lesson plans, Sign-in sheets, Posters</p>	All Students	<p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student resources for implementation of social programs</p> <p>1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS resources and materials</p>
2.2	<p>A complete School Safety Plan is written, discussed with all stakeholders, and implemented.</p> <p>A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The 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.</p> <p>PAAM School Safety Plan considers routine procedures for before, during, and after school activities, natural and industrial disasters, terrorism, gang activity, and armed intruders.</p> <p>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.</p>	All Students	

	<p>Measures: School Safety Plan, Meeting minutes, Sign-in sheets</p> <p>B. Disaster Training: School personnel participate in Crisis Management training and in the Great Shake every October. Measures: Sign-in sheets, Agendas</p>		
2.3	<p>Improve attendance</p> <p>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</p> <p>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</p> <p>C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes, the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws and regulations are discussed. The teams create plans to support the home, ensuring student attendance. Measures: Copies of SART/SARB meeting, Attendance rosters, Copies of attendance letters, Saturday School invites and rejections</p> <p>D. Attendance Intervention meetings to support student groups that need additional support. Measures: Attendance Intervention parent notice of meetings, notes</p>	All Students	<p>6500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student incentives</p>
2.4	<p>Staff, teachers, parents, and students participate in PBIS and other social skills training.</p> <p>A. Staff will participate in BSEL & PBIS training, behavior strategies, and other training that support student safety and achievement within the classroom.</p> <p>B. Parents, Students, and Teachers complete safety surveys and analyze information to access the next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas</p> <p>C. Activity Supervisor monthly and bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess.</p>	All Students	<p>290 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p> <p>500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified PBIS & SEL implementation supports</p>

<p>2.5</p>	<p>Reduce Suspensions and Expulsions A. PAAM implements social changes to improve civil behavior by strengthening home/school 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</p>	<p>All Students</p>	<p>2880 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries After-School support to reduce Suspensions and Expulsions to PBIS and SEL</p>
<p>2.6</p>	<p>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</p>	<p>All Students</p>	
<p>2.7</p>	<p>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</p>	<p>All Students</p>	<p>70,821 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary</p>
<p>2.8</p>	<p>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</p>	<p>All Students</p>	<p>300.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to create environments</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 but have been lower than previous years. 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. The Community Schools teacher and MTSS teacher provide addition support to students, parents, and staff with Wellness Wednesday's for students, Family game nights, Restorative practice trainings for staff and check in/check-out services for identified students.

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 2.4 provided opportunity for the PBIS Coordinator to attend PBIS trainings to support school safety and student behavior.

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.

The new playground and shade structure was completed this year to support students in positive play during recess times. 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, organized games, and participate in Wellness Wednesday's.

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 several subgroups in the very low (red) range or 2 levels below the overall group. PAAM is part of Co-hort 3 for Community Schools and meet as a team throughout the year to ensure that we are meeting the needs of the families that we serve. PAAM continued to analyze data from needs assessments gathered from educational partners 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 responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 88.2% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 91.2% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 80% % Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 83% Source: LCAP Staff Survey Winter 2024-25"
Parent & Family Engagement: California School Parent Survey	"The percentage of parents who responded favorably to the question:	The percentage of parents who responded favorably to the question:

LCFF Priority 3	""Teachers communicate with parents about what students are expected to learn in class." 84.4% Source: LCAP Parent Survey Winter 2024-25"	"Teachers communicate with parents about what students are expected to learn in class." 87.4% Source: LCAP Parent Survey Winter 2024-25"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 85% Source: LCAP Staff Survey Winter 2024-25"	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 88% Source: LCAP Staff Survey Winter 2024-25"

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	<p>Provide Family Activities</p> <p>A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings, 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</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Meetings with the Principal, and attendance meetings so parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	All Students and Families	<p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Customer service: materials, incentives</p> <p>1500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Family activity supplies</p> <p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Leadership and training materials and resources for students and parents</p> <p>979.00 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Certificated hourly</p> <p>500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly: to include babysitting and support</p> <p>1000 LCFF Suppl/Conc -- 0707</p>

			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 Translation support supplies
3.3	Parent Training through Community Schools 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 Bilingual support.	All Students and Families	500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Postage 500.00 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.	All Students and Families	
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	500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Printing costs
3.6	Community Schools Each Grade level will be supported by Elevo for Physical Education support. Also, Elevo will support structured athletic activities during recess times.	All Students	17,800.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Support

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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. The Community Schools teacher organizes family fun nights and volunteer opportunities for families to be involved in at the school.

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 again. 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. Community Schools funds will support increase opportunities for parent engagement.

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.

The Community Schools teacher planned opportunities for parent engagement during the school day and in the evening. 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	\$97,504.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$512,967.00
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 (\$)
Title I Basic -- 3010	\$94,639.00
Title I Parent Involvement -- 3010 1902	\$1,269.00
Title III LEP -- 4203	\$1,596.00

Subtotal of additional federal funds included for this school: \$97,504.00

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	\$317,719.00
LCFF Suppl/Conc -- 0707	\$97,744.00

Subtotal of state or local funds included for this school: \$415,463.00

Total of federal, state, and/or local funds for this school: \$512,967.00

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	94,639	0.00
Title I Parent Involvement -- 3010 1902	1,269	0.00
Title III LEP -- 4203	1,596	0.00
LCFF Suppl/Conc -- 0707	97,744	0.00
LCFF District -- 500 0707	317,719	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	317,719.00
LCFF Suppl/Conc -- 0707	97,744.00
Title I Basic -- 3010	94,639.00
Title I Parent Involvement -- 3010 1902	1,269.00
Title III LEP -- 4203	1,596.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	176,316.00
2000-2999: Classified Personnel Salaries	256,578.00
4000-4999: Books And Supplies	68,073.00
5000-5999: Services And Other Operating Expenditures	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	162,957.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	154,762.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	10,880.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	19,564.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	55,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	500.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	82,252.00
4000-4999: Books And Supplies	Title I Basic -- 3010	11,887.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	979.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	290.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,000.00
4000-4999: Books And Supplies	Title III LEP -- 4203	596.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	405,197.00
Goal 2	83,291.00
Goal 3	24,479.00

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

Name of Members	Role
Hilliary Salley	Principal
Hayden Brown	Classroom Teacher
Elizabeth Garcia	Classroom Teacher
Vacancy	Classroom Teacher
Sophia Hernandez Lin	Other School Staff
De Pannu	Parent or Community Member
Yessica Garcia	Parent or Community Member
Giuliana Johannsen	Parent or Community Member
Ana Lopez	Parent or Community Member
Christine Reyes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2025.

Attested:



Principal, Hilliary Salley on 5/16/2025



SSC Chairperson, De Pannu on 5/16/2025

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

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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/>

Updated by the California Department of Education, October 2023