School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pacific Avenue Academy of Music
Address	6110 45th Street Jurupa Valley, CA 92509-7201
County-District-School (CDS) Code	33 67090 6032197
Principal	Hilliary Salley
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 17, 2022

Local Board Approval Date	June 13, 2022

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

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School Vision and Mission

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

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

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

School Profile

Describe The students and community and how school serves them.

The Story

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

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

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

Pacific Avenue Academy of Music is located in one of several communities in the City of Jurupa Valley served by the Jurupa Unified School District, a district of less than 20,000 students. Ethnic distribution is 83% Hispanic, 7% African American, 9% White (not Hispanic), and 1% other. Pacific Avenue is currently serving approximately 320 transitional kindergartens through sixth grade regular education students, 17 SDC TK-1 students, 17 SDC 2-3 students, 30 SDC Preschool students, 34 Head Start children and 13 DHH students. According to CBEDS and STAR Demographic data, 84% of Pacific Avenue students receive free or

reduced lunch, 47% of students are English learners, and the average parent education level is 1.97, where 1 is equal to "not a high school graduate" and 5 is equal to graduate school experience.

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

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

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

SPSA Highlights

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

The 2020-2021 school year was a year for Pacific Avenue Academy of Music to continue with it's previous accomplishments and to look ahead with new goals and accomplishments.

SPSA Highlights for the 3 Goals

College and Career Readiness
* Continue participation in AVID
* Continue increase in ELA scores through district based assessments such as NWEA and Reading A to Z
* Continue increase in math through supports like IXL

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

Safe, Orderly, and Inviting Learning Environments
* Continue increasing the social and pragmatic skills of all students
* Continue providing a campus environment rich in music
* Continue providing classroom environments rich in learning
* Continue providing good communications between school and home
* Continue using Superflex to develop better social skills in students

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

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

PAAM has made progress in supporting students in the area of Social Emotional Learning. Teachers have included Morning Meetings to monitor student SEL support. Office staff have provided extended support in connecting families and students with available resources to support student social emotional learning and COVID needs.
Pacific Avenue Academy has made steady progress in the area of math with the new support of our Math Intervention teacher. The 2020 and 2021 California Dashboard data has not been reported to provide information on math and ELA progress however, PAAM has utilized NWEA data and teacher assessment data. PAAM will continue to focus on the academic area of math and work to provide students and parents more support with math instruction and implement mathematic on-line resources. More specifically, teachers and staff have worked together to support students and their families navigate through distance learning to support student learning.

Also, our last CA Dashboard data showed a 1% decline in chronic absenteeism.

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

Greatest Needs

Language Arts proficiency numbers declined according to the California Dashboard. The need to focus on this area remains, as the overall proficiency levels indicate that less than 35% of our students have not met the standard for ELA on the CAASPP. Due to COVID we did not take any state assessments for 19-20 bt for 20-21 we completed various assessments as listed in our school plan. We are offering summer school called LEAP -Learning Engages All Possibilities to support students in the areas of SEL and support students in returning back to school for in-person instruction.

PAAM, also needs support in the area of mental health programs and better parent involvement with academics.

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

Performance Gaps

Due to COVID and distance learning all aspects of the California Dashboard will be addressed by the site next school year. Intervention supports will be implemented for the continued improvement in increasing performance in ELA and Math for all learners.

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

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

- Maintaining a School-Wide AVID Program: Research like the College Spark Washington's College Readiness Initiative support the importance of AVID to students and teacher effectiveness. This case study concluded that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.

- Supporting English Learners: According to the CDE, "English learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level."

- Supporting student achievement for all students- MTSS (Multi-Tiered System of Supports), or RTI (Response to Intervention), is a comprehensive system of differentiation supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, summative assessments, researched-based interventions matched to student needs, and educational decision making using academic progress over time, as defined by ESEA Legislation, supporting all student success.

- Providing core curriculum opportunities to include math, ELA, science, social studies, and physical education to all students.

- Sustaining a systematic library management system to include textbooks and Chromebooks.

- Creating and participating in quality Professional Development- In accordance with the Learning Policy Institute Research regarding effective professional development, PAAM's PD

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

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

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

- Employing a Health Care Aide- According to the JUSD job description, health care aides duties are "under general supervision, to perform a variety of activities including specialized health care services; to assist the school nurse and other staff in providing health program assistance, to maintain health records, referrals and reports, and to assist students with other health related needs."

- Maintaining a safe and aesthetically pleasing learning environment: Researchers like Chan (1980), Bowers and Burkett (1987), Cash (1993), Hines (1996), and Lanham (1999) have demonstrated a clear positive link regarding facility modernization and student achievement.

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

- Providing an efficient, effective, and ethical office staff- To paraphrase the book, Delivering Knock Your Socks Off Service, a school's office staff is the company. Parents make immediate judgements regarding the school based upon the actions of the office staff. The staff must be reliable, responsive, reassuring, empathetic, personable, and polite.

- Maintaining office space reflective of the theme of the school, the organization of the school, and the temperament of the school.

- Cultivating shared leadership through parent organizations like SSC, ELAC, Booster Club- Researchers like McCallister (1990), Jeynes (2007), and Leithwood and Mascall (2008) describe the importance of parent involvement and leadership with increasing student achievement.

- Maintaining open communications between school and home through Peachjar, social media, Dojo, school marquee, and Q Communications.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	62	53	43
Grade 1	51	53	47
Grade 2	42	47	55
Grade3	48	41	49
Grade 4	44	44	30
Grade 5	31	49	43
Grade 6	40	34	46
Grade 7	32		
Total Enrollment	350	321	313

Conclusions based on this data:

1. There has been a decline in enrollment in the last two school years.
2. Second grade has the most students while first grade has the least number of students.
3. Fourth grade enrollment as decreased over the past two years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	79	75	73	22.6%	23.4%	23.3%
Fluent English Proficient (FEP)	38	36	36	10.9%	11.2%	11.5%
Reclassified Fluent English Proficient (RFEP)	9	13	3	9.6%	16.5%	4.0%

Conclusions based on this data:

1. English Learners have decreased over the past three years.
2. The percentage of students identified as FEP has stayed steady over the past two years.
3. Students that are designated as RFEP has decreased from 16.5% in 19-20 school year to 4.0% in the 20-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57	44	51	56	44	0	56	44	0	98.2	100	0.0
Grade 4	30	46	32	30	45	0	30	45	0	100	97.8	0.0
Grade 5	41	31	43	41	31	0	41	31	0	100	100	0.0
Grade 6	54	41	47	54	40	0	54	40	0	100	97.6	0.0
Grade 7		29			29			29			100	
All Grades	182	191	173	181	189	0	181	189	0	99.5	99	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2376.4	2359.1		8.93	11.36		17.86	9.09		23.21	20.45		50.00	59.09	
Grade 4	2499.7	2432.5		43.33	13.33		23.33	22.22		16.67	24.44		16.67	40.00	
Grade 5	2500.6	2479.3		17.07	22.58		39.02	29.03		19.51	16.13		24.39	32.26	
Grade 6	2499.4	2541.3		5.56	7.50		38.89	50.00		29.63	32.50		25.93	10.00	
Grade 7		2548.0			10.34			44.83			20.69			24.14	
All Grades	N/A	N/A	N/A	15.47	12.70		29.83	29.63		23.20	23.28		31.49	34.39	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.14	6.82		42.86	50.00		50.00	43.18	
Grade 4	36.67	13.33		43.33	44.44		20.00	42.22	
Grade 5	19.51	22.58		68.29	41.94		12.20	35.48	
Grade 6	7.41	15.00		50.00	57.50		42.59	27.50	
Grade 7		17.24			48.28			34.48	
All Grades	14.92	14.29		50.83	48.68		34.25	37.04	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.50	9.09		37.50	31.82		50.00	59.09	
Grade 4	26.67	8.89		53.33	62.22		20.00	28.89	
Grade 5	21.95	25.81		58.54	48.39		19.51	25.81	
Grade 6	14.81	25.00		55.56	65.00		29.63	10.00	
Grade 7		31.03			55.17			13.79	
All Grades	17.68	18.52		50.28	52.38		32.04	29.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.71	11.36		57.14	50.00		32.14	38.64	
Grade 4	33.33	13.33		56.67	68.89		10.00	17.78	
Grade 5	17.07	12.90		63.41	58.06		19.51	29.03	
Grade 6	3.70	10.00		75.93	82.50		20.37	7.50	
Grade 7		6.90			72.41			20.69	
All Grades	13.81	11.11		64.09	66.14		22.10	22.75	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.07	11.36		44.64	29.55		39.29	59.09	
Grade 4	53.33	8.89		26.67	60.00		20.00	31.11	
Grade 5	24.39	19.35		48.78	45.16		26.83	35.48	
Grade 6	14.81	25.00		64.81	65.00		20.37	10.00	
Grade 7		24.14			55.17			20.69	
All Grades	23.76	16.93		48.62	50.79		27.62	32.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, those student meeting or exceeding the standard increased by nearly 9%. This was just shy of the 2017-2018 SMART goal of 10%. PAAM's fourth graders made tremendous gains by increasing exceeding and/or meeting the standards by 23.48%. They were followed closely by fifth graders making 18.61% gains and sixth graders making 18.45% gains. However, third graders slid back 15.75%.

2. Fourth, fifth, and sixth graders made growth in reading and writing. Fifth grade double their scores for students above the standard for reading. Fourth graders tripled their scores for listening. Third graders lost ground in all areas. All students need additional support regarding Listening, Research/inquiry, Writing, and Reading, but more intense work is needed with cohort students now in fourth and seventh grade.

3. More staff development is needed regarding Research/Inquiry. During the 2017-2018 and 2018-2019 school year, emphasis has been on guided reading instruction and skills. The site will be seeking out PD specifically for research and inquiry. Due to school closure will not have current data for next steps. However, there is a need to add more support in providing intervention supports in the area of ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57	44	51	56	44	0	56	44	0	98.2	100	0.0
Grade 4	30	46	32	30	45	0	30	45	0	100	97.8	0.0
Grade 5	41	31	43	41	31	0	41	31	0	100	100	0.0
Grade 6	54	41	47	54	41	0	54	41	0	100	100	0.0
Grade 7		29			29			29			100	
All Grades	182	191	173	181	190	0	181	190	0	99.5	99.5	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2381.6	2398.6		7.14	13.64		16.07	20.45		41.07	22.73		35.71	43.18	
Grade 4	2473.3	2450.0		10.00	6.67		36.67	26.67		36.67	40.00		16.67	26.67	
Grade 5	2475.5	2470.5		12.20	6.45		7.32	22.58		41.46	32.26		39.02	38.71	
Grade 6	2471.9	2501.7		0.00	9.76		18.52	17.07		44.44	34.15		37.04	39.02	
Grade 7		2500.6			3.45			17.24			41.38			37.93	
All Grades	N/A	N/A	N/A	6.63	8.42		18.23	21.05		41.44	33.68		33.70	36.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.71	20.45		41.07	36.36		48.21	43.18	
Grade 4	23.33	17.78		43.33	33.33		33.33	48.89	
Grade 5	12.20	16.13		26.83	41.94		60.98	41.94	
Grade 6	3.70	17.07		53.70	41.46		42.59	41.46	
Grade 7		6.90			44.83			48.28	
All Grades	11.05	16.32		41.99	38.95		46.96	44.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.29	20.45		33.93	20.45		51.79	59.09	
Grade 4	23.33	8.89		46.67	44.44		30.00	46.67	
Grade 5	9.76	3.23		46.34	51.61		43.90	45.16	
Grade 6	3.70	12.20		50.00	43.90		46.30	43.90	
Grade 7		3.45			68.97			27.59	
All Grades	11.60	10.53		43.65	43.68		44.75	45.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.86	11.36		42.86	47.73		39.29	40.91	
Grade 4	30.00	13.33		56.67	55.56		13.33	31.11	
Grade 5	14.63	6.45		56.10	51.61		29.27	41.94	
Grade 6	3.70	12.20		38.89	48.78		57.41	39.02	
Grade 7		3.45			58.62			37.93	
All Grades	14.92	10.00		46.96	52.11		38.12	37.89	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID data was not complete however math supports and intervention will be implemented to support student learning loss.
2. Due to COVID data was not complete. Continued efforts to support number sense.
3. Instruction needs to continue to move to the higher levels of DOK: moving from Level 1 (Recall) to Level 2 (Skill/Concept) to Level 3 (Strategic Thinking) to Level 4 (Extended Thinking)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1407.8	1411.9	1393.7	1420.9	1427.0	1395.0	1377.1	1376.3	1390.3	26	18	11
1	*	1421.3	*	*	1430.6	*	*	1411.4	*	*	13	8
2	1471.2	*	1427.5	1486.2	*	1431.5	1455.8	*	1422.9	13	8	17
3	1463.4	*	1448.6	1465.2	*	1441.1	1461.2	*	1455.5	17	7	14
4	*	1486.6	*	*	1486.5	*	*	1486.2	*	*	11	4
5	*	*	*	*	*	*	*	*	*	*	6	7
6	1538.7	*	1461.1	1536.9	*	1441.6	1540.1	*	1480.2	18	4	16
All Grades										92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	9.09	*	22.22	18.18	*	38.89	27.27	*	16.67	45.45	26	18	11
1	*	7.69	*	*	23.08	*		23.08	*	*	46.15	*	*	13	*
2	*	*	0.00	*	*	29.41		*	41.18	*	*	29.41	13	*	17
3		*	0.00	*	*	14.29	*	*	35.71	*	*	50.00	17	*	14
4		0.00	*	*	45.45	*		27.27	*		27.27	*	*	11	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	0.00	*	*	25.00	*	*	37.50	*	*	37.50	18	*	16
All Grades	27.17	9.86	2.60	32.61	21.13	20.78	14.13	36.62	36.36	26.09	32.39	40.26	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.31	22.22	9.09	*	27.78	27.27	*	27.78	18.18	*	22.22	45.45	26	18	11
1	*	15.38	*	*	23.08	*	*	38.46	*	*	23.08	*	*	13	*
2	*	*	17.65		*	17.65	*	*	35.29	*	*	29.41	13	*	17
3	*	*	7.14	*	*	14.29	*	*	35.71	*	*	42.86	17	*	14
4	*	18.18	*	*	36.36	*		36.36	*		9.09	*	*	11	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	0.00	*	*	37.50		*	37.50		*	25.00	18	*	16
All Grades	45.65	16.90	9.09	25.00	28.17	27.27	*	26.76	28.57	18.48	28.17	35.06	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	9.09	*	33.33	9.09	*	44.44	63.64	*	22.22	18.18	26	18	11
1	*	0.00	*	*	23.08	*		23.08	*	*	53.85	*	*	13	*
2	*	*	0.00	*	*	23.53	*	*	41.18	*	*	35.29	13	*	17
3		*	0.00		*	7.14	*	*	35.71	76.47	*	57.14	17	*	14
4		0.00	*	*	9.09	*	*	63.64	*		27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	0.00	*	*	18.75	*	*	18.75	*	*	62.50	18	*	16
All Grades	17.39	0.00	1.30	28.26	18.31	14.29	17.39	40.85	33.77	36.96	40.85	50.65	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.15	27.78	9.09	*	55.56	63.64	*	16.67	27.27	26	18	11
1	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
2	*	*	23.53	*	*	58.82		*	17.65	13	*	17
3		*	21.43	70.59	*	42.86	*	*	35.71	17	*	14
4	*	18.18	*	*	63.64	*		18.18	*	*	11	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	6.25	66.67	*	56.25		*	37.50	18	*	16
All Grades	35.87	18.31	15.58	51.09	54.93	53.25	13.04	26.76	31.17	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	0.00	*	55.56	54.55	*	22.22	45.45	26	18	11
1		7.69	*	*	61.54	*	*	30.77	*	*	13	*
2	*	*	11.76		*	58.82	*	*	29.41	13	*	17
3	*	*	0.00	*	*	57.14	*	*	42.86	17	*	14
4	*	36.36	*	*	63.64	*		0.00	*	*	11	*
5	*	*	*		*	*		*	*	*	*	*
6	72.22	*	6.25	*	*	68.75		*	25.00	18	*	16
All Grades	48.91	22.54	9.09	32.61	47.89	54.55	18.48	29.58	36.36	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	9.09	46.15	77.78	72.73	*	22.22	18.18	26	18	11
1	*	7.69	*	*	30.77	*	*	61.54	*	*	13	*
2	*	*	5.88	*	*	52.94	*	*	41.18	13	*	17
3		*	0.00	*	*	28.57	82.35	*	71.43	17	*	14
4		0.00	*	*	63.64	*		36.36	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	6.25	*	*	12.50	*	*	81.25	18	*	16
All Grades	16.30	1.41	5.19	38.04	49.30	35.06	45.65	49.30	59.74	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	38.89	18.18	*	27.78	45.45	*	33.33	36.36	26	18	11
1	*	0.00	*	*	53.85	*	*	46.15	*	*	13	*
2	*	*	0.00	*	*	52.94	*	*	47.06	13	*	17
3		*	0.00	*	*	50.00	*	*	50.00	17	*	14
4	*	9.09	*	*	63.64	*		27.27	*	*	11	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	6.25	72.22	*	75.00	*	*	18.75	18	*	16
All Grades	23.91	11.27	3.90	50.00	52.11	51.95	26.09	36.62	44.16	92	71	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID and Executive Order ELPAC data is incomplete.
2. Bilingual Language Tutors continue to support our EL population regarding English acquisition and curriculum.
3. ELPAC results are anaylzed to support ELD instructruction.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
313	**83.7**	**23.3**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	73	23.3
Foster Youth	1	0.3
Homeless	6	1.9
Socioeconomically Disadvantaged	262	83.7
Students with Disabilities	49	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	3.8
American Indian or Alaska Native	3	1.0
Asian	2	0.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino		
Hispanic	249	79.6
Two or More Races	7	2.2
Native Hawaiian or Pacific Islander	2	0.6
White	32	10.2

Conclusions based on this data:

1. Demographics continue to remain relative about the same over the past couple of years.
2. Hispanic and EL enrollment student groups are higher than other student groups identified.
3. Students with disabilities is 15.7 percent of PAAM student population. There are TK/1 SDC class and 2/3 SDC class and students who receive RSP support to students with disabilities.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. CDE Dashboard Latest Data:

All reports for the 2020 and 2021 school year are not available but the 2019 Fall data is provided and presented here:

The suspension rate is low. This may be in part due to our MTSS/RTI for behavior and the Behavior Team that works with individual students. Communicating with parents has helped with supporting the low suspension rate. Our suspension rate is orange and increased by 2.1% with overall suspension rate of 2.6%. The student group we will focus on are our Students with Disabilitites who increased by 4.9% and are in the red performance level.

2.

CDE Dashboard Latest Data:

All reports for the 2020 and 2021 school year are not available but the 2019 Fall data is provided and presented here:

ELA had a slight decline of 4.5 points which lowered our performance level to orange from yellow with all student groups maintaining performance levels. Mathematics had a 9.6 point increase from focus of last year on mathematics instruction with highest increases with English Learners, Hispanic and Socioeconomically Disadvantaged with grwoth of 19.6 points, 11.7 points, and 10.6 points relatively. We will focus on literacy and language support for students.

3.

CDE Dashboard latest Data:

All reports for the 2020 and 2021 school year are not available but the 2019 Fall data is provided and presented here:

To continue to support Chronic Absenteeism, parent attendance meetings, chronic absenteeim meetings, SART, and SARB meetings are implemented. This year we were green with a 1% declind to a Chronically Absenteeism rate of 9.9% which is lower that state but still focus for support based on district focus. The subgroup we will focus on will be our White students who increased by 14.6% (40 students).

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
24.6 points below standard	41.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.5 points	Maintained -0.8 points	
183	58	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	23.7 points below standard	101.9 points below standard
	Maintained -0.4 points	Increased Significantly ++24.1 points
	149	18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 27.5 points below standard Maintained -1.4 points 148	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 6.8 points below standard Declined Significantly -28.9 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.9 points below standard Declined -5.5 points 26	5.2 points above standard Declined Significantly -17.3 points 32	20.7 points below standard Declined -8.6 points 117

Conclusions based on this data:

1. CDE Dashboard Latest Data:

   All subgroups were correlative to the school as a whole and declined in ELA.

2.	Although all classrooms have designated and integrated ELD and all use SIDAE strategies, more support is needed with bridging English acquisition and content acquisition to increase EL performance on the California Dashboard.
3.	Higher level of DoK instruction is needed in ELA instruction. This is true for our EO population as well.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Yellow

42.2 points below standard

Increased ++9.6 points

183

English Learners

Yellow

59.9 points below standard

Increased Significantly ++19.6 points

58

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5

Homeless

Socioeconomically Disadvantaged

Yellow

46.3 points below standard

Increased ++10.6 points

149

Students with Disabilities

No Performance Color

103.9 points below standard

Increased Significantly ++49.4 points

18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
5	1	1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow		No Performance Color	No Performance Color
47.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	12.7 points below standard
Increased ++11.7 points		1	Declined -13.5 points
148			23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.9 points below standard	23.4 points below standard	35.5 points below standard
Increased Significantly ++18.5 points	Increased ++3.5 points	Maintained ++1.1 points
26	32	117

Conclusions based on this data:

1. CDE Dashboard latest data (does not include the 2020 and 2021 dashboard) below is the Fall 2019 data:

   There was an increase in the area of mathematics by ++9.6 points however, all subgroups are still points below standard.

2. Data does not include the 2020-2021 dashboard. Below is the 2019 Fall data:

The balance math program needs to be examined more closely to find gaps in instruction.

3. Data does not include the 2020-2021 dashboard. Below is the 2019 Fall data:

More ELA support is needed for EL students because the assessments are not solely calculation assessments.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
20 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: VeryLow

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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. English Learners continue to develop toward ENglish Language Proficieny. Pacific Avenue will continue to provide first best instruction and small-group differentiated instruction to meet the needs of all students and improve student achievement. Supplemental staff will provide additional help where needed based on data.

2. Data shows students continue to develop. Teachers will continue to provide daily integrated and designated ELD based ib student language needs.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
9.9	12.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Declined -4.4	10
372	91	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.8	10.7
2	Declined Significantly -3	Declined -3.9
	285	56

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 8.6 Declined Significantly -3.3 302	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Orange 20 Increased +14.6 40

Conclusions based on this data:

1. CDE Dashboard latest data:
Chronically absenteeism declined by -4.4 for our English Learners and -3 for our socio-economically disadvantaged students in 2020-2021. Chronic absenteeism rose due to virtual learning and the pandemic

2. School needs to provide a safe, welcoming place for all students and work with families to support attendance.

3. Pacific Avenue will create an attendance team to discuss ways to improve students attendance. The sitewill continue to hold student attendance intervention meetingssuch as SART and SARB meetings.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

2.6

Increased Significantly +2.1

385

English Learners

Orange

2.1

Increased +2.1

95

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged

Orange

2.7

Increased Significantly +2.1

295

Students with Disabilities

Red

6.9

Increased +4.9

58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18.2	Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +9.1	3	4	2
11			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
2.2	Less than 11 Students - Data Not	Less than 11 Students - Data Not	2.4
Increased +1.9	9	2	Increased +2.4
312			42

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	2.6

Conclusions based on this data:

1. CDE Dasboard latest data:

   The increase indicated in English Learners and socioeconomically disadvantaged was 2.

2. More behaviors supports and training for staff to support students with behaviors that impede learning and disrupt classroom instruction.

3. Continued behavior strategies are necessary, with more support for our students with disabilities.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	P2

Identified Need from the Annual Evaluation and Needs Assessment:

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distrance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distrance from Standard (DFS)	Maintain use of the 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021-2022 ELPAC data includes 2.60 EL students are proficient: Level 1 40.26% Minimally Developed Level 2 36.36% Somewhat Developed Level 3 20.78% Moderately Developed Level 4 2.60% Well Developed	Expected Outcome for 2022-2023: 5% of EL students will be classified as proficient on the ELPAC
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2020-2021 English Learner Reclassification Rate: English Language Learners 73 (23.3 %) Fluent-English-Proficient Students 36 (11.5 %) Students Redesignated FEP 3 (4.0 %)	Expected Outcome for 2022-2023: 5% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC
P8: Other Student Outcomes - NWEA ELA	Spring 2021-2022 NWEA ELA Data: K 18% of Students scored average to high average 1st 15% of students scored average 7% of students scored high average 2nd 14% of students scored average 10% of students scored high average 3rd 9% of students scored average 5% of students scored high average 4th 38% of students scored average 10% of students scored high average 5th 13% of students scored average 7% of students scored high average 6th 8% of students scored average 18% of students scored high average	Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Other Student Outcomes - NWEA Math	Spring 2021-2022 NWEA Math Data: K 18% of Students scored average to above average 1st 21% of students scored average 17% of students scored high average 2nd 12% of students scored average 2% of students scored high average 3rd 11% of students scored average 7% of students scored high average 4th 13% of students scored average 8% of students scored high average 5th 7% of students scored avaerage 7% of students scored high average 6th 13% of students scored avaerage 11% students scored high average	Expected Outcome 2022-2023: All grade levels K-6th will have an increased of 2% in the number of students who score average to high on the NWEA Math.
P8: HMH Reading Inventory for ELA	The HMH Reading Inventory for ELA Data: ELA Not Met: 50% Nearly Met: 30% Met: 11% Exceeded: 9%	Expected Outcome for 2022-2023: 6th graders will have an increased of 2% in the HMH Reading Inventtory for ELA overall. SED and EL students will have an increase of 2% in the HMH Reading Inventory for ELA.
P8: Other Student Outcomes - MDTP for Math	The MDTP for Math Data: Math Not Met: 51% Nearly Met:32% Met: 13% Exceeded: 4%	Expected Outcome for 2022-2023: 6th graders will have an increase of 2% in the MDTP for math overall. SED and EL studetns will have an increase of 2% increase in the MDTP for math.

Planned Strategies/Activities

Action 1.1

1.1 Professional development

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.1 Professional development is provided to school personnel to increase student achievement and college and career readiness. A. Credentialed and certificated staff are afforded opportunities to participate in research-based professional development which include strategies to remediate and enrich instruction, Whole Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, staff Alludo professional development , Ellevation training, classroom management, observe teacher classrooms during instruction, and the use of technology. Measures: Sign-in sheets, Agendas, Purchase orders and travel requests B. Professional Development: Teacher's will be given the opportunity to attend conferences, workshops, and trainings to support academic instruction. By giving teachers the opportunity to attend professional development trainings it will support instruction in order to improve student learning by building teachers' mathematical and ELA knowledge; capacity to notice, analyze, and respond to students; productive habits; and collegial relationships and structures that support student learning and distance learning. Measures: Agendas Gate Facilitator: GATE facilitator will coordinate opportunities to support GATE instruction GATE students to participate in. These opportunities will focus on topics that extend from the classroom or from state standards in ELA, Math, Science, and Social Studies. C. Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals and to support new curriculum needs. Measures: PLC minutes	X All Students	Grade Level Release Days 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3500.00 Staff development Workshops by consultants 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1000.00 Substitute Teachers to support class instruction 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00 Technology coordinator Release days to model lessons in classrooms. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500.00 Provide opportunities for staff to attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2000.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00 Materials and Supplies new curriculum needs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00

Action 1.2

1.2 Technology support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.2 Technology supports student achievement so that students are college and career ready. A. Technology supports instruction at Pacific Avenue Academy of Music in a variety of ways to equip students to be career and or college ready in the 21st centuery and provide active learning experiences. PAAM music teachers and teachers utilize specialized on-line instructional subscriptions to meet the diverse academic needs of students. Measures: Grade level assessments, SBAC, State assessments, and general class instruction B. Chromebooks and technology are integrated into the instructional day and as a take-home tool for students in grades 2-6th grade to support academic acquisition. Measures: Assessments, Check-Out Logs, Classroom Plans C. The site librarian will support students learning by providing opportunities for students to work on makerspace activities. Measures: Sign-out/in logs D. Purchase music subscriptions for student use as a support for students during instructional minutes and at home.	X All Students	Music Online Subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00 Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $100.00 Academic online subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $980.00

Action 1.3

1.3 State Standards are fully implemented to increase student achievement.

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.3 State Standards are fully implemented to increase student achievement. A.	X All Students	Provide materials and supplies to support instruction. 4000-4999: Books And Supplies

Collaboration: Extra Grade Level release time for collaboration time is provided for teachers to plan using data, discuss research-based instructional strategies that work, participate in quality staff development. Measures: Collaboration agendas and minutes, Copies of accomplished tasks B. Instructional Support: Provide coverage for teachers to observe their colleagues to support in providing quality instruction through demonstration, professional articulation, modeling, and provide feedback, technical support and design assessments to guide instruction. Measures: Notes, Copies of materials C. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. Instruction is deliberately designed so that students: • Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day • Develop mathematical reasoning and problem-solving abilities by providing both a structure for problem-solving activities and understanding. • Deepen conceptual understanding by focusing instruction on grade level standards that are essential for student learning and are driven by performance indicators. • Develop reading foundational and reading comprehension skills and support writing skills • Gain mastery of math facts through student understanding of patterns • Demonstrate understanding in a variety of assessment formats that align with state standards. • Support Music and music standards based instruction Measures: math support, Lesson plans, PLC minutes, Leadership Team Meeting Minutes, ELA and writing support E. Assessments: Teachers will be provided with resources to create grade level assessments. Also, supplemental resources will be considered and used to support students in academic achievement on informal and formal assessments. Measures: informal & formal assessment data		LCFF Suppl/Conc -- 0707 $4500.00 Print Shop 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 $1000

Action 1.4

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

	X Modified Action	

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

Action 1.5

1.5 English Learners extra support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.5 English Learners are provided extra support to gain access to the core curriculum. A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement. Measures: Summative assessments, ELPAC assessments B. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home. Measures: ELAC meetings, Event flyers, Sign-in sheets C. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify. Measures: EL class lists, Lessons plans	X Other student group(s) English Learners	Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $20,091 Bilingual Language Tutors (3 hrs and 6 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $60,272 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1890 Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00

Action 1.6

1.6 Extended learning opportunities are provided for students.

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
1.6 Extended learning opportunities are provided for students. A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and teacher assessments. Also, ELO was provided for students who could benefit from Social Emotional Learning activities. Measures: teacher assessments, ELO rosters, permission slips, NWEA date	X All Students	Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1538

Action 1.7

1.7 Provide library services and material Teach

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.7 Provide library services and material distribution to staff and students for the full implementation of programs. A. Provide library services for students and staff to use library resources to support student achievement and music instructional support, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks to support at home learning. Provide clear instructions for how parents and students can participate in after-school programs as needed such as Think Together or ELO using Class Dojo and schools district website. Library staff will provide students and staff with makerspace activities during school and for afterschool family nights. Measures: Library schedule, circulation reports, Destiny database. B. Provide district-adopted materials and support materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests	X All Students	Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $66,093 Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00 Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Purchase and Restore Digital Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000.00

Action 1.8

1.8 Collaborative Minimum Days

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
1.8 Collaborative Minimum Days A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes	X All Students	

Action 1.9

1.9 Class-Size Reduction

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
1.9 Class-Size Reduction A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters	X All Students	

Action 1.10

1.10 AVID

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.10 AVID A. AVID Elementary is implemented on the PAAM campus. AVID teaches college and career prepertory skills and behaviors for student academic success; provides intensive support with strong student/teacher relationships; creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. PAAM focuses on four elements: student accountability, organization, thinking, and note-taking. PAAM continued to focus on 3 column notes and student organization skills. Measures: Signed agendas, Copies of notes B.	X All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00 Substitute Teacher/Collaboration Time, College and Career Week 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00

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

Action 1.11

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

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.11 Special Education Programs support students on Tier III of RTI. A. Communication Enrichment Program (CEP): A child's language development at age 22 months can predict outcomes at age 26 years. A child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties. Measures: Referrals, Copies of interventions B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Pre-schoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities. Measures: Checklists, Transition meetings sign-in sheets C. Provide PAAM staff support on how to support students during unstructured activies such as recess and lunch time. Staff workshop to support with Tier III and behavior support. Measures: Checklists, staff documentation	X Other student group(s) Students with Disabilities	Substitute Teacher/Collaboration Time to support with Tier III or RTI 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500

Action 1.12

1.12 Transition Supports

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.12 Transition Supports A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus. Measures: Logs/Sign-in sheets/Planbooks C. Kindergarten students will be provided opportunities to prepare for transition to first grade by taking campus field trips to the "big" playground and a visit to the cafeteria. Measures: Lunch counts, Teacher Plans D. Parents and students are provided summer support materials in preparation for the transition from preschool to TK/K and from kindergarten to first. Measures: packets distributed	X Other student group(s) Preschool/ Head Start/ TK/K	Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $250.00

Action 1.13

1.13 Math

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
1.13 Math A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP, NWEA data, teacher assessments B. Provide parent support with math instructions. Measures: strategic standard based planning with parents, provide information via Class Dojo, Parent Square Communication	X All Students	Purchase IXL technology and software to support math instruction 4000-4999: Books And Supplies Title I Basic -- 3010 $6700.00

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Identified Need from the Annual Evaluation and Needs Assessment:

No changes are expected except an increase in attendance incentives.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	2018-2019 Actual Outcome: PAAM created a continued school culture of music excellence and appreciation, high academic achievement and supported the Head Start Program.	2021-2022 expected outcome: PAAM will continue to implement and offer music appreciation excellence.
P5: School Attendance Rates (Semester 1 Q SIS)	2020-2021 Actual Outcome: Student Survey: California Healthy Kids Survey 2020-2021: 82 percent of 6th grade students surveyed reported feeling they can do most things if they try. The breakdown was as follows: 0% reported feeling no they can't do most things if they try 13% reported feeling yes, they can do most things some of the time 48% reported feeling yes, they can do most of things most of the time 39% reported feeling yes, they can do most things all of the time.	2021-2022 expected outcomes: Based on the California Healthy Kids Survey, there will be a 1% increase of students that will feel they can do most things most of the time.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Chronic Absenteeism Rate (2020-2021 Data Quest)	2020-2021 Actual Outcome: School Overall: 22.0% English Learners: 30% Students with Disabilities: 26.9% Socioeconomically Disadvantage: 22.6%	Goal for Chronic Absenteeism: School Overall:20% English Learners:26% Students with Disabilities: 23.9% Socioeconomically Disadvantaged: 16%
P6: Pupil suspension rate	200-2021 Actual Data: Overall: 0%	Maintain a Pupil Suspension Rate of 0.0%
P6: Pupil expulsion rate	2020-2021 Actual Data: Overall: 0%	Maintain a Pupil Expulsion rate of 0.0%
P6: Survey of pupils, parents, teachers on sense of safety	2020-2021 Actual Data: LCAP Student Suvey, Spring 2022: How often do you worry about violence at your school? 72% responded "Almost Never or once in a while"	LCAP Student Survey, Spring 2023: How often do you worryabout violenceat your school? 80% of students responding almost never or once in a while.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Teacher Suvey, Spring 2022: For students who need extra support, how difficult is it for them to get the support that they need? 92% responded "Not at all difficult" or "Slightly difficult"	LCAP Student Survey, Spring 2023 goal: For students who need extra support how difficult is it for them to get the support that they need? Increase to 95% responding not at all difficult or slighty.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family Survey, Spring 2022: How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 78% responded "Quite Well"or "Extremely Well""	LCAP Parent/Family survey Spring 2023 Goal: How well do you feel this schoolor district is currently doingin the following area: Diversity and increase of all students? Increase to 80% responding "quite well" of "extremely well"

Planned Strategies/Activities

Action 2.1

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

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. A. PBIS: PAAM implements PBIS, a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors creating a positive school environment and PAAM incorporates Morning Meetings daily to support Social Emotional Learning lessons. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals. B. SEL activities: PAAM will implement SEL activities to meet the diverse social and emotional learning needs of students. The SEL clubs will provide school wide support that includes proactive strategies for supporting students outside of the classroom and during unstructured playtimes such as during recess. C. Whole Body Listening: PAAM implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters	X All Students	Student resources for implementation of social programs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00 PBIS resources and materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00

Action 2.2

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

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented. A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to	X All Students	

lessen the impact of an emergency to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides. PAAM School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders. The School Safety Plan is reviewed and updated at least yearly by campus stakeholders including the School Safety Plan committee, SSC, ELAC, teachers, and school staff. Measures: School Safety Plan, Meeting minutes, Sign-in sheets B. Disaster Training: School personnel participate in Crisis Management training and in the Great Shake every October. Measures: Sign-in sheets, Agendas		

Action 2.3

2.3 Improve attendance

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.3 Improve attendance A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and Student of the Month rewards. Measures: Attendance rosters, Monthly Virtual assemblies B. Saturday School: Students in grades 1st-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences. Measures: Attendance rosters, Invitations 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	X All Students	Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00

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		

Action 2.4

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

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training. A. Staff will participate in BSEL & PBIS training, behavior strategies, and other training that support student safety and achievement within the classroom. B. Parents, Students, and Teachers complete safety surveys and analyze information to access next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas C. Activity Supervisor monthly and or bi-monthly meetings to support PBIS and other SEL social skills training to support students during recess times.	X All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $290 Classified PBIS & SEL implementation supports 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000

Action 2.5

2.5 Reduce Suspensions and Expulsions

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.5 Reduce Suspensions and Expulsions	X Other student group(s)	After-School support to reduce Suspensions and Expulsions to PBIS and SEL

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

Action 2.6

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

	X Unchanged Action	

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

Action 2.7

2.7 Health clerk provides support for all students.

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

2.7 Health clerk provides support for all students. A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, ways are considered to support students and parents if distance learning is in progress health clerkscan support with immunization support. Measures: Nurse logs, Copies of flyers, Documented phone calls	X All Students	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26,511

Action 2.8

2.8 Materials/furniture are purchased to create inviting environments.

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
2.8 Materials/furniture are purchased to create inviting environments. A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Creating an inviting environment is important and is addressed as needed. Measures: Agendas, Work Orders, Purchase Orders	X All Students	Materials and Supplies to create environments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $20000

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

PAAM still is experiencing a lack of parent interest in meetings and workshops. Multiple strategies have been used to increase participation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships? 75% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how importantis it to focus on...community partnerships. 80% will respond "Extremely important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Suvey, Spring 2022: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities? 83% responded "Extremely Important" or "Quite Important"	LCAP Parent/FAmily survey, Spring 2023 Goal: FOr this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities. 85% will respond "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2022: On most days, how enthusiastic are the students about being at school? 71% responded "Quite Enthusiastic"" or "Extremely Important"	LCAP Teacher Survey, Spring 2023 Goal: On most days, how enthusiastic are the students about being at school? 75% will respond "quite enthusiastic" or "extremely enthusiastic."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Suvery, Spring 2022: Overall, how much do you feel like you belong at your school? 65% responded "Belong quite a bit" or "Completely belong"	LCAP Student Survey, Spring 2023 Goal: Overall, how much do you feel like you belong at your school? 70% of students will respond, "belong quite a bit" or "completely belong."

Planned Strategies/Activities

Action 3.1

3.1 Provide Family Activities

	X Modified Action	

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

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

Action 3.2

3.2 Provide translation

	X Modified Action	

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

Action 3.3

3.3 Parent Training

	X Modified Action	

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

Action 3.4

3.4 Home Reference Materials

	X Modified Action	

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

Action 3.5

3.5 AVID Agendas

	X Modified Action	

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

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: CAASPP Assessments - ELA and Math	2019-2020 Due to School Closure there will be no data. 2021-2022 Expected outcome: Due to distance learning there will be no data.	Due to the suspension of the 2020 and 2021 Dashboard, expected outcomes will be esteblished on Spring 2022 CAASPP administration as reported on FAll 2022 Dashboard.
P2: Teacher-Made Assessments	2021-2022 Expected outcome: Due to distance learning teachers have been unable to implement Units of Study formative assessments.	2021-2022 Teacher-Made Assessments Teachers used web-based resources to support teacher made assessments such as Seesaw, EduPuzzle, Google Class to implement more formative assessments to drive instruction.
P8 Other student outcomes - DIBELS Assessments	2019-2020 DIBELS The 3rd DIBELS assessment was not given due to school closure. 2020-2021 DIBELS assessments were not used for the 2020-2021 school year.	There is no more DIBELS.
P8 Other student outcomes - Istation Assessments	2019-2021 Istation Due to school closure teachers were unable to give IStation assessments. 2020-2021 Expected outcome: The results of the 2020-2021 Istation in ELA and Math will be used as a baseline for planning in these two areas.	No new I-Station data. The NWEA assessment was given for the 2021-2022 school year. Number of students currently in each tier per grade level: 4th: T1: 11 T2: 10 T3: 13 5th: T1: 16 T2: 11 T3: 11 6th: T1: 19 T2: 3 T3: 9

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Language Assessments - ELPAC	2019-2020 Due to school closure there will be no data. 2020-2021 Expected outcome: All students will have a 1% increase within levels 3 and 4 as evident on the ELPAC test scores.	2021-2022 ELPAC data includes 2.60 EL students are proficient Level 1 40.26% Minimally Developed Level 2 36.36% Somewhat Developed Level 3 20.78% Moderately Developed Level 4 2.60% Well Developed
P8:Other student outcomes - MDTP/Read 180	2021-2022 Expected Outcome: The results of the 2020-2021 MDTP & Read 180 Diagnostic Test will give 6th grade teachers a baseline on the progress of their students in regards to the 6th grade ELA Standards	Due to CAASPP flexibility, a local assessment was used. The MDTP results as level equipments are as follows: Math Not Met: 51% Nearly Met:32% Met: 13% Exceeded: 4% ELA Not Met: 50% Nearly Met: 30% Met: 11% Exceeded: 9%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Professional development 1.1 Professional development is provided to school personnel to increase	1.1 Professional development is provided to school personnel to	Provide collaboration/staff development time for UoS	Provide collaboration/staff development time for UoS

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
student achievement and college and career readiness. A. Credentialed and certificated staff are afforded opportunities to participate in research-based professional development which include strategies to remediate and enrich instruction, Whole Body Listening, ELA support through music integration, Units of Study examination, use of assessments, establishing SMART goals, classroom management, and the use of technology. Also, support for distance learning as needed to support academic instruction. Measures: Sign-in sheets, Agendas, Purchase orders and travel requests B. Professional Development: Quality, sustained, and systematic professional development improves instruction in order to improve student learning by building teachers' mathematical knowledge; capacity to notice, analyze, and respond to students; productive habits; and collegial relationships and structures that support student learning and distance learning. Measures: PLC minutes, Sign-in sheets, Agendas C. Collaboration: Research demonstrates that schools with the strongest PLCs consistently generate higher student performance. Extra collaboration time is	increase student achievement and college and career readiness. 1.1A PAAM staff were provided opportunities to participate in research-based professional development through district trainings such as Alludo, Elementary Case Managers Special Education Department workshops Trainings, and NWEA support. 1.1B Teachers attend Grade Level Team meetings monthly and complete the Learning Evidence and Action Tool to collaborate and analyze student data to design student-centered research based instruction. 1.1C Grade Level Teams meet bi-weekly and as needed to plan daily instruction. Impact teams continued to meet to support student-centered instruction. 1.1D Grade Level Teams, Case Managers, Intervention Teacher, Media Clerk collaborated to support students daily instructional needs, support students with IEP goals in Special Education Classes and in General Education Classes, and to support students who need strategic intervention in the areas of reading foundational skills.	implementation and Balanced Math. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3000.00 Provide staff development regarding 1:1 technology. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $250.00 Provide release time for NGSS and other core subject PD. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $250.00 Provide release time for for technology coordinator to model lessons in classrooms that include technology implementation by both students and teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500.00 Provide release time for collaboration and PD. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1925 Provide opportunities for staff to attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1500.00	implementation and Balanced Math. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1703 Provide staff development regarding 1:1 technology. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Provide release time for NGSS and other core subject PD. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Provide release time for for technology coordinator to model lessons in classrooms that include technology implementation by both students and teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Provide release time for collaboration and PD. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $7,000.00 Provide opportunities for staff to attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
provided for teachers to plan using data, discuss research-based instructional strategies that work, participate in quality staff development, and support online distance learning instructional strategies. Measures: Collaboration agendas and minutes, Copies of accomplished tasks D. Teachers and paraprofessionals are provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes E. Instructional Support: teachers to provide quality instruction through demonstration, professional articulation, modeling, feedback, technical support, and design examination. Measures: Notes, Copies of materials	1.1E Impact Teams in 2nd and 3rd grade collaborated together to support student learning, demonstration lessons were provided to support and grow Impact Teams school wide. Impact Teams collaborated to debrief on demonstration lessons. Testing Coordinator and technology coordinator provided teacher support around NWEA, Seesaw, PowerSchool Learning learning management system, and Google for Education support.	Provide in-serving by consultants. 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $100.00 Provide materials and supplies for PD. 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00 Provide release time for teachers to observe other classrooms and instruction. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500.00 Provide PD by RCOE and AVID. 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100.00	Provide in-serving by consultants. 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0 Provide materials and supplies for PD. 4000-4999: Books And Supplies Title I Basic -- 3010 $500 Provide release time for teachers to observe other classrooms and instruction. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Provide PD by RCOE and AVID. 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0
1.2 Technology support 1.2 Technology supports student achievement so that students are college and career ready. A. Technology supports instruction because technology is both highly customizable and intrinsically motivating to students, Technology can help diagnose and address individual student needs, equip students to be career and/or college ready in the 21st century, and provide active learning experiences.	1.2 A Teachers and Staff participated in person on online district trainings to support students achievement so that students are college and career ready such as: • Alludo • Special Education Workshops • State Assessment PD provided by district and site based	Purchase technology and software to align with Technology plan. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00 Purchase IXL technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 $2000.00 Provide extra support for Intervention using technology.	Purchase technology and software to align with Technology plan. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $427 Purchase IXL technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 $6,690.20 Provide extra support for Intervention using technology.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measures: Grade level math assessments, SBAC, ST Math assessments B. Chromebooks and technology are integrated into the instructional day and as a take-home tool to support academic acquisition. Measures: Assessments, Check-Out Logs, Classroom Plans C. The site library will be open for students with their parents to provide internet access and paraprofessional support for homework and long-term projects. Measures: Sign-In Sheets, AVID logs D. Purchase Reading A-Z as a support for students during instructional minutes and at home. E. Technology to support student learning in the classroom and at home. Measures: teacher input, student input, parent input	• IXL • Prodigy • Power School learning • No Red Ink • Readworks • Kahoot • Doc Hub • Lyrics to Learn • McGraw Hill resources • You Tube instruction videos • Read Naturally Live • QR Code Listening Centers • Pioneer Valley Books • Google Classroom 1.2 B Chromebooks and technology was used as an everyday academic instructional tool to support academic instruction. Students, teachers, and staff were provided PD opportunities to support daily instruction for: • PowerSchool Learning LMS • NWEA • SeeSaw • RAZ Kids 1.2 C Due to campus being unavailable to parent visitors for most of the school year the librarian was unable to provide on-campus support to parents. However, the librarian also, had district Hotspots available for families to provide internect access to families who didn't have access to reliable internet. EMCC also provided Technology support with	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $100.00 Purchase Reading A-Z 4000-4999: Books And Supplies Title I Basic -- 3010 $1700.00	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Purchase Reading A-Z 4000-4999: Books And Supplies Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Chromebooks, digital citizenship, Ebooks and other software to teachers. 1.2 D Students, teachers, and parents had access to Reading A-Z provided by the district to support Reading Foundational and reading comprehension skills. Students had the opportunity to use Reading A-Z during classtime and at home for practice out side of school hours. 1.2 E Students in grades 2 to 6th were able to take Chromebooks home on a daily basis. Students Tk-1st grade were provided technology support in the classroom by the district funded librarian support staff.		
1.3 State Standards are fully implemented to increase student achievement. 1.3 State Standards are fully implemented to increase student achievement. A. Curriculum instruction is based in the CCSS and planned using the JUSD Units of Study for ELA and math. Measures: Lesson Plans, PLC Minutes, Assessments B. Implement NGSS fully. Measures: Lesson Plans, PLC Minutes,	A.Teachers use the JUSD UoS platform, which are based upon CCSS, to plan instruction. Teachers at PAAM collaborate with grade level instructors and/or teachers at the grade level above or below them, creating a more bridged program. B. JUSD provides training for NGSS. Supplies are purchased by the district and the school. All grade levels are implementing NGSS, some more fully than others.	Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2163.00 Provide incentives. 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00	Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6000.00 Provide incentives. 4000-4999: Books And Supplies Title I Basic -- 3010 $1,230.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assessments C. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. Measures: PLC minutes, Leadership Team Meeting Minutes, Balanced Math D. Instruction is deliberately designed so that students: • Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day • Develop mathematical reasoning and problem-solving abilities by providing both a structure for problem-solving activities and understanding. • Deepen conceptual understanding by focusing instruction on grade level standards that are essential for student learning and are driven by performance indicators. • Gain mastery of math facts through student understanding of patterns • Demonstrate understanding in a variety of assessment formats that align with state standards. • Include distance learning supports when and as needed.	C. Supplies are purchased when needed. IXL was purchased to support mathematics instructions for students in the classroom and for at home use. D. All classrooms have a balanced math program which include conceptual understanding as well as calculation. All classrooms do DMR, Math FUN, and Mental Math appropriate to the grade level understanding. E. Teachers utilize formative and summative assessments to drive instruction. All teachers use the UoS formative assessments for ELA and are building deeper formative assessments for math.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measures: Daily Math Review student notebooks, Lesson plans E. Assessments: Formative and summative assessments provide data to drive instruction. Measures: Grade-level assessments, DMR tests, SBAC assessments, ST Math assessments			
1.4 RTI supports are in place for at-risk students in upper and primary grades. 1.4 RTI supports are in place for at-risk students in upper and primary grades. A. Students in all grades will be offered intervention opportunities based on student need. The primary grades will participate in Early Literacy Intervention if they demonstrate a need through multiple assessments including DIBELS and Istation. Include distance learning supports when and as needed. Measures: DIBELS Data, Grade level assessments, Class rosters B. An Intervention Teacher provides support for students at-risk through Language! and Early Literacy Intervention settings and times. Measures: DIBLES, C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, DIBLES Assessments, Istation	A & B. PAAM has an Early Literacy Intervention Teacher who provides support for all students neededin strategied intervention. New this year is the Math Intervention teacher. The district pays for the Math Intervention Teacher. C. NWEA and teacher made assessments provide both ELA and math data for creating flexible groupings of students. D./E. Students who do not need strategic intervention are supported in the classroom during guided reading and UA. As with EL students, these students are front-loaded regarding vocabulary, picture walks, and other experiences/strategies to better understand the readings.	CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $68,647 CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $68,647 Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $6000.00 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1113.00 Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $1050.00 Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707	CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $68,647 CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $68,647 Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1,500 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $2,928.96 Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Universal Access: Formative assessments will be used to determine standards mastery. UA will provide students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments E. Strategic Intervention: Formative assessments will be used to determine standards mastery. UA will provide students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments		$515.00	$0
1.5 English Learners extra support 1.5 English Learners are provided extra support to gain access to the core curriculum. A. Classroom Support: Bilingual tutors will provide primary language support in classrooms to increase language acquisition, student use of academic language, content mastery, and student achievement. Measures: Summative assessments, ELPAC assessments B. ELO Support: EL students will be provided ELO support on Wednesdays. Measures: Permission slips, ELPAC scores, Summative Assessments, Formative Assessments C. Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD	A. Two bilingual aides help support our EL students and push-in to student classrooms throughout the school day. B. ELO Support: EL students are able to attend after school ELO sessions. There were 3 ELO sessions. C. Parent meetings such as ELAC and SSC provided support to parents regarding daily instruction for EL students and ELPAC testing for EL students. D. D. Teachers provide 30 minutes of Designated ELD everyday. In addition, all efforts are made to include integrated ELD through the instructional day.	Employ Bilingual Tutor (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $26,530 Employ Bilingual Tutor (6 hour) 0.50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $23,156 Employ Bilingual Tutor (6 hour) 0.50 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $22953 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $2151	Employ Bilingual Tutor (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $26,530 Employ Bilingual Tutor (6 hour) 0.25 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $11,578 Employ Bilingual Tutor (6 hour) 0.75 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $34,531 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction, and academic/content achievement. Measures: Event flyers, Sign-in sheets D. 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		Purchase materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1708.00	Purchase materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $900
		Employ Bilingual Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $404.00	Employ Bilingual Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0
1.6 Extended learning opportunities are provided for students. 1.6 Extended learning opportunities are provided for students. A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and common assessments. Measures: Common assessment scores, ELO rosters	A. There were 3 ELO sessions offered during each trimester to support students academic achievement. NWEA data and teacher assessments are used to determine which students will attend ELO.	Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $100.00	Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0
		Teacher hourly, associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $40.00	Teacher hourly, associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0
		Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2566	Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0
		Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2729	Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0
1.7 Provide library services and material Teach 1.7 Provide library services and material distribution to staff and students for the full implementation of programs.	A. PAAM's Library/MakerSpace is hub of activity all day long. All grade levels have scheduled time in which library and coding skills are taught by our knowledgeable EMCC. Library also	Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $62,935	Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $62,935

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Provide library services for students and staff to use library resources to support student achievement, McGraw Hill Wonders curriculum, reading/math intervention programs, and grade level standards. Library staff will support the management of the Chromebooks. Provide additional computer support for student and parents after school. Provide clear instructions for how parents and students can participate in after-school programs as needed. Measures: Library schedule, circulation reports, Destiny database. B. Provide district-adopted materials and gap materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests	affords special education students time with their general education peers. Open library times are scheduled during recesses and lunches for students as enrichment and as another tier for behavior intervention. The PAAM EMCC works with classroom teachers to align library books and technology to the units in the classroom. In addition, the EMCC/librarian works with students in the studio. B. The EMCC maintains all textbooks and resources as per the Williams Act and maintains the Chromebooks.	Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 $1685.00 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00 Purchase gap materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000.00 Purchase and Restore Digital Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $964.00 Purchase needed Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $43156.00	Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 $10,000 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0 Purchase gap materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,500 Purchase and Restore Digital Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000 Purchase needed Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $25,982.70
1.8 Collaborative Minimum Days 1.8 Collaborative Minimum Days A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes	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.		
1.9 Class-Size Reduction 1.9 Class-Size Reduction	A. Class sizes will be reduces in accordance with the District's policies and procedures. Presently we are over our 24/1 pupil ratio in primary		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters	grades and working closely with Business Services to maintain policies.		
1.10 AVID 1.10 AVID A. AVID Elementary is implemented on the PA campus. AVID teaches 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. PA focuses on four elements: student accountability, organization, thinking, and note-taking. PA continued to focus on 3 column notes. Measures: Signed agendas, Copies of notes	A. All students from Tk through 7 participate in AVID. Students are provided all AVID materials appropriate to the grade level. The district provided the AVID resources for the 2021-2022 school year. Classrooms use and display AVID strategies. There is a school focus on growth mindset. Our AVID Plan includes the following elements: *Materials/resources: lesson planning and collaboration minutes, agendas, binders, and dividers will be provided by the school. *Monthly strategy focus for organization provided by principal in bulletin/email. *AVID team meets once a month (as needed). *Teachers work with students on classroom and student goal setting in planner. *Students organize their binders and set achievement goals. *Students have a systematic routine for keeping track of agenda items. *Students develop skills necessary to take 2-column and 3-column notes. *All community meetings (SSC, ELAC, BTS, GATE, ESL) address aspects of AVID.	Purchase AVID organizational materials 4000-4999: Books And Supplies LCFF AVID – 0765 $1000.00	Purchase AVID organizational materials 4000-4999: Books And Supplies LCFF AVID – 0765 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	*Classrooms and common areas display AVID materials and promote college attendance. *Defined instructional strategies that promote differentiation as a Team and collaboration are implemented.		
1.11 Special Education Programs support students on Tier III of RTI. 1.11 Special Education Programs support students on Tier III of RTI. A. Communication Enrichment Program (CEP): A child's language development at age 22 months can predict outcomes at age 26 years. A child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties. Measures: Referrals, Copies of interventions B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Pre-schoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities. Measures: Checklists, Transition meetings sign-in sheets	A. CEP is a preliminary intervention for language and articulation perceived difficulties. SLP provides materials to parents as part of the SST/CEP process. So far this school year, we have had only one student recommended for CEP. B. This is all done at the end of the year.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Provide PA staff support on how to support students during unstructured activies such as recess and lunch time. Measures: Checklists, documentation of student interactions			
1.12 Transition Supports 1.12 Transition Supports A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus. Measures: Logs/Sign-in sheets/Planbooks C. Kindergarten students will be provided opportunities to preparing for transition to first grade by taking campus field trips to the "big" playground and a visit to the cafeteria. Measures: Lunch counts, Teacher Plans D. Parents and students are provided summer support materials in preparation for the transition from preschool to TK/K and from kindergarten to first. Measures: packets distributed	A. Parents of TK students receive information during a Back to School Night and a Kindergarten Parent Meeting. This year Back to School Night was held virtually. In addition, there is a display in the office of brochures for TK and K parents. B. After the first week of school, preschool students tour the PAAM campus. C. During the last month of school, kindergarteners experience lunch in the cafeteria and exploring the "big" playground and other important areas on campus. D. Parents are provided digital information and hard-copy materials at the end of the year as part of the transition process.	Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500.00	Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0
1.13 Math 1.13 Math	A. IXL was purchased and implemented for k-6 students. Our	Purchase IXL 5000-5999: Services And Other Operating Expenditures	Purchase IXL 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP B. Provide parent support with math instructions. Measures: strategic standard based planning with parents, provide information via Class Dojo, Q Communication, and PeachJar	library is open during lunch and the EMCC provides engaging activities to promote math. B. Parents were provided math support by the teacher and with information digital resources to support math academic instruction. note: will gather input from stakeholders to determine if IXL should be continued.	Title I Basic -- 3010 $3200.00	Title I Basic -- 3010 $0

Analysis

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

Pacific Avenue Academy of Music is a wonderful campus that combines both academic and music instruction. As a result of returning to in-person learning, PAAM altered its method for delivering music instruction. Appropriate face mask coverings were needed to provide music instruction indoors for wind instruments and for choir. PAAM musical performances for the 1st and 2nd trimester were virtual performances and the 3rd trimester provided opportunities for in-person musical performances. Students in grades TK-6th had access to the following technology software was that was either purchased by the school district or the school site to support in-person learning instruction:
PowerSchool Learning (PSL)
Google Suite
Screencastify for recording tutorials and lessons for students, parents, and teachers
EduPuzzle to assist with formative assessments
Sanford Harmony online SEL (Social Emotional learning) preK-6
SeeSaw for digital portfolios and provide students in grades
RAZ Kids

Grade level team leaders and Impact Teams collaborated with their grade level team to implement the California state standards through the use of UOS and following the new suggested pacing guides. Grade levels teams meet bi-weekly or as needed to collaboratively plan academic instruction, discuss instructional strategies, and analyze student work as well as assessment student data. Teachers had another opportunity in the school year to participate in Alludo training provided by the district to support teachers with learning academic webbased instructional tools such as Google Classroom, SeeSaw, PearDeck, EduPuzzle to name a few. Grade level teams were provided grade level release time to collaborate for classroom instruction and if needed collaborate with district coordinators focused on Units of Study, NWEA data, and or Impact Teams. UOS continues to be implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS as well as common assessment across the grade level such as NWEA benchmark data. Reading intervention has been fully implemented across all grade levels as evidenced by master schedules submitted. The district has paid for a Math intervention teacher to support students with math support in all grade levels.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas. BLTs support ELD instruction as well.

Grade Levels were provided all AVID supplies by the district and PAAM is an AVID school.

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

PAAM data has been collected through multiple assessments.

2021-2022 ELPAC data includes 2.60 EL students are proficient. More support is needed to support English Language Learners.

Level 1
40.26% Minimally Developed
Level 2
36.36% Somewhat Developed
Level 3
20.78% Moderately Developed
Level 4
2.60% Well Developed

NWEA assessment was given for the 2021-2022 school year in place of the I-Station assessment.

The MDTP and Read180 data:
Math
Not Met: 51%
Nearly Met:32%
Met: 13%
Exceeded: 4%

ELA
Not Met: 50%
Nearly Met: 30%
Met: 11%
Exceeded: 9%

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

Due to COVID-19 one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to the impact of COVID-19.

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.

PAAM's collected data to support student learning indicates a a continued commitment to refine ELA and Mathematics instructional best practices. Such practices include, providing collaboration time to support expanding and refining Impact teams, AVID strategies and implementation, Primary and Upper grade Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide. Goals in ELD will continue to be examined and refined to support our English Learners with first best instructional practices. ELO opportunities were provided to students for 3 trimesters.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: PAAM has earned four awards: the national NAMM award, the CSSB Golden Bell Award for outstanding program, CORE High Impact Award for academic achievement, and the Quality Star for our outstanding Head Start Program.	2021-2022 expected outcome: PAAM will continue to implement and offer music appreciation excellence.	2021-2022 PAAM offered more classes to support music instruction and music appreciation.
P5: The California Healthy Kids Survey is given to fifth grade students.	2021-2022 expected outcomes: Based on the California Healthy Kids Survey, there will be a 1% increase of students that will feel they can do most things most of the time.	Due to the transition of our LCAP survey to Panorama Education, this speciic data is not available. New data will be reported with the 2022-23 baselines.
P1: SST referrals	Teachers will make referrals for students to the SST process in a more timely manner.	Teachers were provided with bi-monthly SST meetings to make thte SST referral process more timely.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. 2.1 Social programs and behavior strategies are implemented to increase student safety and achievement. A. PBIS: PA implements PBIS, a school-wide system of support that includes proactive strategies for defining,	A. PBIS skills and social skills are addressed everyday on the PAAM campus. Each Monday, a video made by PAAM students is shown in every classroom. It contains the flag salute, PBIS/social skill of the week, AVID expectations, music appreciation, a cafeteria menu overview and a	Student incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00 PBIS resources and materials 4000-4999: Books And Supplies Title I Basic -- 3010 $254.00	Student Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $600.00 PBIS Resources and materials 4000-4999: Books And Supplies Title I Basic -- 3010 $100.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
teaching, and supporting appropriate student behaviors creating a positive school environment. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals. B. Superflex Program: To reflect on the continued support of the Superflex Program and how are the strategies currently being used in the classroom. Teachers and staff implement Superflex, a three-part social thinking curriculum helping students to develop self-regulating strategies. Measures: Lesson plans, Sign-in sheets, Posters C. Whole Body Listening: PA implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters	weather report. The remainder of the week, these items are reviewed live through morning announcements done by students. After the daily announcements, teachers spend time reviewing expected behavior. B. Most teachers and paraprofessionals address the Superflex Program. It needs to be developed. more fully. Children with HFA, Asperger's, ADHD and other social emotional learning challenges have difficulty regulating their own behaviors in the moment. Superflex provides a fun forum in which they can explore their challenges and identify ways to modify their thoughts and related behaviors in different settings. Depicting behaviors as comic book characters helps students learn about their own behaviors in a non-threatening way, while the superhero Superflex helps build the thinking required to regulate those behaviors. Superflex empowers and motivates students to help themselves--reducing meltdowns and anxiety as the students discover and develop their own inner superhero. C. Most teachers and paraprofessionals address the Whole Body Listening Program. It needs to be developed. more fully. The Whole Body Listening classroom posters provide a way to reinforce lessons of the Whole Body Listening. It provides a visual for the concepts of "listening"		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	with one's eyes, brain, heart, etc. to keep one's entire body properly engaged and aware of the people around.		
2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented. 2.2 A complete School Safety Plan is written, discussed with all stakeholders, and implemented. A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to lessen the impact of an emergency to eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides. PA School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders. The School Safety Plan is reviewed and updated at least yearly by campus stakeholders including the School Safety	A. The School Safety Plan is updated at least once a year. However, the School Plan as formatted does not cover all the emergency-type needs of the school. Additional information is provided to staff to keep students/adults safe. B. The RSO and JUSD District office have provided training to our teachers and staff. Although there have been suggested opportunities for staff to participate in FEMA training, participation has been lower than expected. C. Purchase safety vests and medical supply bags for Activity Supervisors to use while providing student safety during recess times.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plan committee, SSC, ELAC, teachers, and school staff. Measures: School Safety Plan, Meeting minutes, Sign-in sheets B. Disaster Training: School personnel participate in Crisis Management training. Measures: Sign-in sheets, Agendas			
2.3 Improve attendance 2.3 Improve attendance A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and rewards, and support with hygiene and hand sanitizer for classes as needed if applicable to promote healthy habits. Measures: Attendance rosters, Student sign-ins B. Saturday School: Students in grades 3-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences. Measures: Attendance rosters, Invitations C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the	A. Despite the efforts to have students in school or make-up their absences, PAAM's chronic absenteeism is higher than expected. There is a higher rate of absenteeism within our special education and primary classrooms. Attendance rewards and incentives have been implemented to no avail. SARTing and SARBing have been increased. B. PAAM participates in the JUSD Saturday School Program. Beginning on September 8, 2018, PAAM had 19 students attend Saturday School. This was the fifth highest populous attendance in the district, including all elementary and middle schools. On October 6, 19 students attended. On November 3, 42 students attended and on December 8 33 attended. PAAM maintains a higher percentage attendance rates than many of the other elementary and middle schools. C. SARTing and SARBing has increased. The attendance clerk mails out the appropriate letters and the	Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00	Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,100.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	principal meets with the parents. However, before this formal process, the principal has spoken to parents of students who have higher absenteeism and tardiness on an informal level to ask how we, the school, can help families.		
2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training. 2.4 Staff, teachers, parents, and students participate in PBIS and other social skills training. A. Staff will participate in BSEL & PBIS training, Boys Town, behavior strategies, and other training that support student safety and achievement within the classroom. B. Parents, Students, and Teachers complete safety surveys and analyze information to access next action steps to support student safety and achievement. Measures: Copies of sign-in sheets, Agendas	A. Staff meets once a month to discuss trends in student behavior and RTIs for student behavior. A rubric has been developed and updates yearly that scripts the "non expected" behaviors and the course of actions. Social skills and expectations are reviewed daily for students. On our web-station, parents can review student produced videos that address weekly skills for PBIS, AVID, and music.		
2.5 Reduce Suspensions and Expulsions 2.5 Reduce Suspensions and Expulsions	A. Suspensions were at an all-time low as described on the latest Dashboard earning PAAM a blue. We believe that one reason is because the principal will address the needs of the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. PA implements social changes to improve civil behavior by strengthening home/school relationship; implementing restorative justice practices which include peer mediation (Young Ladies League and Young Gentlemen's League; empowering students to be part of the solution, reviewing and improving school policies through Olweis, and changing social norms through PBIS, Boys Town strategies, and bullying prevention and intervention. The model changes consequences from punitive to preventative and instructional. Include a variety of interventions to support appropriate student behavior and to support staff to implement support strategies effectively. Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets	behaviorally challenged by sitting with and de-escalating the student within the classroom instead of removing the student. In addition, PAAM has a Behavior Team that works with individual students regarding pragmatic and social skills. The school psychologist also runs groups that address varying obstacles to matriculation. In addition, the Young Ladies' League and Young Gentlemen's League provide peer and monitor mediation. It is only in severe cases, when the student is a threat to himself/herself and/or others that the student is suspended.		
2.6 Staff, teachers, parents, and students participate in safety training. 2.6 Staff, teachers, parents, and students participate in safety training. A. Training is held for staff member, students, and parents regarding preparation and surviving natural and man-made disasters. Measures: Sign-in sheets, Copies of materials, Agendas B. Teachers, parents, and students have access to Student Handbook to review school rules and guidelines.	A.Staff and students participated in the Great Shake Out. Staff participated in Safety Training online.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measures: copies of materials and online resources, parent signatures			
2.7 Health clerk provides support for all students. 2.7 Health clerk provides support for all students. A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, ways are considered to support students and parents if distance learning is in progress health clerkscan support with immunization support. Measures: Nurse logs, Copies of flyers, Documented phone calls	A. A 3-hour health aide is employed to provide first aide during lunch recess, communicate with parents regarding need vaccines and latest health information, and coordinate outside agencies, like Borego, to do dental and other health screenings.	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26,441.00	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26,441.00
2.8 Materials/furniture are purchased to create inviting environments. 2.8 Materials/furniture are purchased to create inviting environments. A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Creating an inviting environment is important and is addressed as needed. Measures: Agendas, Work Orders, Purchase Orders	A. Pacific Avenue Academy of Music is a music themed school. The office is tastefully decorated with musicthemed decor that was donated by the principal. The Library/Maker Space is also decorated with musician posters, items, and instruments, which, too, have been donated by the principal. The MPR has been morphed into a performance stage. The walls are decorated with college banners, staying in step with our AVID focus, also donated by the principal. Each classroom has music themed bulletin boards and supports. Vinyl banners line the playground regarding		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	expected student behavior. Gardens have been planted by students and the principal making the front of the school more inviting.		

Analysis

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

Many strategies & activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance Intervention meetings and SART/SARB meetings have been put in place to achieve the goal of a safe and orderly learning environment. Student of the Month awards were given to support students in being safe, respectful,and responsible. To continue the school to home connection motivational and positive post cards were mailed home to students to encourage school community. Student internet connectivity was a big area of focus as the media clerk, technology coordinator and office staff offered support with hotspots. Q Communication (parent Square), Attendance letters, and Class Dojo were also resources used to communicate to parents attendance goals school wide.

The Student Study Team collaborated to support students and implement intervention strategies consistently throughout the school year. Health Care clerk provided PICO resources to families as needed. Students received clothes, glasses, shoes, food, Christmas items, and vital health care information. PBIS/BSEL social skills implementation is ongoing throughout the school year. A BSEL Matrix that includes PBIS daily lessons, SEL Google Slide daily lessons, Class Dojo SEL support, and district provided SEL resources was created for teachers to implement "Morning Meetings" to support social emotional learning. Students are reminded and encouraged to meet behavior expectations in daily morning meetings and the Live School Annoucements.

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

Students, teachers, and parents reported that the attendance incentives and awards have a made a positive impact on student learning. The Leadership team met to develop criteria for eligibilty of receiving a Student of the Month award. The Student Study Team met at the beginning of the year to update SST current practices which resulted in the Student study team successfully meeting with students and parents in a more timely and consistent manner to identify students academic strengths and weaknesses to provide needed interventions and academic supports for students. The efforts of the health care aide to support families has resulted in maintaining current student health documentation and records and to help parents have access to district resources provided by PICO to support students and families during COVID.

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

Due to COVID-19 one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to theimpact of COVID-19.

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 meet the need to provide students with a safe, orderly and inviting learning environment there is a need to continue focus on BSEL & PBIS education during the instructional day with the the additional support of an intern or part-time Behavioral therapist to provide student, teacher, staff, and parent support to adddress the social emotional needs of students as students return to in-person instruction since school closures due to COVID. The SST coordinators, Grade Level

Teams, and Impact Teams will need time at the beginning of the year to discuss proactive steps to meet the diverse learning needs of students. The School Site Safety team will need time to collaborate and reveiw PAAMs Safety Plan to support students, teachers, and parents in staying healthy and safe on campus.The safety plan was practiced during the Great Shake Out in October.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Parent Engagement	2021-2022 Expected outcome: There will be an increase of 3% of parents indicating that there are opportunties for them to get involved with school and district decision making.	Due to transition of our LCAP survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.
P3: Increase Parent-School Communication	2021-2022 Expected outcomes: There will be an increase of 3% of parents indicating that they are informed of their student's school activities activities.	Parent Square Data 2021-2022 99.2% of PAAM families are contacable on Parent Square School Communication

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide Family Activities 3.1 Provide Family Activities A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussions of student achievement in which parents and students are empowered to partner with staff to make improvements. Types of family activities include Fall and	3.1 A. PAAM teachers and staff had to reenvision Family Activities. Music teachers provided Winter and Spring Music performances as virtual performances. B. SSC, ELAC, and IEP meetings were held virtually and in-person. Due to no visitors allowed on campus daycare was not needed to support parent workshops, trainings, and	Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $803.00	Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
		Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00	Fammily activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300.00
		Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spring Festival, Winter and Spring music concerts and seasonal student performances. Measures: Event sign-in B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Meetings with the Principal, and attendance meetings so that parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts	meetings for the first two trimesters of school. C. To support SSC, ELAC, and IEP's binders, parent supplies, copies of need materials were provided to support parents in keeping school materials organized.	$1341.00 Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $170.00 Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00 Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $0	$0 Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0 Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $300.00 Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $0
3.2 Provide translation 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	3.2 A Translation for parents of flyers was made possible with the use of Q Communications (Parent Square) and ClassDojo. Parent-Student Handbooks and office documents were translated in spanish and are available for parents digitally and in person as needed.	Translator Clerk Typist $	Translator Clerk Typist $
3.3 Parent Training 3.3 Parent Trainings A. Quality in-services, services, and workshops provide parents with education to support their own	3.3 A Parent's were provided parent workshops through Screencastify tutorials, JUSD YouTube tutorials, school site trainings to support parents with NWEA, PowerSchool Learning, SeeSaw, and other on-line resources	Postage 4000-4999: Books And Supplies Title I Basic -- 3010 $50.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010	Postage 4000-4999: Books And Supplies Title I Basic -- 3010 $25.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
child's/children's academic and social achievement. Measures: Sign-in sheets, Agendas, Copies of materials presented B. More "flipped" trainings for parents regarding AVID, PBIS, distance learning in increasing student achievement, and Biliteracy.	to support academic instruction at home. 3.3 T.V. marquee was placed in the main office to provide parents with more "flipped" opportunity to learn about campus events such as AVID, PBIS, and district website support.	$250.00 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $319.00	$0 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $100.00
3.4 Home Reference Materials 3.4 Home Reference Materials A. Materials will be made available to parents to support academic achievement on school website and hard copy as needed. Measures: Purchase orders	3.4 A School based materials for parent supports were provided digitally on PAAMs district website and the teachers PowerSchool Learning pages and hard copies were made available to parents as needed.	Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $596	Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $0
3.5 AVID Agendas 3.5 AVID Agendas A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Stakeholders are working to create a digital AVID Agenda to homev to school communication. Measures: Signed agendas, Print shop documentation	3.5 A To support AVID instruction, teachers used PowerSchool Learning, Google Classroom, and the AVID Agenda and AVID binders to support students in providing daily communication between school and home to build stronger partnerships and to support the increase student achievement.	Printing costs 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00	Printing costs 4000-4999: Books And Supplies Title I Basic -- 3010 $0

Analysis

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

Parent outreach continues to address academic, health, and safety concerns. We want to improve on the translation of all items that are sent home in print, Parent Square, Class Dojo, and on Social Media. A Translator Clerk Typist also provides translating for phone calls and school notifications. Additional modes of communication are in place such as the PowerSchool Learning, school marquee, school website, Facebook, twitter, and Instagram. Teachers continue to implement the use of Class Dojo to keep parents informed of classroom activities and student progress.

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

Due to COVID, parent involvement opportunities were expanded to include virutal parent workshops that focused on various topics such as Back to School Night and parent conferences. IEP's were held virutally up until 3rd trimester when there was an option to hold IEP's virutally and in person. During third trimester vistors were allowed on campus and efforts were made to hold parent meetings in person.

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

Due to COVID-19 one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to the impact of COVID-19.

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.

Parent communication was increased through Q Communication (Parent Square), Class Dojo, and Social Media platforms. Families have been informed of this new way of communication and they have been using it. Muisc Performances and workshops, Student Literacy Nights, Math FUN Nights, Fall and Spring Festivals will continue as CDC guidelines allow these types of activities to occur in efforts to promote parent, student and community engagement at PAAM.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	156,109
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	394,892.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	81,510	0.00
Title I Parent Involvement -- 3010 1902	1,060	0.00
Title I District -- 500 3010	71,649	0.00
Title III LEP -- 4203	1,890	0.00
LCFF Suppl/Conc -- 0707	74,530	0.00
LCFF District -- 500 0707	164,253	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	164,253.00
LCFF Suppl/Conc -- 0707	74,530.00
Title I Basic -- 3010	81,510.00
Title I District -- 500 3010	71,649.00
Title I Parent Involvement -- 3010 1902	1,060.00
Title III LEP -- 4203	1,890.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	155,106.00
2000-2999: Classified Personnel Salaries	175,682.00
4000-4999: Books And Supplies	55,854.00
5000-5999: Services And Other Operating Expenditures	7,250.00
5700-5799: Transfers Of Direct Costs	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	71,649.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	92,604.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	5,100.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	22,806.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	44,624.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	6,538.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	60,272.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,450.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	5,250.00
5700-5799: Transfers Of Direct Costs	Title I Basic -- 3010	1,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	71,649.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	170.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	890.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,890.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hilliary Salley	Principal
Crystal Amaya	Parent or Community Member
Emilee Fox	Parent or Community Member
Tiffany Del Valle	Classroom Teacher
Robyn Anderson	Classroom Teacher
Erika Krause	Classroom Teacher
Eugene Moreno	Other School Staff
Christina Gomez (Alternate)	Parent or Community Member
Kassandra Fisher	Parent or Community Member
Vanessa Kolar	Parent or Community Member
Amanda Maytorena	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
Robyn Anderson	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:

Principal, Hilliary Salley on May 17, 2022
SSC Chairperson, Emilee Fox on May 17, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

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

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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