

School Year:

2020-21



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 12, 2020
Schoolsite Council (SSC) Approval Date	May 12, 2020
Local Board Approval Date	June 22, 2020

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	4
School Profile.....	4
SPSA Highlights.....	5
Review of Performance – Comprehensive Needs Assessment	6
Purpose and Description.....	7
Stakeholder Involvement	9
Resource Inequities	10
Overall Performance	11
Goals, Strategies, & Proposed Expenditures	13
Goal 1.0.....	13
Goal 2.0.....	26
Goal 3.0.....	33
Annual Evaluation and Update	37
Goal 1.....	37
Goal 2.....	57
Goal 3.....	66
Budget Summary and Consolidation	70
Budget Summary	70
Allocations by Funding Source.....	70
School Site Council Membership.....	71
Recommendations and Assurances	72

School Vision and Mission

Vision:
Learning without Limits...Pacific Avenue Academy of Music students are prepared to be active, positive, learned members of our democratic society.

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 rigorous academic teaching as well as benefit from a rich culture of musical appreciation.

School Profile

Describe The students and community and how school serves them.

The Story

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

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

Pacific Avenue Academy has made steady progress in the area of math according to the California Dashboard. All students in the "Yellow" medium average with an increase of 9.6% distance from standard points to increase to 42.2 points below standard. PAAM will continue to focus on the academic area of math and work to provide students and parents more support with math instruction.

Also, chronic absenteeism declined by 1%.

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.

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

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 council for upper grade students that also gather together to share thoughts, ideas, and provide input. In addition, the district helps support PAAM by providing support, recommendations, and workshops.

Resource Inequities

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

There are no perceived resource inequities among the elementary schools as overseen by JUSD nor are there any perceived inequities among the students of PAAM.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. 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 Disabilities who increased by 4.9% and are in the red performance level.
2. 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 growth of 19.6 points, 11.7 points, and 10.6 points relatively. We will focus on literacy and language support for students.

3.

To continue to support Chronic Absenteeism, parent attendance meetings, chronic absenteeism meetings, SART, and SARB meetings are implemented. This year we were green with a 1% decline to a Chronically Absenteeism rate of 9.9% which is lower than 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).

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)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

PAAM would like to explore other strategies for RTI for mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: CAASPP Assessments - ELA and Math</p>	<p>ELA CAASPP Assessment 2018-2019 Actual Outcome: There was a decline of 5.7 points in the assessment results for ELA school-wide.</p> <p>Subgroup data: English Learners maintained: -1.5 points Student with disabilities increased: 24.1 points Hispanic Students maintained: -2.5 points SED maintained: -1.8 points White students declined: 31.5 points</p> <p>Math CAASPP Assessment 2018-2019 Actual Outcome: There was an increase of 9.6 points in the assessment results for Math school-wide.</p> <p>Subgroup data: English Learners increased: 19.6 points Students with disabilities increased: 49.4 points Hispanic students increased: 11.7 points SED increased: 10.6 points White students declined: 13.5 points</p>	<p>ELA scores will increase 5% for all students and math scores will increase 3% for all students. The gap between socioeconomically disadvantaged and EL and the whole schools scores will decrease by 7%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P2: Teacher-Made Assessments	2018-2019 Actual Outcome: Teachers have implemented Unit of Study formative assessments to drive instruction. Teacher-Made assessments have been given weekly.	Teachers will implement more formative assessments to drive instruction.
P2: DIBLES Assessments	<p>Kindergarten Benchmark#2 NWF-CLS-exceeded the target of 17 - scored 17.3</p> <p>First Grade DORF- (DIBELS oral reading fluency) exceeded the above target of 23 - scored 28.3 DORF-A- (DIBELS oral reading fluency-accuracy percentage) below the target of 78% - scored 65%</p> <p>Second Grade DORF (DIBELS oral reading fluency)- exceeded the target of 72- scored 73.9 DORF-A- (DIBELS oral reading fluency-accuracy percentage) - below the target of 96% - scored 92.9%</p> <p>Third Grade DORF- (DIBELS oral reading fluency)-exceeded the target of 86- scored 87.6 DORF-A (DIBELS oral reading fluency-accuracy percentage) - below the target of 96% - scored 90.2% DAZE - below the score of 11 - scored 8.8</p>	Teachers will become more informed about the uses of the DIBLES data to drive instruction and intervention. This will result in fewer students needing Intervention and DIBELS scores increasing by 10%.
P2: I-Station Assessments	<p>Number of students currently in each tier per grade level:</p> <p>4th: T1: 11 T2: 10 T3: 13 5th: T1: 16 T2: 11 T3: 11 6th: T1: 19 T2: 3 T3: 9</p>	Teachers will become more informed about the uses of the I-Station data to drive instruction and intervention. This will result in fewer students needing Intervention and DIBELS scores increasing by 10%.
P4: Language Assessments	2018-2019 Actual Outcome:	ELPAC score should increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	20% making progress toward English language proficiency ELs who decreased at least one ELPI Level (30%) ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H (50%) ELs who maintained ELPI Level 4 (N/A) ELs who progressed at least one ELPI Level (20%)	
P1: Walk-through Data	2018-2019 Actual Outcome: Principal collected walk-through data when needed. Observed AVID Focus Note Taking and Guided Reading strategies	Principal collects walk-through data.

Planned Strategies/Activities

Action 1.1

1.1 Professional development

	<u>X</u> 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, 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.	<u>X</u> All Students	Provide collaboration/staff development time for UoS 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

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 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

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
\$1000.00

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
\$1000.00

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

Action 1.2

1.2 Technology support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.2 Technology supports student achievement so that students are college and career ready.</p> <p>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. Measures: Grade level math assessments, SBAC, ST Math assessments</p> <p>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</p> <p>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</p> <p>D. Purchase Reading A-Z as a support for students during instructional minutes and at home.</p> <p>E. Technology to support distance learning as needed for all academic areas. Measures: teacher input, student input, parent input</p>	<p><u>X</u> All Students</p>	<p>Purchase technology and software to align with Technology Plan. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Purchase IXL technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00</p> <p>Purchase Reading A-Z 4000-4999: Books And Supplies Title I Basic -- 3010 \$1700.00</p>

Action 1.3

1.3 State Standards are fully implemented to increase student achievement.

X

Modified Action

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

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, 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.

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

LCFF Suppl/Conc -- 0707

\$163.00

Provide incentives.

4000-4999: Books And Supplies

Title I Basic -- 3010

\$1000.00

Action 1.4

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

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.4 RTI supports are in place for at-risk students in upper and primary grades.</p> <p>A. Students in all grades will be offered 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. Include distance learning supports when and as needed. Measures: DIBELS Data, Grade level assessments, Class rosters</p> <p>B. An Intervention Teacher provides support for students at-risk through Language! and Early Literacy Intervention settings and times. Measures: VPORT Scores, DIBLES, Language! Assessments, SBAC</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, DIBLES Assessments</p> <p>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</p> <p>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</p>	<u>X</u> All Students	<p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$69487</p> <p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$69487</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$6000.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1113.00</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1050.00</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$515.00</p>

Action 1.5

1.5 English Learners extra support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
--------------------------	-----------------------	-------------------

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 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

X

Other student group(s) English Learners

Employ Bilingual Tutor (3 hours)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$23888

Employ Bilingual Tutor (6 hour) 0.50
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$24867

Employ Bilingual Tutor (6 hour) 0.45
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$22382

Employ Bilingual Tutor (6 hour) 0.05
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$2083

Purchase materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$508.00

Employ Bilingual Tutor
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$404.00

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 common assessments.
Measures: Common assessment scores, ELO rosters

X

All Students

Teacher hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$100.00

Teacher hourly, associated benefits
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010

	\$40.00
	Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$747
	Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2729

Action 1.7

1.7 Provide library services and material Teach

	<u>X</u>	Modified Action	
--	----------	-----------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.7 Provide library services and material distribution to staff and students for the full implementation of programs.</p> <p>A. Provide library services for students and staff to use library resources to support student achievement, 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.</p> <p>B. Provide district-adopted materials and gap materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests</p>	<p><u>X</u> All Students</p>	<p>Elementary Media Clerk (100%) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61805</p> <p>Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$1685.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Purchase gap materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Purchase and Restore Digital Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$964.00</p> <p>Purchase needed Materials and Supplies</p>

4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$26242.00

Action 1.8

1.8 Collaborative Minimum Days

	<u>X</u>	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	<u>X</u> All Students	

Action 1.9

1.9 Class-Size Reduction

	<u>X</u>	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	<u>X</u> All Students	

Action 1.10

1.10 AVID

	<u>X</u>	Modified Action	
--	----------	-----------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.10 AVID</p> <p>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.</p> <p>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</p>	<p><u>X</u> All Students</p>	<p>Purchase AVID organizational materials 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000.00</p>

Action 1.11

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

	<p><u>X</u> Modified Action</p>	
--	---------------------------------	--

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

Measures: Checklists, documentation of student interactions

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 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

X

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

Printed Materials
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$500.00

Action 1.13

1.13 Math

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

1.13 Math

X

All Students

Purchase IXL

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

5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010

\$3200.00

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)
 Priority 6: School Climate (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
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.	2018-2019 Actual Outcome: PAAM created a continued school school culture of music excellence and appreciation, high academic achievement and supported the Head Start Program.	PAAM will continue to implement and offer music appreciation excellence.
P5: The California Healthy Kids Survey is given to fifth grade students.	2018-2019 Actual Outcome: Student Survey: California Healthy Kids Survey 2018-2019: 92 percent of 5th grade students surveyed reported feeling safe all/most of the time. The breakdown was as follows: 72% reported feeling safe all the time 20% reported feeling safe most of the time 4% reported feeling safe some of the time 4% reported never feeling safe	Based on the California Healthy Kids Survey, 97% of students will feel safe and welcomed on campus.
P5: Attendance is monitored by office staff and teachers. Rewards and incentives are in place.	2018-2019 Actual Outcome: PAAM's student attendance decrease from	PAAM's student attendance will improve from 93% to 97%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic absenteeism declined by 1%.	
P1: SST referrals	2018-2019 Actual Outcome: Teachers made referrals for the SST process in a more timely manner.	Teachers will make referrals for students to the SST process in a more timely manner.
P6: Suspension rate	<p>2018-2019 Actual Outcome: every effort was made to support student behavior before suspension was used. Behavior was documented in Q under student visits.</p> <p>There was an increase of 2.1% in the suspension rate.</p> <p>2.6% suspended at least once</p>	Every effort will be made to support student behavior before suspension is used.

Planned Strategies/Activities

Action 2.1

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

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>2.1 Social programs and behavior strategies are implemented to increase student safety and achievement.</p> <p>A. PBIS: PA 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. A positive school environment promotes student achievement. Measures: Academic achievement data, Behavior data, SST referrals.</p> <p>B. Superflex Program: To reflect on the continued support of the Superflex Program and how are the strategies currently being used in the classroom.</p>	<u>X</u> All Students	<p>Student incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>PBIS resources and materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$254.00</p>

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

Action 2.2

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

X

Modified Action

Planned Actions/Services

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 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

Students to be served

X All Students

Budget and Source

Action 2.3

2.3 Improve attendance

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>2.3 Improve attendance</p> <p>A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training and rewards, and support with hygiene and hand sanitizer for classes as needed if applicable to promote healthy habits. Measures: Attendance rosters, Student sign-ins</p> <p>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</p> <p>C. SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws and regulations are discussed. The teams create plans to support the home ensuring student attendance. Measures: Copies of SART/SARB meeting, Attendance rosters, Copies of attendance letters, Saturday School invites and rejections</p>	<p><u>X</u> All Students</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

Action 2.4

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

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
--------------------------	-----------------------	-------------------

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

X All Students

A. Staff will participate in BSEL & PBIS training, 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

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)

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

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
<p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>A. Training is held for staff member, students, and parents regarding preparation and surviving natural and man-made disasters. Measures: Sign-in sheets, Copies of materials, Agendas</p> <p>B. Teachers, parents, and students have access to Student Handbook to review school rules and guidelines. Measures: copies of materials and online resources, parent signatures</p>	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
<p>2.7 Health clerk provides support for all students.</p> <p>A. A health care aide will provide first aid support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Also, ways are considered to support students and parents if distance learning is in progress health clerks can support with immunization support. Measures: Nurse logs, Copies of flyers, Documented phone calls</p>	X All Students	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$28798</p>

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.

X All Students

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

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: Classroom Volunteer Sign-In Sheets	2018-2019 Actual Outcome: LCAP Parent Survey: 75% of Parents said there are opportunities for you to get involved with school and district decision making. The break down was as follows:	Parent involvement will increase by 10%.
P3: Increase Parent-School Communication	2018-2019 Actual Outcome: Parent Communication increased with the establishment of the new Q Communication system. Q Communication, Class Dojo, School Web-site, and social media have been used to increase parent-school communication about school-wide activities.	Parent communication will increase with the establishment of the new Q Communication which can focus on each family, demographic, or school-wide.

Planned Strategies/Activities

Action 3.1

3.1 Provide Family Activities

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>3.1 Provide Family Activities</p> <p>A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussions of student achievement in which parents and students are empowered to partner with staff to make improvements. Types of family activities include Fall and Spring Festival, Winter and Spring music concerts and seasonal student performances. Measures: Event sign-in</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Meetings with the Principal, and attendance meetings so that parents can fully participate in the professional discussions as needed. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	<p><u>X</u> All Students</p>	<p>Customer service: materials, incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$803.00</p> <p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1341.00</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$170.00</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>

Action 3.2

3.2 Provide translation

	<u>X</u> 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	<u>X</u> All Students	Translator Clerk Typist \$

Action 3.3

3.3 Parent Training

	<u>X</u> 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, distance learning in increasing student achievement, and Bilingual.	<u>X</u> All Students	Postage 4000-4999: Books And Supplies Title I Basic -- 3010 \$50.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$174

Action 3.4

3.4 Home Reference Materials

	<u>X</u> 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
\$596

Action 3.5

3.5 AVID Agendas

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>3.5 AVID Agendas</p> <p>A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Stakeholders are working to create a digital AVID Agenda to homev to school communication. Measures: Signed agendas, Print shop documentation</p>	<p><u>X</u> All Students</p>	<p>Printing costs 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: CAASPP Assessments - ELA and Math	ELA scores will increase 5% for all students and math scores will increase 3% for all students.	ELA CAASPP Assessment 2018-2019 Actual Outcome: There was a decline of 5.7 points in the assessment results for ELA school-wide. Subgroup data: English Learners maintained: -1.5 points Student with disabilities increased: 24.1 points Hispanic Students maintained: -2.5 points SED maintained: -1.8 points White students declined: 31.5 points Math CAASPP Assessment 2018-2019 Actual Outcome: There was an increase of 9.6 points in the assessment results for Math school-wide. Subgroup data: English Learners increased: 19.6 points Students with disabilities increased: 49.4 points Hispanic students increased: 11.7 points SED increased: 10.6 points White students declined: 13.5 points
P2: Teacher-Made Assessments	Teachers will implement more formative assessments to drive instruction.	2018-2019 Actual Outcome: Teachers have implemented Unit of Study formative assessments to drive instruction. Teacher-Made assessments have been given weekly.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P2: DIBLES Assessments	Teachers will become more informed about the uses of the DIBLES data to drive instruction and intervention. This will result in fewer students needing Intervention and DIBELS scores increasing by 10%.	<p>Kindergarten Benchmark#2 NWF-CLS-exceeded the target of 17 - scored 17.3</p> <p>First Grade DORF- (DIBELS oral reading fluency) exceeded the above target of 23 - scored 28.3 DORF-A- (DIBELS oral reading fluency-accuracy percentage) below the target of 78% - scored 65%</p> <p>Second Grade DORF (DIBELS oral reading fluency)- exceeded the target of 72- scored 73.9 DORF-A- (DIBELS oral reading fluency-accuracy percentage) - below the target of 96% - scored 92.9%</p> <p>Third Grade DORF- (DIBELS oral reading fluency)-exceeded the target of 86- scored 87.6 DORF-A (DIBELS oral reading fluency-accuracy percentage) - below the target of 96% - scored 90.2% DAZE - below the score of 11 - scored 8.8</p>
P2: I-Station Assessments	Teachers will become more informed about the uses of the I-Station data to drive instruction and intervention. This will result in fewer students needing Intervention and DIBELS scores increasing by 10%.	<p>Number of students currently in each tier per grade level:</p> <p>4th: T1: 11 T2: 10 T3: 13 5th: T1: 16 T2: 11 T3: 11 6th: T1: 19 T2: 3 T3: 9</p>
P4: Language Assessments	ELPAC score should increase by 5%.	<p>2018-2019 Actual Outcome:</p> <p>20% making progress toward English language proficiency</p> <p>ELs who decreased at least one ELPI Level (30%) ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H (50%) Els who maintained ELPI Level 4 (N/A) ELs who progressed at least one ELPI Level (20%)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: Walk-through Data	Principal collects walk-through data.	2018-2019 Actual Outcome: Principal collected walk-through data when needed. Observed AVID Focus Note Taking and Guided Reading strategies

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Professional development 1.1 Professional development is provided to school personnel to increase student achievement and college and career readiness.</p> <p>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. Measures: Sign-in sheets, Agendas, Purchase orders and travel requests</p> <p>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</p>	<p>1.1 A. 8/16 Fourth grade, RSP, and Intervention teachers participated in JUSD Literacy Training. 8/234 DelReal participated in JUSD 7th Grade Science Training 8/22 Two paraprofessionals participated in JUSD Guided Reading training. 8/31 One teacher and 2 paraprofessionals participated in JUSD CPI training. 9/4 Second grade teacher participated in DIBLES training. 9/7 Four teachers participated in DIBLES training for teachers new to DIBLES. 9/10 Three teachers participated in JUSD Impact Training. 9/11 New SDC teacher participated in SELPA training. 9/12 Intervention teacher participated in JUSD trainings 9/13 New teacher participated in training 9/24 SDC preschool teachers participated in JUSD planning training</p>	<p>Provide collaboration/staff development time for UoS implementation and Balanced Math. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000.00</p> <p>Provide staff development regarding 1:1 technology. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$250.00</p> <p>Provide release time for NGSS and other core subject PD. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$250.00</p> <p>Provide release time for for technology coordinator to model lessons in classrooms that include technology implementation by both students and teachers.</p>	<p>Provide collaboration/staff development time for UoS implementation and Balanced Math. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Provide staff development regarding 1:1 technology. Could not use due to school closure. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Provide release time for teachers to work with JUSD Coaches. There are JUSD TOSAs to support NGSS instruction. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Provide release time for for technology coordinator to model lessons in classrooms that include technology implementation by both students and teachers. Note: consider to</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>habits; and collegial relationships and structures that support student learning. Measures: PLC minutes, Sign-in sheets, Agendas</p>	<p>9/26 ELF teacher participated in training</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p>	<p>include distance learning as needed.</p>
<p>Measures: PLC minutes, Sign-in sheets, Agendas</p>	<p>9/28 Third grade teachers participated in JUSD Guided Reading Training</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p>
<p>C.</p>	<p>9/28 Two special ed teachers and one paraprofessional attended CPI training</p>	<p>Provide release time for collaboration and PD.</p>	<p>Provide release time for collaboration and PD. to be reincorporated in 2020-2021</p>
<p>Collaboration: Research demonstrates that schools with the strongest PLCs consistently generate higher student performance. Extra collaboration time is provided for teachers to plan using data, discuss research-based instructional strategies that work, and participate in quality staff development. Measures: Collaboration agendas and minutes, Copies of accomplished tasks</p>	<p>10/2-3 Two new teachers participated in AVID training</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>
<p>D.</p>	<p>10/4 Two new teachers participated in JUSD EL/ELD Training</p>	<p>Provide opportunities for staff to attend conferences.</p>	<p>Provide opportunities for staff to attend conferences.</p>
<p>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</p>	<p>10/15 Teachers in grades TK-4 were provided quality Guided Reading Instruction/Strategies with Corrine.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1900</p>
<p>E.</p>	<p>10/29 Third grade team met with Impact Team.</p>	<p>Provide in-serving by consultants.</p>	<p>Provide in-serving by consultants. Note: will reconsidered as the need for different types of learning models are determined.</p>
<p>Instructional Support: teachers to provide quality instruction through demonstration, professional articulation, modeling, feedback, technical support, and design examination. Measures: Notes, Copies of materials</p>	<p>10/30 Teacher attended JUSD 6th Grade Science Training</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$100.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$</p>
<p>Measures: PLC minutes</p>	<p>11/30-12-7 Two teachers attended GLAD training</p>	<p>Provide materials and supplies for PD.</p>	<p>Provide materials and supplies for PD. note: budget frozen.</p>
<p>Measures: Notes, Copies of materials</p>	<p>2/23 Part II of Elementary ELD/EL Training</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>
<p>B.</p>	<p>See above</p>	<p>Provide release time for teachers to observe other classrooms and instruction.</p>	<p>Provide release time for PD with JUSD TOSA.</p>
<p>C.</p>	<p>There are combination classrooms at every grade level at PAAM, leaving 1 or 1.5 teachers per grade level. PLC teams become unique to the campus. Teachers are encouraged to meet in teams across grade levels, creating better cross-level articulation. In addition, teachers are afforded opportunities to meet with other teachers at other schools.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>8/31 Fifth, sixth, and seventh grade teachers met to better align strategies, expectations, guided reading instruction, intervention possibilities, assessments and instruction.</p> <p>D.</p> <p>Sept 5 PLC-Data Analysis with SMART Goals</p> <p>Sept 12 PD- Active Shooter Training with Deputy Montgomery</p> <p>Sept 19 Individual Planning</p> <p>Sept 26 PLC- Data Analysis with SMART Goals</p> <p>10/3 "Grading"- Mastery of UoS Skills PD</p> <p>10/10 Individual Planning (Contracted time)</p> <p>10/17 EL/ELD Practices with Martha at 1:45 in room 12</p> <p>10/24 Parent Involvement Opportunity- Fall Festival</p> <p>10/31 Planning with SMART Goals</p> <p>11/7 Grade Level Meetings regarding Data Analysis and planning Third Grade will work on Impact Team stuff</p> <p>11/14 Harassment Video for all staff (Yep, it's that time of the year.)</p> <p>11/21 Thanksgiving Vacation</p> <p>11/28 Planning (Contracted Time)</p> <p>E.</p> <p>JUSD Instructional Coaches were not employed during the 2018-2019 school year.</p>	<p>\$500.00</p> <p>Provide PD by RCOE and AVID. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Provide PD by RCOE and AVID. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Technology support 1.2 Technology supports student achievement so that students are college and career ready.</p>	<p>A. All students, including general ed., special ed., RCOE DHH, GATE, EL..., use Chromebooks. Most teachers use Power Learning as the platform for instruction., providing common and individual instruction.</p>	<p>Purchase technology and software to align with Technology Plan. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Purchase technology and software to align with Technology Plan. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p>
<p>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. Measures: Grade level math assessments, SBAC, ST Math assessments</p>	<p>Programs used include: IXL I-station Prodigy Power School learning</p>	<p>Purchase IXL technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p>	<p>Purchase technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p>
<p>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</p>	<p>No Red Ink Readworks Kahoot Doc Hub</p>	<p>Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Provide extra support for Intervention using technology. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>
<p>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</p>	<p>Lyrics to Learn McGraw Hill resources You Tube instruction videos Read Naturally Live</p>	<p>Purchase Reading A-Z 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1700.00</p>	<p>Purchase technology and software to align with Technology Plan. 4000-4999: Books And Supplies Title I Basic -- 3010 \$4912</p>
<p>D. Purchase Reading A-Z as a support for students during instructional minutes and at home.</p>	<p>QR Code Listening Centers Pioneer Valley Books Deck Toys Google Classroom</p>	<p>\$</p>	<p>Purchased new Minolta copier 6000-6999: Capital Outlay Title I Basic -- 3010 \$8613</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Learning A to Z

Students are assessed and those results drive instruction and intervention.

- DIBLES is used in grades K-3
- iStation is used with our 4th grader
- IXL
- Pioneer Valley Books Assessments

B. Students in grades 2-7 use their Chromebook every day during instructional time. Many classroom bridge learning by providing opportunities for students to extend their learning at home. (Did not have 7th grade for 2019-2020 school year)

Duke University psychology professor Harris Cooper and Robert Marzano both found evidence of a positive correlation between homework and student achievement, meaning students who did homework performed better in school. The correlation was stronger for older students than for those in younger grades. Based upon these studies, the National Guidelines, and the JUSD Guidelines for homework, students are given about 10 minutes per grade level of homework per night. No homework is given on the weekends. Students are encouraged to use their Chromebooks for extension of

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>learning rather than homework completion.</p> <p>C. The library hours have been extended to 4:30 to allow students and their parents to access the internet, especially when no access is available in their homes. To date, we have not had any families use this opportunity.</p> <p>D. Purchased a new Minolta to support printing of materials for standards-based instruction.</p> <p>Note: due to school closure the purchase of technology curriculum to support instruction could not be made.</p>		
<p>1.3 State Standards are fully implemented to increase student achievement.</p> <p>1.3 State Standards are fully implemented to increase student achievement.</p> <p>A. Curriculum instruction is based in the CCSS and planned using the JUSD Units of Study for ELA and math.</p> <p>Measures: Lesson Plans, PLC Minutes, Assessments</p> <p>B. Implement NGSS fully.</p> <p>Measures: Lesson Plans, PLC Minutes, Assessments</p> <p>C. Instructional supplies will be purchased based upon grade level and</p>	<p>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.</p> <p>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.</p> <p>C. Supplies are purchased when needed. IXL was purchased after teacher had used the free trial and found it supported the math program and student learning.</p>	<p>Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$163.00</p> <p>Provide incentives. 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p> <p>\$</p>	<p>Provide materials and supplies to support instruction. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$185</p> <p>Provide incentives. 4000-4999: Books And Supplies Title I Basic -- 3010 \$320</p> <p>Provide Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2600</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Leadership Team quantitative observations and requests.</p> <p>Measures: PLC minutes, Leadership Team Meeting Minutes, Balanced Math</p> <p>D. Instruction is deliberately designed so that students:</p> <ul style="list-style-type: none"> • Build computational skills through math review and mental math emphasizing the development of number sense as students practice procedural mathematics and computational skills every day • Develop mathematical reasoning and problem-solving abilities by providing both a 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. <p>Measures: Daily Math Review student notebooks, Lesson plans</p>	<p>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.</p> <p>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. (In addition, "story problems are not skipped.")</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Assessments: Formative and summative assessments provide data to drive instruction.</p> <p>Measures: Grade-level assessments, DMR tests, SBAC assessments, ST Math assessments</p>			
<p>1.4 RTI supports are in place for at-risk students in upper and primary grades. 1.4 RTI supports are in place for at-risk students in upper and primary grades.</p> <p>A. Students in all grades will be offered 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. Measures: DIBELS Data, Grade level assessments, Class rosters</p> <p>B. An Intervention Teacher provides support for students at-risk through Language! and Early Literacy Intervention settings and times. Measures: VPORT Scores, DIBELS, Language! Assessments, SBAC</p> <p>C. Assessments: Formative and summative assessments will provide data to drive instruction. Measures: Grade level assessments, CAASPP, DIBELS Assessments</p> <p>D. Universal Access: Formative assessments will be used to determine standards mastery. UA will provide</p>	<p>A & B. PAAM has one intervention teacher who provides support for all students needing strategic intervention. DIBLES and iStation provide ELA data for creating flexible groupings of students.</p> <p>The daily schedule is as follows:</p> <p>9:00 to 10:00 Second grade intervention</p> <p>10:00 to 10:30 Third Grade intervention Ilie</p> <p>10:50 to 11:20 Intervention 4th grade. Laskey</p> <p>11:20 to 11:50 Intervention 4th grade Anderson</p> <p>11:50 to 12:30 Intervention 5th and 6th</p> <p>1:00 to 1:30 1st grade intervention Sanchez</p> <p>1:30 to 2:00 1st grade intervention Morales</p> <p>2:00 to 2:30 3rd grade intervention Esteban</p>	<p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67303.00</p> <p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67303.00</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$6000.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1113.00</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1050.00</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$515.00</p>	<p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67303</p> <p>CSR Intervention Teacher .50 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67303</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1010</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>Supplemental Gap Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Classified/BLT Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>

**Planned
Actions/Services**

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

**Actual
Actions/Services**

C. DIBLES and iStation provide ELA data for creating flexible groupings of students. In addition, classroom teachers and the intervention teacher meet to discuss the needs and strengths of each student in intervention.

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.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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, CELDT assessments

B. ELO Support: EL students will be provided ELO support on Wednesdays.

A. Two bilingual aides help support our EL students.

B. Every minimum day Wednesday, EL students in need of extra help stay after school from 1:35-3:00 and get further language acquisition support from our BLTs. (This time is already built into the schedule.)

C. As PAAM goes digital for home-school connections, the opportunities for articulation have become greater. DoJo is used in most classrooms; however, not many of our EL parent utilize this nor do they utilize the other digital methods. We have tried to have ELAC meeting but get little to no

Employ Bilingual Tutor (3 hours)
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$21872.00

Employ Bilingual Tutor (3 hours)
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$21872

Employ Bilingual Tutor (6 hour)
0.50
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$24114.00

Employ Bilingual Tutor (6 hour)
0.50
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$24114

Employ Bilingual Tutor (6 hour)
0.45
2000-2999: Classified
Personnel Salaries
Title I Basic -- 3010
\$21704.00

Employ Bilingual Tutor (6 hour)
0.45
2000-2999: Classified
Personnel Salaries
Title I Basic -- 3010
\$21704

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Measures: Permission slips, CELDT scores, Summative Assessments, Formative Assessments</p> <p>C. Family Support: Better articulation is needed regarding English acquisition, CELDT testing, program options, ELD instruction, and academic/content achievement.</p> <p>Measures: Event flyers, Sign-in sheets</p> <p>D. Implement ELD Program: All teachers, TK-6, will provide 30 minutes of daily appropriate-leveled ELD instruction to all students who qualify.</p> <p>Measures: EL class lists, Lessons plans</p>	<p>response. Multiple incentives have been used. PAAM still sends home much of the information regarding ELs, program options, ELAC, testing summaries, and other pertinent information in hard-copies.</p> <p>D. Teachers provide 30 minutes of Designated ELD everyday. In addition, all efforts are made to include integrated ELD through the instructional day.</p>	<p>Employ Bilingual Tutor (6 hour) 0.05 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$2008.00</p> <p>Purchase materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$508.00</p> <p>Employ Bilingual Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$404.00</p>	<p>Employ Bilingual Tutor (6 hour) 0.05 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$2008</p> <p>Purchase materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$633</p> <p>\$</p>
<p>1.6 Extended learning opportunities are provided for students.</p> <p>1.6 Extended learning opportunities are provided for students.</p> <p>A. Students who are not mastering standards will be provided ELO opportunities to fill in gaps and promote higher student achievement. Student selection for participation will be based upon teacher observations and common assessments.</p> <p>Measures: Common assessment scores, ELO rosters</p>	<p>PAAM's ELO program begins in February and runs through the end of April. Focus will be on math and ELA, to a lesser extent.</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100.00</p> <p>Teacher hourly, associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$40.00</p> <p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4926.00</p>	<p>Teacher hourly -could not implement fully due to school closure 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Teacher hourly, associated benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Teacher Hourly with associated benefits 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>
<p>1.7 Provide library services and material distribution</p>	<p>A. PAAM's Library/MakerSpace is a hub of activity all day long. Hours are</p>	<p>Elementary Media Clerk (100%)</p>	<p>Elementary Media Clerk (100%)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7 Provide library services and material distribution to staff and students for the full implementation of programs.</p> <p>A. Provide library services for students and staff to use library resources to support student achievement, 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. Measures: Library schedule, circulation reports, Destiny database.</p> <p>B. Provide district-adopted materials and gap materials to support instruction. Measures: Distribution lists, Language class rosters, Early intervention rosters, purchase orders and requests</p>	<p>from 8:00 to 4:30 daily. The library is open from 3:00-4:30 for students and their parents to use. All grade levels have scheduled time in which library and coding skills are taught by our knowledgeable EMCC. Library also affords special education students time with their general ed peers.</p> <p>Open library times are scheduled during recesses and lunches for students as enrichment and as another tier for behavior intervention. In addition, seventh graders are provided open library daily as part of the middle school program at PAAM.</p> <p>The PAAM EMCC works with classroom teachers to align library books and technology to the units in the classroom. In addition, he works with students in our new video/audio studio.</p> <p>B. The EMCC maintains all textbooks and resources as per the Williams Act and maintains the Chromebooks.</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61924.00</p> <p>Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$1685.00</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Purchase gap materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Purchase and Restore Digital Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$964.00</p> <p>Purchase needed Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$26242.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61924</p> <p>Purchase and Restore Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$3000</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1004</p> <p>Purchase gap materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Purchase and Restore Digital Resources 4000-4999: Books And Supplies \$</p> <p>Purchase needed Materials and Supplies-budget was frozen. 4000-4999: Books And Supplies Title I Basic -- 3010 \$1185</p>
<p>1.8 Collaborative Minimum Days 1.8 Collaborative Minimum Days</p> <p>A. Teachers and paraprofessionals will be provided collaboration time as delineated by contract to plan instruction based upon data and the setting of SMART goals. Measures: PLC minutes</p>	<p>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.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9 Class-Size Reduction 1.9 Class-Size Reduction</p> <p>A. Class sizes will be reduced in accordance with the District's policies and procedures. Measures: Class Rosters</p>	<p>A. Class sizes will be reduces in accordance with the District's policies and procederes. Presently we are over our 24/1 pupil ratio in primary grades and working closely with Business Services to maintain policies.</p>		
<p>1.10 AVID 1.10 AVID</p> <p>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.</p> <p>PA focuses on four elements: student accountability, organization, thinking, and note-taking. Measures: Signed agendas, Copies of notes</p>	<p>1.10</p> <p>A. All students from Tk through 7 participate in AVID. Students are provided all AVID materials appropriate to the grade level. Classrooms use and display AVID strategies. There is a school focus on growth mindset.</p> <p>Our AVID Plan includes the following elements:</p> <p>*Materials/resources: lesson planning and collaboration minutes, agendas, binders, and dividers will be provided by the school</p> <p>*Monthly strategy focus for organization provided by principal in bulletin/email</p> <p>*AVID team meets once a month (as needed)</p> <p>*Teachers work with students on classroom and student goal setting in planner.</p> <p>*Students organize their binders and set achievement goals</p>	<p>Purchase AVID organizational materials 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000.00</p>	<p>\$</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

*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.

*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

1.11

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
<p>B. Transition Actions: In-coming kindergarten students are provided opportunities for school readiness. Preschoolers participate in transition activities that include parent transition meetings, participation in school activities, and touring school buildings and playgrounds. Sixth-grade special education students participate in transitional activities.</p> <p>Measures: Checklists, Transition meetings sign-in sheets</p>			
<p>1.12 Transition Supports 1.12 Transition Supports</p> <p>A. The school communicates the Board Policies and other requirements of the Transitional Kindergarten Program. Measures: Logs/Sign-In Sheet, Copies of Policies and Related Information</p> <p>B. Preschool age children will be invited to visit the TK/K classrooms, the school office, the cafeteria, and other areas of the campus. Measures: Logs/Sign-in sheets/Planbooks</p> <p>C. Kindergarten students will be provided opportunities to eat in the cafeteria, play on the "big" playground, and attend school-wide assemblies in preparation for their transition to first grade. Measures: Lunch counts, Teacher Plans</p> <p>D. Parents and students are provided summer support materials in preparation</p>	<p>1.12</p> <p>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 on August 7 and the K Parent Meeting was held 2 weeks later at which Board Policies were discussed.</p> <p>In addition, there is a display in the office of brochures for TK and K parents.</p> <p>B. After the first week of school, preschool students tour the PAAM campus.</p> <p>C. During the last month of school, kindergarteners experience lunch in the cafeteria including punching in their own meal ID numbers, after</p>	<p>Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p>	<p>Printed Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$560</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>for the transition from preschool to TK/K and from kindergarten to first. Measures: packets distributed</p>	<p>which the kindergarteners go up to the "big" playground.</p> <p>Kindergarteners participate in schoolwide assemblies starting at the beginning of the year.</p> <p>9/28 Kaiser Literacy Assembly 11/13 Dairy Council Assembly</p> <p>At the last two assemblies, kindergarteners join the rest of the school for SOT.</p> <p>D. Parents are provided digital information and hard-copy materials at the end of the year as part of the transition process.</p>		
<p>1.13 Math 1.13 Math</p> <p>A. Increase computational, applicational and conceptual understanding of math skills in students. Measures: Unit tests, CAASPP</p>	<p>1.12</p> <p>A. PAAM's CAASPP math scores did not growth as much as our ELA score. More focus has been placed on math. To spark more student interest, teachers have been using more hands-on and digital support. IXL was purchased and implemented for 1-7 students. Our library is open during lunch and the EMCC provides engaging activities to promote math. The PAAM staff works the Think Together staff articulating homework expectation and ways to increase the interest in math.</p> <p>note: will gather input from stakeholders to determine if IXL should be continued.</p>	<p>Purchase IXL 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3200.00</p>	<p>Purchase IXL 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$</p>

Analysis

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

Music is an integral part of Pacific Avenue Academy of Music. Music is everywhere at PAAM. It is heard, seen, and felt all day. General music provides every student, preschool through sixth grade, with opportunities to learn music theory and appreciation, develop keyboarding skills, and cultivate vocal talents. Third graders also learn to play ukuleles and recorders. Fourth through sixth graders further develop musicianship skills by playing woodwind, brass, percussion, and/or string (violin, viola and cello) instruments. Music is skillfully woven into the other subject areas and AVID strategies. For example, in weekly announcements a Music Genre is discussed school wide. Class Dojo is used to share the weekly announcements with Parents so that parents are aware of the music genre focus and current activities on campus. Music is played in individual classrooms; enriching the learning environments.

Pacific Avenue Academy of Music has a UOS (Units of Study) representative that work to revise and refine UOS units and share out information with staff. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. All Grade levels are attending NGSS (Next Generation Science Standard) training provided by the district, site training on AVID (Advancement Via Individual Determination) provided by consultants, lead teacher, and site administration, digital gateway training provided by the district and site technology coordinators.

Second and third grade are currently participating in Impact Team training for the site. Teachers participated in staff development that focused on analyzing student work, developing success criteria, develop rubrics in an effort to build student efficacy. Follow up coaching with district staff and consultant provides additional guidance in implementing this model.

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessment across the grade level.

Reading intervention has been fully implemented across all grade levels as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (In grade 4, 5, and 6). There has been an increase in reading fluency among our primary grades as evidenced by DIBELS assessment data. Primary intervention continues in grades first through third grade. Kindergarten students receive intervention through Guided reading instruction.

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. Site training is scheduled for February to support ELD strategies and practices as well as provide clarity and greater depth to ELD instruction.

Technology strategies and resources are fully implemented in grades TK- 6. There are disparities in the depth of implementation but all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. Master schedules for the EMCC reflect the support that has been provided with the implementation of chromebooks and other instructional resources across all grade levels. Student's technology skills have greatly improved because of the usage of chromebooks on a daily basis. The purchase of RAZ kids and I-station has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready. Sixth grade students have been developing skills in PAAM's audio/visual studio

All students in grades TK-6th participate in AVID (with one new 2nd grade teacher to attend Pathway training in 2020). Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Organization, Note-taking, and planning. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by Site leadership team and suggested by AVID consultants.

The purchase of licences for Reading A to Z as well as the requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading.

Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Emails and flyers also reflect the full implementation of including Preschool students and families in school activities.

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

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

SBAC results are showing some growth in ELA and Math overall among all subgroups.

CAASPP ELA Actual Progress, Fall 2019

School: 25.8 points below standard; Decreased 5.7 points

SED: 25.1 points below standard; Maintained -1.8 points

EL: 42.2 points below standard; Maintained -1.5 points

SWD: 101.9 points below standard; Increased 24.1 points

CAASPP Math Actual Progress, Fall 2019

School: -71.7 points below standard; Increased 10 points

SED: 46.3 points below standard; Increased 10.6 points

EL: 59.9 points below standard; Increased 19.6 points

SWD: 103.9 points below standard; Increased 49.4 points

English Learner Actual Progress

ELs who decreased at least One ELPI Level (30%)

ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3 (50%)

ELs who maintained ELPI Level 4 (N/A)

ELs who progressed at Least one ELPI Level (20%)

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

Differences between Proposed Expenditures and Estimated Actual Expenditures include the following:

Additional expenditures took place to provide further resources for all grade levels to support ELA standards instruction and more specifically guided reading instruction.

Additional expenditures took place to provide differentiated organization strategies and resources for grades Kinder, First, and 2nd grade to address Guided Reading instruction and AVID implementation.

An increase in estimated actual expenditures is expected in substitute teacher funding.

An increase the estimated actual expenditures due to the purchase of medals as an incentive to reinforce effort and preparation for state testing.

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.

Goals in ELA and Mathematics will continue to be addressed more closely. Teachers and support staff will continue to provide first best teaching practices for all students in ELA and in Mathematics including Balanced Math, and Math FUN to collaborate to refine practices. We will continue practices in micro-teaching activities and small group instruction in ELA and Math at the site level and possibly within district.

Goals in ELD will continue to be examined and refined to support our English Learners with first best instructional practices. Teachers and support staff will be looking at developing academic language structures and practices schoolwide. This data indicates a need to continue a firm commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teachers, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Pacific Avenue Academy of Music site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Interventions will continue to be implemented in grades Kindergarten through 6th. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. Intervention teacher will continue to support Bilingual Language tutors thru the Guided Reading process and refine the support of Foundation Reading skills. The Intervention teacher will continue to support teachers with Reading Running records and modeling lessons for Guided Reading. We will be researching alternative methods of supporting students who are struggling with mathematics.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students. Our students who are struggling emotionally will be supported through a school counselor. Intervention teachers, school psychologist, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS coach provides support for those students who are in need of social skills awareness. Counseling is provided for students to participate in small group role-playing and group discussion on the needed social skill. Student Council, Young Ladies League, and Young Gentleman's League support school PBIS skills.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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.</p>	<p>PAAM will continue to model a school culture of music excellence and appreciation, high academic achievement, and support our Head Start program.</p>	<p>2018-2019 Actual Outcome: PAAM created a continued school school culture of music excellence and appreciation, high academic achievement and supported the Head Start Program.</p>
<p>P5: The California Healthy Kids Survey is given to fifth grade students.</p>	<p>Based on the California Healthy Kids Survey, 97% of students will feel safe and welcomed on campus.</p>	<p>2018-2019 Actual Outcome: Student Survey: California Healthy Kids Survey 2018-2019: 92 percent of 5th grade students surveyed reported feeling safe all/most of the time. The breakdown was as follows: 72% reported feeling safe all the time 20% reported feeling safe most of the time 4% reported feeling safe some of the time 4% reported never feeling safe</p>
<p>P5: Attendance is monitored by office staff and teachers. Rewards and incentives are in place.</p>	<p>PAAM's student attendance will improve from 93% to 97%.</p>	<p>2018-2019 Actual Outcome: PAAM's student attendance decrease from Chronic absenteeism declined by 1%.</p>
<p>P1: SST referrals</p>	<p>Teachers will make referrals for students to the SST process in a more timely manner.</p>	<p>2018-2019 Actual Outcome: Teachers made referrals for the SST process in a more timely manner.</p>
<p>P6: Suspension rate</p>	<p>Every effort will be made to support student behavior before suspension is used.</p>	<p>2018-2019 Actual Outcome: every effort was made to support student behavior before suspension was used. Behavior was documented in Q under student visits.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>There was an increase of 2.1% in the suspension rate.</p> <p>2.6% suspended at least once</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Social programs and behavior strategies are implemented to increase student safety and achievement.</p> <p>2.1 Social programs and behavior strategies are implemented to increase student safety and achievement.</p> <p>A. PBIS: PA 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. A positive school environment promotes student achievement.</p> <p>Measures: Academic achievement data, Behavior data, SST referrals, Caught Being Good Tickets</p> <p>B. Superflex Program: Teachers and staff implement Superflex, a three-part social thinking curriculum helping students to develop self-regulating strategies.</p> <p>Measures: Lesson plans, Sign-in sheets, Posters</p>	<p>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 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.</p> <p>B. Most teachers and paraprofessionals address the Superflex Program. It needs to be developed. more fully.</p> <p>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</p>	<p>Student incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>PBIS resources and materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$254.00</p>	<p>Student incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p> <p>PBIS resources and materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$254</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Whole Body Listening: PA implements Whole Body Listening, taught strategies for active listening. Measures: Lesson plans, Sign-in sheets, Posters</p>	<p>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.</p> <p>C, B. Most teachers and paraprofessionals address the Whole Body Listening Program. It needs to be developed. more fully.</p> <p>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" with one's eyes, brain, heart, etc. to keep one's entire body properly engaged and aware of the people around.</p>		
<p>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.</p> <p>A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a</p>	<p>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.</p> <p>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,</p>	<p>\$</p>	<p>Safety vests and medical supply bags 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>Measures: School Safety Plan, Meeting minutes, Sign-in sheets</p> <p>B. Disaster Training: School personnel participate in Crisis Management training.</p> <p>Measures: Sign-in sheets, Agendas</p>	<p>participation has been lower than expected.</p> <p>C. Purchase safety vests and medical supply bags for Activity Supervisors to use while providing student safety during recess times.</p>		
<p>2.3 Improve attendance 2.3 Improve attendance</p> <p>A. Attendance Incentives: Increase student attendance to promote high academic achievement and ensure student safety through on-going student training.</p> <p>Measures: Attendance rosters, Student sign-ins</p>	<p>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.</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3020</p>

**Planned
Actions/Services**

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 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

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 PBIS training, Boys Town, behavior strategies, and other training that support student safety and achievement.

**Actual
Actions/Services**

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 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.

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.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measures: Copies of sign-in sheets, Agendas			
<p>2.5 Reduce Suspensions and Expulsions</p> <p>2.5 Reduce Suspensions and Expulsions</p> <p>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.</p> <p>Measures: Referral data, Suspension and expulsion data, tri-semester student meetings, Daily PBIS announcements, Classified training sign-in sheets</p>	<p>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 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.</p>		
<p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>2.6 Staff, teachers, parents, and students participate in safety training.</p> <p>A. Training is held for staff member, students, and parents regarding preparation and surviving natural and man-made disasters.</p> <p>Measures: Sign-in sheets, Copies of materials, Agendas</p>	<p>A. 9/12 Active Shooter Training 9/14 Active Shooter On-line Training 10/18 Great Shake-out 12/12 Safety and Behavior Training</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7 Health clerk provides support for all students. 2.7 Health clerk provides support for all students.</p> <p>A. A health care aide will provide first aide support for students. In addition, the aide will communicate with parents regarding current research, immunizations, and student visits. The aide provides staff with vital health information to keep students safe. Measures: Nurse logs, Copies of flyers, Documented phone calls</p>	<p>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.</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13854.00</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13852.00</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27704</p> <p>\$</p>
<p>2.8 Materials/furniture are purchased to create inviting environments. 2.8 Materials/furniture are purchased to create inviting environments.</p> <p>A. An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety. Measures: Agendas, Work Orders, Purchase Orders</p>	<p>A. Pacific Avenue Academy of Music is a music themed school. The office is tastefully decorated with music-themed 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.</p> <p>Each classroom has music themed bulletin boards and supports. Vinyl banners line the playground regarding expected student behavior. Gardens have been planted by students and the principal making the front of the school more inviting.</p>	<p>\$</p>	<p>Purchase adjustable height computer desk Materials for Office Message Area</p> <p>4000-4999: Books And Supplies LCFF District -- 500 0707 \$560</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>The seventh and eighth grade classrooms have new carpet, tables, and chairs to give the middle schoolers their own space.</p> <p>B. Purchase adjustable height computer desk for the Clerk Typist</p>		

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 AVID incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives include receiving AVID Strong monthly popsicle. Classrooms are awarded weekly attendance rewards. Prizes (pencils, erasers, smencils, pencil grips, stickers, etc.) are awarded randomly to classrooms presenting a sign that they have perfect attendance. Classes with 5 days of perfect attendance spell out SNACK and are able to get a Snack Attack incentive.

PBIS/BSEL social skills implementation is ongoing throughout the school year. Additional trainings have been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by the School Counselor, School Psychologist, Special Education Coordinators, and site administration. Students are reminded and encouraged to meet behavior expectations in daily morning announcements.

100 Mile Club and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in 100 Mile Club through morning announcements.

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

Strategies/ activities to support attendance, overall health, and safety appear effective when examining multiple measures.

Effectiveness is measured by maintaining attendance rates, a 1% decline in chronic absenteeism rates, and improving the site suspension rate. Staff safety concerns continue to be addressed and implemented in the Safe school plan. Work orders are submitted in a timely manner and safety concerns are addressed promptly. The office uses Raptor to identify visitors before all visitors enter the site. The SRO visits occasionally to assist/support with minor traffic/custody/discipline concerns.

Data indicates an increase in attendance rates, a decrease in chronic absenteeism rate, and while the suspension rate did increase by .3%; it was still less than half the baseline; one third the rate of the district, and less than half the rate of the suspension data for the state.

LCFF Surveys reflect that 98% of Parents feel the site is safe; 90% of students feel the site is safe; 89% of staff feel the site is safe. The Student Council, Young Ladies League, and Young Gentlemans League programs support and reinforces social skill development and positive interactions among students. Additionally, they are an integral part of welcoming and supporting new students and special visitors to our campus.

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

There is an increase in estimated actual expenditures for Incentives due to the success we are having reinforcing attendance and behavior with this approach.

There is an expected decrease in estimated actual expenditures for the Mental Health Counselor due to the district's outreach department securing additional grants to provide more on-site services.

There is an expected increase in estimated actual expenditures for materials/supplies and training support to meet with Activity Supervisors and Office Staff more frequently to improve safety/discipline at recess and welcoming environment strategies for office.

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.

Continued coaching from a Behavior Specialist, Special Education Coordinator will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with maladaptive behaviors. Bullying presentations will be made in fall and in spring to educate students on the PSST app, characteristics, harm, and support of bullying. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

To strengthen our goal of parent communication/inclusion in schoolwide activities, Music teachers will be asked to increase Pacific Avenue Social Media presence with designated release time to support the schools website.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Classroom Volunteer Sign-In Sheets	Parent involvement will increase by 10%.	2018-2019 Actual Outcome: LCAP Parent Survey: 75% of Parents said there are opportunities for you to get involved with school and district decision making. The break down was as follows:
P3: Increase Parent-School Communication	Parent communication will increase with the establishment of the new Q Communication which can focus on each family, demographic, or school-wide.	2018-2019 Actual Outcome: Parent Communication increased with the establishment of the new Q Communication system. Q Communication, Class Dojo, School Web-site, and social media have been used to increase parent-school communication about school-wide activities.

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	A. Monthly activities are planned for families and students. <ul style="list-style-type: none"> • Back to School Night • AVID Elementary • Fall Festival • Thanksgiving Feast 	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 \$1021

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. Measures: Event sign-in</p> <p>B. Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, and attendance meetings so that parents can fully participate in the professional discussions. Measures: Sign-in sheets, Classified time cards</p> <p>C. Materials and Supplies: Parent involvement is supported with needed materials and supplies. Measures: Sign-in sheets, Agendas, Receipts</p>	<ul style="list-style-type: none"> • Santa Store • Winter Performance • Middle School Dance... <ul style="list-style-type: none"> • Coming Events: Valentine Dance, Family Movie Nights, Spring <p>Festival, Spring Concert, Family Science Night, Family Math Night</p> <p>B. Child care was only needed at Back to School Night this year so far.</p> <p>C. Most materials have been donated so far this year.</p>	<p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1341.00</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$170.00</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$00.00</p>	<p>Family activity supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Leadership and training opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$</p> <p>Classified hourly: to include babysitting and support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$00</p>
<p>3.2 Provide translation 3.2 Provide translation</p> <p>A. Written and verbal translation support is afforded to Spanish speaking families. Measures: Flyers, Parent-Student Handbook, Office translation data</p>	<p>A. All written communication for parents is done in both English and Spanish. There is someone available to translate for parents orally in Spanish.</p>	<p>Translator Clerk Typist \$</p>	<p>Translator Clerk Typist \$</p>
<p>3.3 Parent Training 3.3 Parent Trainings</p> <p>A. Quality in-services, services, and workshops provide parents with</p>	<p>A. Families have opportunities to participate in community, JUSD, and site trainings and workshops. Attendance is generally minimum.</p>	<p>Postage 4000-4999: Books And Supplies Title I Basic -- 3010 \$50.00</p>	<p>Postage 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>education to support their own child's/children's academic and social achievement. Measures: Sign-in sheets, Agendas, Copies of materials presented</p> <p>B. More "flipped" trainings for parents regarding AVID, PBIS, increasing student achievement, and Biliteracy.</p>		<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$330</p>
		<p>Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$293.00</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0.00</p>
<p>3.4 Home Reference Materials 3.4 Home Reference Materials</p> <p>A. Materials will be made available to parents to support academic achievement. Measures: Purchase orders</p>	<p>A. No home reference materials, other than those in the AVID binders, have been necessary thus far in the school year.</p>	<p>Reference materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$596</p>	<p>Reference materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$814</p>
<p>3.5 AVID Agendas 3.5 AVID Agendas</p> <p>A. AVID agendas provide daily communication between school and home in order to build stronger partnerships to increase student achievement. Measures: Signed agendas, Print shop documentation</p>	<p>A. AVID agendas are a daily form of communication between school and home. The agendas are designed by staff and printed through the JUSD print shop so that they address the special needs and wants at PAAM.</p>	<p>Printing costs 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p>	<p>Printing costs 4000-4999: Books And Supplies Title I Basic -- 3010 \$1180</p>

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 and Peachjar. A Translator Clerk Typist also provides translating for phone calls and school notifications. Additional modes of communication are in place such as marquee, PeachJar, school website, Facebook, twitter, etc. Teachers continue to implement the use of Class Dojo to keep parents informed of classroom activities and student progress. A new phone system Q Communication has been installed to help with communicating school wide activities and events to parents.

AVID Agendas have helped our students to be organized and to assist the parents to foster the school to home connection.

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

Pacific Avenue Academy of Music LCFF survey data indicates a total of 94% of parents feeling moderately to extremely welcomed; a total of 96% students feeling their school sites are moderately to extremely welcoming; a total of 88% of staff feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

Parent engagement opportunities were expanded to include Peachjar and Class Dojo. All information continues to be sent home in both English and Spanish and translating is available upon request.

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

Increase of proposed expenditures to provide babysitting for parent workshops such as SSC and ELAC.

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.

Increase parent communication through peachjar; informed parents of Q Communication and Parent Connect. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement. More email and staff time dedicated to sharing efforts to engage parents and staff.

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	222,763.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	372,320.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	79920	0.00
Title I Parent Involvement -- 3010 1902	940	0.00
Title I District -- 500 3010	69487	0.00
Title III District -- 500 4203	69487	0.00
Title III LEP -- 4203	2083	0.00
LCFF Suppl/Conc -- 0707	58800	0.00
LCFF District -- 500 0707	90603	0.00

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
- 6 Parent or Community Members

Name of Members	Role
Hilliary Salley	Principal
Karianne Lawrence	Parent or Community Member
Maritza Ruano	Other School Staff
Jaqueline Iriarte	Parent or Community Member
Eunice Garcia	Parent or Community Member
Emilee Fox	Parent or Community Member
Tiffany Del Valle	Classroom Teacher
Amber Jones	Parent or Community Member
Robyn Anderson	Classroom Teacher
Teresa Vargas	Classroom Teacher

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

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 12, 2020.

Attested:



Principal, Hilliary Salley on May 12, 2020

SSC Chairperson, Emilee Fox on May 12, 2020



Title I, Part A School-Level Parent and Family Engagement Policy

Pacific Avenue Academy of Music

Pacific Avenue Academy of Music Elementary has developed a written Title 1 parental involvement policy with input from Title 1 parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTO), and District School Liaison Team (DSLTL) when in program improvement status. It has distributed the policy to parents of Title 1 students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title 1 parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title 1 Program

To involve parents in the Title 1 program at Pacific Avenue Elementary the following practices have been established:

The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 program.

- During annual meeting each fall.

The school offers a flexible number of meetings for Title 1 parents, such as meetings in the morning or evening.

- A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

The school involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning review, and improvement of the school's Title 1 programs and the Title 1 parental involvement policy.

- An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities
- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meeting when in program improvement status.

LEARNING WITHOUT LIMITS



Pacific Avenue Academy of Music

The school provides parents of Title 1 students with timely information about Title programs.

- Through the parent newsletter, Back-to-School nights, SSC, ELAC, and PTO.

The school provides parents of Title 1 students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for SBAC and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTO.

School-Parent Compact

Pacific Avenue Academy of Music Elementary distributes to parents of Title 1 students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title 1 students.

- The school's responsibility to provide high-quality curriculum and instruction.
- Identifies the ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer; and opportunities to observe classroom activities.

LEARNING WITHOUT LIMITS



Pacific Avenue Academy of Music

The school-parent compact is distributed through the First Day Packets that goes home with every student and or handed out during parent-teacher conferences. A copy of the compact is attached as part of the policy.

Building Capacity for Involvement

Pacific Avenue Elementary engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title 1 parents with the assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.

- Training to empower parents to support and assist their children's education. This may include such activities such as: Family Math Training, Family Literacy Night, and Family Science Night.

With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- At staff meetings, parents survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

The school coordinates and integrates the Title 1 parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership, and/or the SSC.

LEARNING WITHOUT LIMITS



Pacific Avenue Academy of Music

- Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.
- Through parent newsletters, kindergarten orientations, and referral to viable parent resources.

The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents understand.

- School information, including communication about the Title 1 program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title 1 parents.

- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

Accessibility

Pacific Avenue Elementary provides opportunities for the participation of all Title 1 parents, including parents with limited English proficiency, parents with disabilities, and parent's migratory students. Information and school reports are provided in a format and language that parents understand.

- All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- Access to all facilities and parking are provided to parents with disabilities.



Pacific Avenue Academy of Music

Please attach the School-Parent Compact to this document.

This policy was adopted by Pacific Avenue Elementary on 09/10/2019 and will be in effect for the period of 05/2020.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 10/24/2019.

Hilliary Salley

Signature of Authorized Official

A handwritten signature in blue ink that reads "Hilliary Salley".

09/10/2020

9/10/2020

LEARNING WITHOUT LIMITS

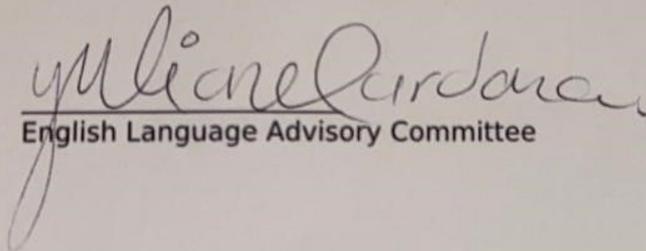


Pacific Avenue Academy of Music

On May 12, 2020 the School Site Council Committee reviewed, voted, and approved the 2020-2021 SPSA (School Plan of Student Achievement)

All attendees unanimously voted in favor of approving the the SPSA for Pacific Avenue Academy of Music.

Sincerely,

A handwritten signature in black ink, appearing to read "Meliane Cardenas". The signature is written in a cursive style with a long, sweeping tail that extends downwards and to the left.

English Language Advisory Committee

LEARNING WITHOUT LIMITS

Hilliary Salley, Principal 6110 45th Street, Jurupa Valley, CA 92509 T 951.222.7877



Pacific Avenue Academy of Music

On May 12, 2020 the School Site Council Committee reviewed, voted, and approved the 2020-2021 SPSA (School Plan of Student Achievement)

All attendees unanimously voted in favor of approving the the SPSA for Pacific Avenue Academy of Music.

Sincerely,

A handwritten signature in black ink, appearing to read "Emilee Fox", is written over a horizontal line. The signature is highly stylized and cursive.

Emilee Fox
School Site Council

LEARNING WITHOUT LIMITS

Hilliary Salley, Principal 6110 45th Street, Jurupa Valley, CA 92509 T 951.222.7877