School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Elementary School	07617886004576		

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.

All schools receiving Title I funds operate as a schoolwide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PUSD did not administer the CA Healthy Kids Survey in the 2021-2022 school year. The survey will be administered in the 2022-2023 school year. Below is survey results from previous administration.

Key surveys administered in 2021 in PUSD include:
- CA Healthy Kids Student, Parent & Staff Surveys – to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities. Student surveys are administered to students in Grades 5, 7, 9, 11 and to all students at Black Diamond Continuation HS. All Parents and Site Staff are invited to take the Parent and Staff surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.This survey had limited results but 6 out of 20 families were only somewhat satisfied with their child's ELD program. This is an area of growth for us. 10 out of 20 families reported that they did not know how to get additional help for their child and 11 out of 20 did not know how a student

Key indicators from the CA Healthy Kids Survey are used as summary indicators in our LCAP as District Level Local Indicators. The 2019 survey results were as follows:
CA Healthy Kids Student & Family Surveys – Safety & Climate
Foothill Fifth Grade Data:
Academically Motivated 78%
Parent Involvement 78%
Treated with Respect 74%
Alcohol and Drug Use 21%
Experience Sadness 21%
Foothill Parent Data:
School communicates consequences of breaking rules 48%
School Promotes Academic Success for all Students 46%
Parents feel welcome to participate at this school 21%
Foothill Staff Data:
Believe every student can be a success 59%
Feel the staff working environment is a supportive and inviting 52%
Have sufficient resources to create a safe campus 10%

In addition the Mindful Life Program conducted a survey that reported that 97.2% of the students viewed mindfulness as important to them and 92% of the teachers noticed positive changes in students' self-awareness.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

We strive to do "5 for 7," which is a goal of visiting at least 5 classrooms a day for 7 minutes. As we continue to return to teaching practices prior to the pandemic, teachers are incorporation more activities that involve student engagement and small group work. We need to continuously include increased opportunities for student talk using academic language and clearly posted goals and essential questions. We continue to be deliberate in developing school and class cultures that welcome students and attend to their Social Emotional Needs, so that we can then address their academic needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas.
State Assessments: Local Assessments:
CAASPP   iReady (ELA and MATH)
CAST   Acadience
ELPAC   ELA Writing Assessments
MARS Tasks

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data Analysis is an integral part of daily lesson planning as well as school wide planning. At the teacher level, data is used for grouping during universal access, planning for differentiated instruction and referrals for intervention and/or Student Study Team Meetings. On a school wide level, we use data to establish our School Site Plan. Data that we are currently using for analysis are IReady, Acadience, ELPAC and CAASPP, District Writing Benchmarks, and teacher generated assessments to monitor Spanish Language Achievement. Data will be used four times a year to monitor progress and establish a road map for our curriculum planning. Grade Level Teachers meet with administrators to analyze data several times throughout the year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Collaborating with other principals and colleges in the area, we continue to search for the highest quality staff available to fit our school. We have attended job fairs and have reached out to credentialing programs in search of both Dual Immersion teachers and English only teachers. All of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students. During the 2022-23 school year, we will continue to focus on building an Equitable and Rigorous Academic Community.

Facilitative Teaching and Meaning-Making, Introduction to Understanding by Design, Mindfulness, AVID and West Ed are some of the tools that we will be implementing.

Professional Development will be constructed around the following topics and methods: Kinder through Third Grade will focus on a review of Language Arts and a Deeper Dive into presenting effective Math Instruction. Fourth and Fifth Grades will focus on teaching Language Arts Comprehension. Topics will include Writing Genres, Math Coaching (including MARS task training and designing re-engagement lessons), Early Literacy Coaching (Phonics and Phonemic Awareness), CLOSE reading, Guided Reading, English Learners (conferences), iReady, Collaborative Conversations West Ed – Writing (Expert Group Jigsaw, Cohesion Analysis, Collaborative Text Reconstruction, Sentence Unpacking, Joint Reconstruction), AVID, Leader in Me, Trauma Informed Practices and Equity Training, Mindful Life Project

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PUSD offers instructional support to teachers in the form of instructional coaches focused on grades K-3 (Early Literacy). The goal is to build teacher capacity around teaching phonics and phonemic awareness to help develop proficient readers to allow them to access the general curriculum. We have extended this opportunity to our Fourth Grade teachers so that we can continue the success that we are seeing in the lower grades.
Facilitative Teaching and Meaning-Making, Introduction to Understanding by Design are tools and strategies that we focus on. This year we have also added extra staff to help our students who are below grade level.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during weekly professional development in their professional learning communities. Each month grade levels are presented research and teaching strategies in one of the key academic areas. This designated time also includes grade level planning time. In addition to these two opportunities grade levels are encouraged to collaborate as often as possible.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

Mathematics Houghton Mifflin Harcourt
Go Math! (2015)
Adopted May 2016 McGraw Hill
California (2016)
Course 1, 2, & 3 & Algebra
Adopted May 2016

Science   Amplify
Adopted June 2022
California (2022)

History / SS Scott Foresman
History/Social Science for California (2006)
Adopted May 2006

English Language Arts Macmillan McGraw Hill
Reading Wonders California (2017)
Adopted May 2017
ELD Macmillan McGraw Hill
Reading Wonders California (2017)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

As we enter the 2022-23 academic year, we will meet the requirements of instructional minutes as outlined by Senate Bill 98.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Elementary – PUSD offers a variety of opportunities for students to increase proficiency. This includes the use of daily Universal Access time, designated ELD time, and classroom small group/individual support as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Imagine Learning
Iready Lessons
Leader in Me
Quaver
Newsela (for Dual Immersion Students)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Core instructional programs are accompanied by support materials that provide remedial assistance for students when they fail to meet mastery of the standards. Supplementary materials are also incorporated into core content areas to provide additional opportunities for students to achieve success. Imagine Learning and Raz kids are computer based adaptive programs that support language, literacy and fundamental reading skills.

Teachers provide students with a variety of instructional strategies so that they have multiple opportunities to achieve and demonstrate proficiency. During synchronous instruction, there are imbedded cohort times and small group instruction times to solidify priority standards taught. Foothill teachers are intentional about providing ample opportunities to engage students by facilitating collaborative conversations with academic vocabulary and a focused topic. For the 2022-23 school year we continue to focus on 4 academic goals in the areas of Academic Vocabulary, Writing, Oral Production, and Math emphasizing Problem Solving and Critical Thinking

Evidence-based educational practices to raise student achievement

A focus on AVID strategies teach students organization and note-taking skills which are important skills of a successful student. Our Early Literacy Coach provides coaching and data to evaluate our effectiveness and plan for appropriate next steps to support the differentiated needs of our students. Academic Vocabulary, Writing, Oral Production and Critical Thinking are all evidence based practices to raise student achievement. To meet the Social Emotional Needs of our students we are part of the Leader in Me Program, which is a CASEL (Collaborative for Academic, Social and Emotional Learning) approved program. We are also incorporating the practice of Mindfulness to help increase student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PUSD values parents as educational partners and actively engages them in their child's education. Evident by parent involvement at School site Council (SSC), English Learner Advisory Committee (ELAC), District English Learn Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent-Teacher Conferences and our Parent Liaison, who has been instrumental in helping create vital connections with our parents and making them feel part of the Foothill community. Parents are equipped with the tools to advocate for their student's education.

Workshops will be offered to our parents and families. They have access to a parent portal and opportunities for trainings on supporting their students with virtual learning. To meet the social and emotional needs of children we are offering a partnership with the Mindful Life Project.

- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with students enrolled in the Pittsburg Unified School District.
- Loving Solution – This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up an environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
- Early Literacy Series – This is a series of workshops to support early literacy skills and how to embed literacy in daily life. This series is recommended for parents who have students in 1st grade and below. The series covers how to foster a love of reading, support language development, build phonemic awareness, support reading fluency, and build literacy skills through fun games that children will enjoy. This series is offered once in the Fall semester and once in the Spring semester.
- English as a Second Language (ESL) – These classes are offered to parents in the Pittsburg Unified School District who desire to build their English language skills throughout the school year.

Literacy, Math and Science Nights- Families have the opportunity to participate in activities together to help increase their academic success in these ares.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following funded position and programs help under-performing students meet academic standards:

Pittsburg Unified School District has implemented class-size reduction in Kindergarten, 1st, 2nd, and 3rd grade with class size average at 24 to 1 per board policy in accordance with LCFF requirements. Teachers are provided with release time to engage in collaboration and planning. During this time, teachers meet to plan lessons, analyze student data, and strategize on supporting the learning needs of all students. District-provided coaches are also available to support teachers. Our school has a bilingual aide that is funded specifically to help students who are struggling with learning the English language. Support is provided by working with students to strengthen their literacy and mathematic skills. Due to the high number of struggling students enrolled in Foothill School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

Each student has access to their own Chrome book so that they can use specialized software to build their basic ELA and Math skills. Technology resources provided for students include components of the state adoptions as well. Imagine Learning provides assistance in the area of reading for English Language Learners. In addition to laptops, each classroom is equipped with 3-4 desktops.

This year, we have established an expanded learning program with a focus on building early literacy skills for grade K-3 and reading comprehension/math skills for grades 4-5. We will also offer after school expanded learning in the areas of math fluency, Spanish literacy and Spanish oral fluency. For our English Language Learners, we will be utilizing Imagine Learning. We offer during school intervention for students to be pulled out in small groups and work on mastering grade level standards.

We hope to have our Parent and Family Liaison position filled in hopes of increasing our parent engagement.

Fiscal support (EPC)

While meeting the requirements of the teachers contract for site and prep time, we have been able to exceed the minimum required instructional minutes with strategic scheduling. Pittsburg families continue to experience hardships with housing, food, clothing and unemployment. Other families are having to work multiple jobs just to make ends meet, making the population more mobile and causing high stress factors for students and families. While this could be a barrier to improvement in student achievement, Foothill staff is dedicated to providing the best educational experience for them with the hope that they will learn all that they can and experience a great amount of success. We have been fortunate to provide donated uniforms to 300 of our students this year through "Operation School Bell" sponsored by Diablo Valley Assistance League. In addition, we have helped families by providing bags of groceries and other household items needed. Our parent liaison will work diligently with families and outside resources to reduce/remove any barriers to improvement in student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Communication via email was sent to SSC members to review the strategies and practices implemented to achieve the goals of our SPSA. They are updated routinely on the implementation of goals within our SPSA and any changes that are made throughout the year. In October new goals and strategies were reviewed by teachers. ELAC and SSC members participated in a similar process of evaluating the previous year's SPSA and reviewed proposed strategies for the upcoming year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.35%	0.6%	0.72%	2	3	4
African American	13.12%	13.3%	12.77%	74	73	71
Asian	4.08%	4.4%	4.32%	23	24	24
Filipino	4.79%	5.1%	3.96%	27	28	22
Hispanic/Latino	63.83%	64.5%	64.03%	360	354	356
Pacific Islander	0.35%	0.4%	1.08%	2	2	6
White	7.62%	6.0%	6.47%	43	33	36
Multiple/No Response	5.5%	5.5%	6.29%	31	30	35
			Total Enrollment	564	549	556

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	87	90
Grade 1	98	88	80
Grade 2	93	99	94
Grade3	94	92	95
Grade 4	92	96	93
Grade 5	89	87	104
Total Enrollment	564	549	556

Conclusions based on this data:

1. There has been a slight increase in enrollment.

2. Most subgroups had an increase or decrease of three to four students. Enrollment has shown little change.

3. Fifth grade had the largest increase of 17 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	155	149	151	27.5%	27.10%	27.2%
Fluent English Proficient (FEP)	76	60	67	13.5%	10.90%	12.1%
Reclassified Fluent English Proficient (RFEP)	28	1		16.4%	0.20%	

Conclusions based on this data:

1. Each year we are seeing a decrease in the number of English Language Learners.

2. Last year we saw a large drop in the number of students being reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	88	94	99	87	0	97	87	0	97	98.9	0.0	98.0
Grade 4	85	98	94	85	0	92	85	0	92	100	0.0	97.9
Grade 5	113	87	104	113	0	101	113	0	101	100	0.0	97.1
Grade 6	4			4			4			100		
All Grades	290	279	297	289	0	290	289	0	290	99.7	0.0	97.6

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

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

Overall Achievement for All Students																	
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**					
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**			
Grade 3	2403.		2408.	19.54		23.71	20.69		13.40	29.89		26.80	29.89		36.08			
Grade 4	2445.		2420.	22.35		11.96	11.76		17.39	28.24		21.74	37.65		48.91			
Grade 5	2471.		2464.	17.70		8.91	18.58		23.76	25.66		25.74	38.05		41.58			
Grade 6	*			*			*			*			*					
All Grades	N/A	N/A	N/A	19.38		14.83	17.30		18.28	27.34		24.83	35.99		42.07			

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	17.24		15.46	50.57		62.89	32.18		21.65
Grade 4	23.53		7.61	40.00		67.39	36.47		25.00
Grade 5	15.04		8.91	49.56		66.34	35.40		24.75
Grade 6	*			*			*		
All Grades	17.99		10.69	47.06		65.52	34.95		23.79

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	20.69		16.49	44.83		43.30	34.48		40.21
Grade 4	11.76		9.78	54.12		50.00	34.12		40.22
Grade 5	22.12		6.00	43.36		61.00	34.51		33.00
Grade 6	*			*			*		
All Grades	18.34		10.73	46.71		51.56	34.95		37.72

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	13.79		7.22	67.82		78.35	18.39		14.43
Grade 4	15.29		8.70	64.71		68.48	20.00		22.83
Grade 5	14.16		10.00	55.75		71.00	30.09		19.00
Grade 6	*			*			*		
All Grades	14.19		8.65	61.94		72.66	23.88		18.69

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	13.79		16.49	52.87		68.04	33.33		15.46
Grade 4	18.82		8.70	43.53		68.48	37.65		22.83
Grade 5	23.01		7.92	41.59		67.33	35.40		24.75
Grade 6	*			*			*		
All Grades	19.03		11.03	44.98		67.93	35.99		21.03

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

Conclusions based on this data:

2. In the category of % At or Near Standard, our fourth and fifth grade showed growth in all standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	94	99	88	0	98	88	0	98	100	0.0	99.0
Grade 4	85	98	94	85	0	92	85	0	92	100	0.0	97.9
Grade 5	113	87	104	113	0	99	113	0	99	100	0.0	95.2
Grade 6	4			4			4			100		
All Grades	290	279	297	290	0	289	290	0	289	100	0.0	97.3

Table header: Overall Participation for All Students

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

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2405.		2402.	10.23		9.18	29.55		30.61	23.86		22.45	36.36		37.76
Grade 4	2444.		2422.	10.59		5.43	15.29		16.30	42.35		34.78	31.76		43.48
Grade 5	2443.		2436.	5.31		7.07	10.62		10.10	22.12		26.26	61.95		56.57
Grade 6	*			*			*			*			*		
All Grades	N/A	N/A	N/A	8.28		7.27	17.59		19.03	28.28		27.68	45.86		46.02

Table header: Overall Achievement for All Students

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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.05		13.27	40.91		53.06	42.05		33.67
Grade 4	12.94		5.43	32.94		52.17	54.12		42.39
Grade 5	7.96		7.07	23.89		33.33	68.14		59.60
Grade 6	*			*			*		
All Grades	12.07		8.65	31.38		46.02	56.55		45.33

Table header: Concepts & Procedures — Applying mathematical concepts and procedures

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.05		11.22	47.73		51.02	35.23		37.76
Grade 4	12.94		7.61	49.41		40.22	37.65		52.17
Grade 5	6.19		7.07	30.09		44.44	63.72		48.48
Grade 6	*			*			*		
All Grades	11.38		8.65	41.03		45.33	47.59		46.02

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.18		15.31	50.00		59.18	31.82		25.51
Grade 4	15.29		6.52	34.12		52.17	50.59		41.30
Grade 5	6.19		2.02	38.05		61.62	55.75		36.36
Grade 6	*			*			*		
All Grades	12.41		7.96	40.00		57.79	47.59		34.26

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

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence there is no CAASPP data. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1431.7	1444.6	1437.2	1445.7	1459.2	1450.2	1398.9	1410.3	1406.6	30	27	28
1	1446.0	1448.7	1428.7	1458.0	1466.4	1454.0	1433.3	1430.7	1402.7	30	20	23
2	1463.6	1480.6	1482.7	1477.2	1481.0	1491.5	1449.4	1479.7	1473.6	24	24	23
3	1482.0	1498.2	1493.7	1474.8	1498.4	1500.8	1488.5	1497.5	1486.1	24	27	26
4	1522.6	1506.0	1505.8	1519.3	1511.9	1512.2	1525.4	1499.7	1498.7	21	25	30
5	1529.4	1513.1	1528.4	1524.3	1524.2	1534.0	1534.0	1501.6	1522.3	27	21	25
All Grades										156	144	155

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	13.33	29.63	11.11	40.00	11.11	51.85	40.00	55.56	33.33	6.67	3.70	3.70	30	27	27
1	3.33	5.00	0.00	36.67	55.00	30.43	40.00	20.00	30.43	20.00	20.00	39.13	30	20	23
2	4.17	4.17	13.04	37.50	58.33	47.83	45.83	29.17	34.78	12.50	8.33	4.35	24	24	23
3	4.17	11.54	23.08	50.00	46.15	23.08	20.83	38.46	50.00	25.00	3.85	3.85	24	26	26
4	19.05	8.70	13.79	66.67	39.13	44.83	14.29	47.83	31.03	0.00	4.35	10.34	21	23	29
5	22.22	25.00	28.00	44.44	20.00	36.00	22.22	30.00	24.00	11.11	25.00	12.00	27	20	25
All Grades	10.90	14.29	15.03	44.87	37.86	39.22	31.41	37.86	33.99	12.82	10.00	11.76	156	140	153

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

	Oral Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.00	25.93	18.52	46.67	40.74	48.15	26.67	33.33	29.63	6.67	0.00	3.70	30	27	27
1	26.67	35.00	13.04	26.67	35.00	43.48	30.00	15.00	26.09	16.67	15.00	17.39	30	20	23
2	20.83	25.00	43.48	41.67	58.33	30.43	25.00	16.67	21.74	12.50	0.00	4.35	24	24	23
3	25.00	26.92	26.92	33.33	57.69	50.00	33.33	11.54	19.23	8.33	3.85	3.85	24	26	26
4	52.38	39.13	44.83	38.10	43.48	37.93	9.52	13.04	10.34	0.00	4.35	6.90	21	23	29
5	37.04	40.00	44.00	44.44	30.00	40.00	14.81	15.00	8.00	3.70	15.00	8.00	27	20	25
All Grades	29.49	31.43	32.03	38.46	45.00	41.83	23.72	17.86	18.95	8.33	5.71	7.19	156	140	153

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

	Written Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.00	14.81	3.70	23.33	3.70	29.63	53.33	70.37	59.26	13.33	11.11	7.41	30	27	27
1	0.00	5.00	0.00	23.33	20.00	13.04	43.33	50.00	26.09	33.33	25.00	60.87	30	20	23
2	0.00	0.00	4.35	20.83	62.50	30.43	37.50	16.67	52.17	41.67	20.83	13.04	24	24	23
3	4.17	7.69	3.85	20.83	15.38	23.08	37.50	69.23	38.46	37.50	7.69	34.62	24	26	26
4	0.00	4.35	0.00	61.90	13.04	20.69	28.57	52.17	55.17	9.52	30.43	24.14	21	23	29
5	3.70	5.00	12.00	33.33	15.00	16.00	44.44	35.00	52.00	18.52	45.00	20.00	27	20	25
All Grades	3.21	6.43	3.92	29.49	21.43	22.22	41.67	50.00	47.71	25.64	22.14	26.14	156	140	153

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

Listing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	20.00	29.63	18.52	66.67	70.37	81.48	13.33	0.00	0.00	30	27	27
1	43.33	55.00	13.04	50.00	40.00	78.26	6.67	5.00	8.70	30	20	23
2	20.83	22.73	17.39	70.83	63.64	73.91	8.33	13.64	8.70	24	22	23
3	0.00	7.69	34.62	70.83	84.62	46.15	29.17	7.69	19.23	24	26	26
4	47.62	31.82	31.03	47.62	68.18	65.52	4.76	0.00	3.45	21	22	29
5	7.41	26.32	8.00	77.78	47.37	84.00	14.81	26.32	8.00	27	19	25
All Grades	23.08	27.94	20.92	64.10	63.97	71.24	12.82	8.09	7.84	156	136	153

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	33.33	25.93	40.74	60.00	66.67	51.85	6.67	7.41	7.41	30	27	27
1	0.00	15.00	17.39	83.33	70.00	65.22	16.67	15.00	17.39	30	20	23
2	29.17	37.50	69.57	62.50	62.50	21.74	8.33	0.00	8.70	24	24	23
3	45.83	73.08	57.69	45.83	23.08	38.46	8.33	3.85	3.85	24	26	26
4	52.38	60.87	55.17	47.62	30.43	34.48	0.00	8.70	10.34	21	23	29
5	66.67	55.00	84.00	29.63	35.00	8.00	3.70	10.00	8.00	27	20	25
All Grades	36.54	45.00	54.25	55.77	47.86	36.60	7.69	7.14	9.15	156	140	153

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.33	11.11	3.70	83.33	70.37	88.89	13.33	18.52	7.41	30	27	27
1	10.00	10.00	4.35	63.33	60.00	43.48	26.67	30.00	52.17	30	20	23
2	4.17	15.00	8.70	66.67	65.00	78.26	29.17	20.00	13.04	24	20	23
3	4.17	7.69	0.00	58.33	80.77	46.15	37.50	11.54	53.85	24	26	26
4	4.76	13.64	6.90	80.95	50.00	62.07	14.29	36.36	31.03	21	22	29
5	11.11	10.00	12.00	66.67	50.00	64.00	22.22	40.00	24.00	27	20	25
All Grades	6.41	11.11	5.88	69.87	63.70	64.05	23.72	25.19	30.07	156	135	153

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

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	25.93	38.46	53.33	44.44	42.31	13.33	29.63	19.23	30	27	26
1	0.00	0.00	0.00	70.00	65.00	59.09	30.00	35.00	40.91	30	20	22
2	0.00	12.50	4.55	58.33	58.33	81.82	41.67	29.17	13.64	24	24	22
3	8.33	15.38	11.54	79.17	76.92	80.77	12.50	7.69	7.69	24	26	26
4	19.05	0.00	3.45	76.19	82.61	82.76	4.76	17.39	13.79	21	23	29
5	18.52	0.00	20.00	70.37	65.00	64.00	11.11	35.00	16.00	27	20	25
All Grades	13.46	10.00	13.33	67.31	65.00	68.67	19.23	25.00	18.00	156	140	150

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

Conclusions based on this data:

1. ELPAC overall scores showed an increase at each level with the exception of 4th grade.

2. Levels 3 and 4 in Oral Language are showing greater success than our level 1's and 2's.

3. Writing scores at the second grade level have shown a large increase of 42%.

School and Student Performance Data
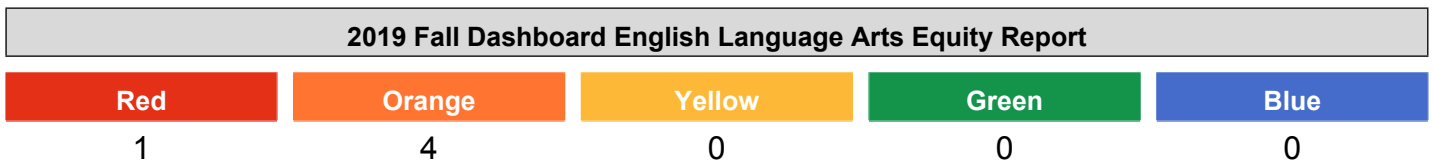
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
549	**67.0**	**27.1**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	27.1
Foster Youth	1	0.2
Homeless	12	2.2
Socioeconomically Disadvantaged	368	67.0
Students with Disabilities	56	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	73	13.3
American Indian or Alaska Native	3	0.5
Asian	24	4.4
Filipino	28	5.1
Hispanic	354	64.5
Two or More Races	30	5.5
Native Hawaiian or Pacific Islander	2	0.4
White	33	6.0

Conclusions based on this data:

1. Dashboard: Student Population: The most recent CA Dashboard information for student population was for the 2020 - 2021 school year. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data

Academic Performance
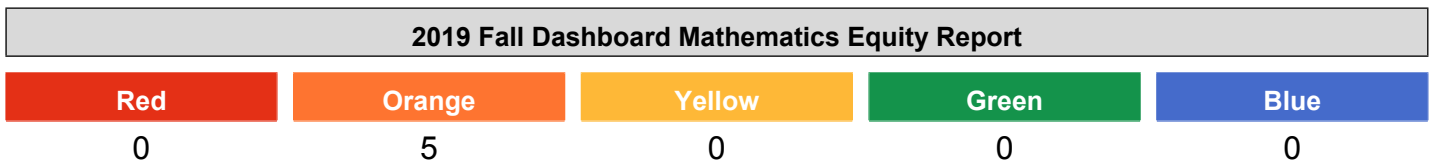## English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
23.7 points below standard	29.5 points below standard	0 Students
Maintained ++1.2 points	Declined -3.2 points	
271	127	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	39.7 points below standard	140.4 points below standard
	Maintained -2.5 points	Declined -5.9 points
4	202	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
49.1 points below standard	0 Students	9.3 points below standard	19.6 points above standard
Maintained ++0.4 points		Declined Significantly -15.9 points	12
33		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
22.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.3 points below standard
Maintained ++0.8 points	10	2	Increased ++9.4 points
176			26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.5 points below standard	21.8 points above standard	22.3 points below standard
Declined -13.1 points	Declined Significantly -35.3 points	Increased ++4.1 points
63	64	139

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
50.2 points below standard	52 points below standard	
Declined -4.5 points	Declined -8.2 points	
271	127	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	63.7 points below standard	142.6 points below standard
	Declined -9.1 points	Increased ++10.8 points
4	202	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange		No Performance Color	No Performance Color
78.9 points below standard		25.6 points below standard	10.1 points below standard
Declined -6.5 points		Declined Significantly -25 points	12
33		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
48.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	52.2 points below standard
Declined -4.3 points	10	2	Declined -8.1 points
176			26

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91 points below standard	13.7 points below standard	51.7 points below standard
Declined Significantly -19.4 points	Declined Significantly -24.6 points	Maintained -2.8 points
63	64	139

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

School and Student Performance Data

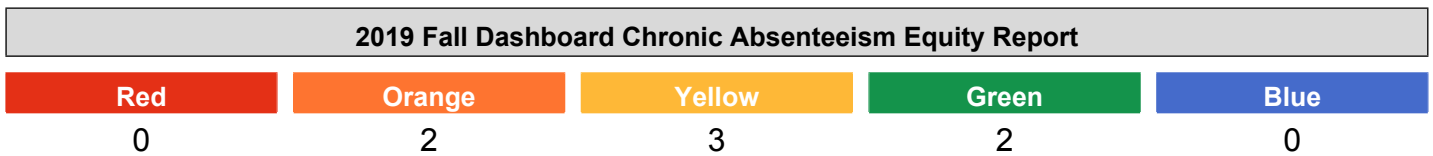## Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
56.8 making progress towards English language proficiency
Number of EL Students: 118
Performance Level: High
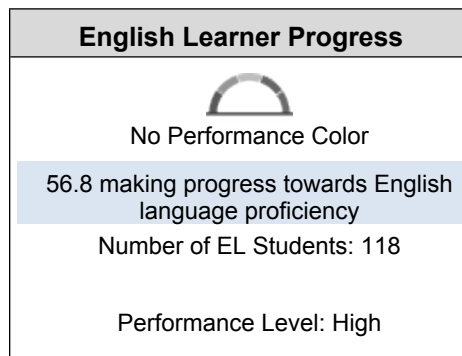
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9	26.2	1.6	55.0

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
8.2	6.2	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Maintained +0.3	3
599	210	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	10.2	18
9	Increased +0.7	Declined -2.9
	430	61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
18.8	Less than 11 Students - Data Not Displayed for Privacy	0	3.7
Increased +6.2	0	Declined -9.1	Increased +3.7
85		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Yellow
5.9	3.2	Less than 11 Students - Data Not Displayed for Privacy	13.8
Declined -1.3	Declined -10.7	4	Declined -3.4
372	31		58

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data
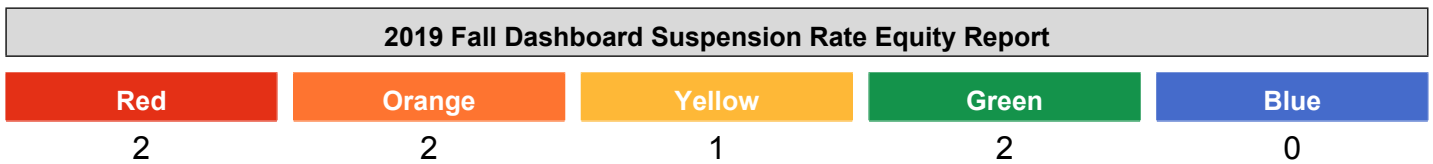
Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
3.9	1.4	Less than 11 Students - Data Not 3
Declined Significantly -2.1	Declined Significantly -3.9	
620	216	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not 9	4.7	13.8
	Declined Significantly -2.4	Declined -7.3
	445	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red		No Performance Color	No Performance Color
10.1		4.3	0
Increased +3.4		Increased +4.3	Maintained 0
89		23	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Orange
1.3	12.1	Less than 11 Students - Data	6.9
Declined Significantly -3.5	Increased +1.3	4	Declined -6.7
386	33		58

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6	3.9

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Instruction

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning. (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

Reduce points below standard by 20 points in Language Arts and Math in grades 3rd-5th with CAASPP results. Using Acadience data for students in kinder through third grade we would like to decrease the number of students not performing at grade level by 10%.

Identified Need

Foothill needs to increase the student achievement levels in both ELA and Math on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Mean Scale Score	Mean Scale Scores Grade 3- 2408.4 Grade 4- 2420.4 Grade 5- 2464.4	Mean Scale Score to meet standard Grade 3- 2432 Grade 4- 2473 Grade 5- 2502
CAASPP Math Mean Scale Score	Mean Scale Scores Grade 3- 2402.2 Grade 4 - 2422.3 Grade 5- 2436.5	Mean Scale Score to meet standard Grade 3- 2436 Grade 4- 2485 Grade 5- 2528
Acadience Fall Benchmark for 1st - 3rd grade and Spring Benchmark	Fall Reading Composite (Acadience) - 1st grade 67% | 2nd grade 56% | 3rd grade 54%	Spring Reading Composite (Acadience) - 1st grade 77% | 2nd grade 66% | 3rd grade 64%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided with supplemental curriculum aligned to CCSS that will assist teachers in providing differentiated instruction for students in ELA and Math during direct instruction and Universal Access time. This may also include technology and books. LCAP Action Item 1.1
Teachers will also be provided the opportunity to participate in professional learning to improve their practice and learn strategies to provide high quality instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,782	3010 Title I All Curriculum supplies, materials and technology.
12000	3010 Title I All Books and literary supplies for the classrooms.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Learners will be appropriately placed according to their ELPAC level and receive high quality ELD instruction aligned to CCSS and CA ELD standards. LCAP 1.3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2335	9500 LCFF EL/FEP Materials, Supplies, Planning Time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners with a particular focus on newcomers.

Strategy/Activity

Foothill Elementary uses categorical funding to support a bilingual aid position to support struggling second language learners in a small group and/or one-on-one setting. LCAP goal 1.3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29000	9500 LCFF EL/FEP Funding for the bilingual aid position

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students scoring below proficiency on Acadience and/or Iready data.

Strategy/Activity

Small group intervention will be conducted in English and Spanish by two additional teachers. This intervention will be offered for students who are not scoring proficient on state and/or district assessment. All intervention teachers will be using the 95% Summer Bundle to teach Reading in English. Spanish Language Arts and Math intervention time will utilize teacher provided materials.

Teachers will provide expanded learning opportunities to increase the number of students scoring at grade level by the end of the year.

LCAP Goal 1.9

Expanded learning opportunities in the area of math will be offered to students scoring "Not Met" or "Nearly Met" on CAASPP or "Below Level" on the iReady diagnostic. The availability of the expanded learning for math is dependent on the availability of the teachers. LCAP goal 1.9

LCAP goal 1.3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1155	9500 LCFF EL/FEP

	Materials and Supplies
56140	3010 Title I All Small Group Intervention Teachers/Curriculum/materials and supplies
8000	9500 LCFF EL/FEP Small Group Intervention Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Field Trip opportunities will be offered to each grade level. During the 2021-2022 school year these may be virtual due to Distance Learning. These field trips must align with the CCSS and enhance instruction. LCAP goal 1.1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3499	9500 LCFF All Field Trip costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at or above grade level.

Strategy/Activity

Lego Robotics will be offered as enrichment. The availability of the Robotics club depends on the availability of a teacher leader.   LCAP goal 1.9

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	9500 LCFF All

	Funding for the teacher's time, to be paid at the intervention rate
3000	9500 LCFF All curriculum, materials and supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th graders

Strategy/Activity

AVID-organizational and note taking skills necessary for upper education. LCAP goal 1.1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	3010 Title I All curriculum, supplemental materials, professional development, planning time

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There was a strong emphasis on planning as a grade level and school wide. Covid continued to have an impact on our ability to implement new programs and return to what in person schooling looked like. We had a large increase in student and teacher absences.

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

Not all strategies and activities were implemented to achieve our goal due to Virtual Learning. Funds were reallocated to purchase additional technological devices to ensure students access instruction during distance learning.

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.

Grade level planning has shown to be successful. We hope to increase opportunities for our teachers to work together to produce uniform lessons throughout the grade level. This strategy not only helps increase academic success but also increase teachers morale and skill level. The jump from learning to read (K-3) to reading to learn (4th and 5th grade) has been a struggle for our students. We will focus on having better success with this transition.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

Improve the school culture and climate through a better understanding of how to meet the social and emotional needs of our students. Better addressing the social and emotional needs of our students will then allow them to better attend to the academic rigor of our state standards. Foothill will see a 10% increase in all of our subgroups on their spring Iready benchmark.

Identified Need

Increase the academic success of our subgroups of African American, EL's and Special Education Students.   In the past years, the i-Ready and Acadience scores nearly mirrored each other. This year, we see a slight inconsistency. The 2022 Spring and Fall I-Ready Benchmark results indicated that our scholars strengths are in phonological awareness and high-frequency words, there was a significant increase in the percentage of scholars at two plus grade levels below in the areas of vocabulary (+5%) and comprehension (+29%). Our area of need is to focus on supporting our scholars in building vocabulary to increase comprehension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 Spring Iready Benchmark Scores in Math	9%% of EL's, 17% of Sped Students and 16% of African American students were at grade level. 36% Asian Students, 33% White Students and 42% of students who identify as 2 or more races were at grade level in Math.	See a 10% increase in all of our subgroups.
2022 Spring Iready Benchmark Scores in Language Arts	18% EL's, 17% of Sped Students and 33% of African American students were at grade level. 56% Asian Students, 41% White Students and 48% of students who identify as 2 or more races were at grade level in Language Arts.	See a 10% increase in all our subgroups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development that focuses on developing engaging lessons that incorporate Culturally Relevant Teaching and training that focuses on meeting the Social Emotional Needs of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	3010 Title I All Materials and supplies, including Professional Learning books
6000	3010 Title I All Professional Development/Conference Reimbursement/Consultants
3000	3010 Title I EL/FEP Collaboration Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Leadership training and ongoing support for site administrators so they may effectively support and monitor the implementation of CCSS, the use of data to inform instruction, the monitoring of intervention systems, and the implementation and monitoring of positive behavior support. LCAP goal 2.5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	9500 LCFF All Materials and supplies, including professional learning books

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Site Action Teams will meet beyond the school day to analyze data and create an action plan to increase student achievement, improve the school climate and increase parent engagement at Foothill. LCAP goal 2.2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	3010 Title I All Collaboration time after contract hours

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Staff had the opportunity to participate in grade level planning and data analysis to meet the needs of their students. Because students had been in virtual learning for a year and a half, they returned with varying needs. We had a group of students missing foundational skills that are necessary to complete grade level tasks. Teachers had to adapt many of there grade level activities to go back and teach some of the missing skills. A school wide unit on butterflies provided an engaging unit of study that provided opportunities for academic conversations throughout the campus. The school office even had a butterfly kit with live caterpillars. This just one example of the opportunities that students had with engaging learning activities. Unfortunately we did not meet our goals. We had a decrease in scores but I truly account that to the decrease in attendance. We saw better participation while in remote learning and did not experience the issues with attendance that we did last year.

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

An increase in teacher and student absences hindered our ability to fully implement our plan. Throughout the year teachers were asked to skip their prep time and cover in classrooms that did not have a substitute. The focus of Wednesday meetings shifted to an increase of time for grade level planning and moved away from our professional learning communities.

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.

It is our hope that with the revised Covid practices our attendance will improve, which will allow us to return to our focused Professional Learning Community work.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

Students will be supported physically and emotionally in environments that are conducive to learning. Community and parent/guardian engagement will increase through improved communication and the coordination of resources and efforts to ensure students are college and career ready upon graduation. We aim to have an 8% increase in attendance this year. This would bring us to our pre-pandemic attendance rate.

Identified Need

With the challenges of a year and a half of virtual learning and ongoing challenges presented by the pandemic, we have seen a decrease in attendance. Although our suspension rate showed a slight decrease from the last full year of being in person, we still need to continue to decrease the number of students being suspended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	89% Attendance Rate	Increase attendance rates to 97%
Suspensions	Suspension Rates for 2018-2019 4.80% 2019-2020 2.70% 2021-2022 2.39% (21 suspensions)	Decrease the number of suspensions to 15

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foothill will use the following to communicate with families:

Mail, Parent Square, Class Dojo, School Website, Phone Calls, Marquee Announcements and Banners.
LCAP goal 3.3

Strategy/Activity

Having parents and families actively engaged in their child's education will hopefully promote increased attendance. Foothill will actively recruit parents/families to participate in site level decision making and advisory groups (i.e. School Site Council, ELAC, PSA, etc.). Parents will be given opportunities to participate in trainings and workshops. Parent and families will be invited to participate in cultural events and family nights. Back to School Night, Open House, Principal Coffee's and parent conferences are other opportunities for families to become involved. LCAP goal 3.4 LCAP goal 3.2es for students to work on their Social Emotional Learning and overall well-being. LCAP goal 3.5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	3010 Title I LI/FY Materials and supplies
1452	9500 LCFF All Meeting Supplies and Parent Volunteer Luncheon

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To help promote an inviting school culture we will incorporate the Leader in Me program. This program is a CASEL (Collaborative for Academic, Social and Emotional Learning) approved program to prepare students with college, career and life readiness through developing critical thinking, goal achievement, team work and many other skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| 5000 | 9500 LCFF
All
Leader in Me Membership |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

| In an effort to increase student motivation and recognition of their achievements as well as being safe, respectful and responsible, we will have opportunities to recognize student effort in various ways. On a daily basis students will be able to earn school money to use in our school store. Throughout the semester, students will work on personal goals, which will be based on iReady scores.We also would like to provide resources for students to work on their Social Emotional Learning and overall well-being. |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6700	9500 LCFF All Student Rewards,Materials , incentives and supplies
500	9500 LCFF All Mentoring Groups such as Girls on the Run and Young Men of Purpose
1000	9500 LCFF All Extra yard supervisors

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

| Prior to Distance Learning parents were an active part of the school community. In person.ELAC and parent trainings were well attended. We strive to analyze historical practices and make changes to make them more accessible to all students. One example of this is our Academic |

awards. Academic awards are now based on personal goals. Covid restrictions did not allow for that to happen last year. Because so many teachers and students were impacted by either getting Covid or having to quarantine, we had a huge decrease in daily attendance.

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

Due to Distance Learning not all family nights and award assemblies occurred. Parent meetings were offered virtually. Not all teachers had their students establish personal goals. This year all students will have a personal goal.

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.

Our incentive program has been expanded to include individual and class recognition to promote engagement. Special emphasis has been put on programs that will help students and families stay connected to our school. We have an increased focus on meeting the Social and Emotional Needs of our students since that has been an increased need.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$112,462.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$157,563.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 Title I	$92,922.00

Subtotal of additional federal funds included for this school: $92,922.00

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

State or Local Programs	Allocation ($)
9500 LCFF	$64,641.00

Subtotal of state or local funds included for this school: $64,641.00

Total of federal, state, and/or local funds for this school: $157,563.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
9500 LCFF	$64,641	0.00
3010 Title I	$92,922	0.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	92,922.00
9500 LCFF	64,641.00

Expenditures by Budget Reference

Budget Reference	Amount
All	112,073.00
EL/FEP	43,490.00
LI/FY	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
All	3010 Title I	87,922.00
EL/FEP	3010 Title I	3,000.00
LI/FY	3010 Title I	2,000.00
All	9500 LCFF	24,151.00
EL/FEP	9500 LCFF	40,490.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,911.00
Goal 2	14,000.00
Goal 3	16,652.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sandy Tognetti	Classroom Teacher
Beatrice Lopez	Classroom Teacher
Edna Perkins	Classroom Teacher
Yvonne Nelson	Principal
Inise Evans	Other School Staff
Deena Jones	Parent or Community Member
Toni Nguyen	Parent or Community Member
Danette Shippe	Parent or Community Member
Esperanza Loera	Parent or Community Member
Tara Hill	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	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 October 20,2022.

Attested:

	Principal, Yvonne Nelson on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Foothill Elementary School	Year: 2022 - 2023	Principal: Yvonne Nelson

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1 Reduce points below standard by 20 points in Language Arts and Math in grades 3rd-5th with CAASPP results. Using Acadience data for students in kinder through third grade we would like to decrease the number of students not performing at grade level by 10%.

1.1 During the 2022-2023 school year scholars' proficiency in ELA and Math will improve 3 points closer to standard as reported on the California School Dashboard.

1.2 During the 2022-23 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. During our grade levels data analysis meetings we will adjust and plan our instruction, review ELD/ALD (Advanced Language Development) blocking periods, organize our targeting during school and afterschool intervention and establish personal goals for each of our students.

Area of Need:

Foothill needs to increase the student achievement levels in both ELA and Math on the CAASPP assessment.

Mean Scale Scores in ELA
Grade 3- 2408.4
Grade 4- 2420.4
Grade 5- 2464.4

Mean Scale Scores in Math
Grade 3- 2402.2
Grade 4 - 2422.3
Grade 5- 2436.5

Overall preliminary CAASPP student performance in ELA in 2021-2022
African American 54.05% not met
LatinX 44.21% not met

Overall preliminary CAASPP student performance in MATH in 2021-2022
African American 66.67% not met
LatinX 46.32% not met

Student groups to participate in this goal:

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
	CAASPP ELA& Math Mean Scale Score for grades 3-5 Acadience Benchmark Data California Dashboard Data (available December 2022)	
1.1 Teachers will be provided with a supplemental curriculum aligned to CCSS that will assist teachers in providing differentiated instruction for students in ELA and Math during direct instruction and Universal Access time. This may also include technology and books. ($21,782.00 from Title I funds) 1.9 Small group intervention will be conducted in English and Spanish by two additional teachers. This intervention will be offered for students who are not scoring proficient on state and/or district assessment. All intervention teachers will be using the 95% Summer Bundle to teach Reading in English. Spanish Language Arts and Math intervention time will utilize teacher provided materials. Teachers will provide expanded learning opportunities to increase the number of		

students scoring at grade level by the end of the year.
LCAP Goal 1.9

Expanded learning opportunities in the area of math will be offered to students scoring "Not Met" or "Nearly Met" on CAASPP or "Below Level" on the iReady diagnostic. The availability of the expanded learning for math is dependent on the availability of the teachers. LCAP goal 1.9 ($56,140 from Title I funds)
1.1 AVID-organizational and note taking skills necessary for upper education ($1000 from Title I funds)

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and Mathematics.

School Goal #2 Improve the school culture and climate through a better understanding of how to meet the social and emotional needs of our students. Teachers will analyze past and current practices to align them with the current needs of all Foothill students. Once we are able to address the social and emotional needs of our students then they will be able to attend to the academic rigor of our state standards. Foothill will see a 10% increase in all of our subgroups on their spring Iready benchmark.

Area of Need: In the past years, the i-Ready and Acadience scores nearly mirrored each other. This year, we see a slight inconsistency. The 2022 Spring and Fall I-Ready Benchmark results indicated that our scholars strengths are in phonological awareness and high-frequency words, there was a significant increase in the percentage of scholars at two plus grade levels below in the areas of vocabulary (+5%) and comprehension (+29%). Our area of need is to focus on supporting our scholars in building vocabulary to increase comprehension.

9% of EL's, 17% of Sped Students and 16% of African American students were at grade level. 36% Asian Students, 33% White Students and 42% of students who identify as 2 or more races were at grade level in Math.
18% EL's, 17% of Sped Students and 33% of African American students were at grade level. 56% Asian Students, 41% White Students and 48% of students who identify as 2 or more races were at grade level in Language Arts.

Student groups to participate in this goal:

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Professional Development that focuses on developing engaging lessons that incorporate Culturally Relevant Teaching and training that focuses on meeting the Social Emotional Needs of our students. ($10,000 from Title I funds)	Iready Benchmark Data	
2.2 Site Action Teams will meet beyond the school day to analyze data and create an action plan to increase student achievement, improve the school climate and increase parent engagement at Foothill. ($2000 from Title I funds)		

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

School Goal #3
Students will be supported physically and emotionally in environments that are conducive to learning. Community and parent/guardian engagement will increase through improved communication and the coordination of resources and efforts to ensure students are college and career ready upon graduation. We aim to have an 8% increase in attendance this year. This would bring us to our pre-pandemic attendance rate.

Area of Need: With the challenges of a year and a half of virtual learning and ongoing challenges presented by the pandemic, we have seen a decrease in attendance. Although our suspension rate showed a slight decrease from the last full year of being in person, we still need to continue to decrease the number of students being suspended.

Student groups to participate in this goal:

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
3.5 Having parents and families actively engaged in their child's education will hopefully promote increased attendance.	Attendance Data	

Foothill will actively recruit parents/families to participate in site level decision making and advisory groups (i.e. School Site Council, ELAC, PSA, etc.). Parents will be given opportunities to participate in training and workshops. Parents and families will be invited to participate in cultural events and family nights. Back to School Night, Open House, Principal Coffee's and parent conferences are other opportunities for families to become involved. LCAP goal 3.4 LCAP goal 3.2es for students to work on their Social Emotional Learning and overall well-being. ($2000 from Title I funds)