

School Year: **2022-23**



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 |
|------------------------|-----------------------------------|--|---------------------------|
| Los Medanos Elementary | 07617886004543 | | |

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.

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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 didn't administer the California Healthy Student, Parent & Staff survey in the 20-21 school year. It will be administered in the 22-23 school year.

Key surveys administered 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. All Parents and Site Staff are invited to take the Parent and Staff surveys.
- PD Offering Feedback Surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.

Key indicators from the CA Healthy Kids Survey are used as summary indicators in our LCAP as District Level Local Indicators

PD Training Feedback Surveys – Data will be provided in site folders] by 8/9

ELAC: For the last two years, ELD parents responded the survey indicating that they feel they received adequate information reading their student.

Classroom Observations

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

All educational partners applaud the success of our students as it relates to their academic performance. We are proud that we remain the highest achieving elementary school in the district (ELA per CAASPP scores). A key component of our success is accountability among all educational partners and collaboration among teachers and staff members.

Classroom observations are held on weekly basis. All teachers are given a year-long/weekly lesson plan calendar at the beginning of the school year in which they are assigned at least five opportunities to receive observations per school year. Grade level teams decide to turn in year-long or weekly lesson plans. Year-long lesson plans are due at the beginning of the school year. Weekly lesson plans are due on the Monday of their assigned week. Administrators hold observations during the assigned week. Teachers are asked to include in their lesson plans: standards, meaning making activities, ELD rotation and Universal Access times.

During classroom observations an observation tool is used. This observation tool was presented to the leadership team for feedback and also to the staff ahead of time. Immediate feedback is provided to teachers with the help of this tool.

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

Chapter and Unit test

Teacher Created Assessments

Formal & Informal Assessment

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

Los Medanos has been a data-driven school for over two decades. We use formal and informal assessments to guide our instruction and interventions. Among the data we use are: iReady (ELA & Math), Acadience, ELA Writing Assessment, Unit tests, Teacher created, etc. During grade level collaboration meetings, teachers analyze data and adjust their instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Los Medanos works closely with the PUSD Human Resources department to seek out professionals to meet the demands of our site. All staff are highly qualified and are provided with staff development opportunities during staff meetings and through county and district professional development programs. All staff development is designed to support the site and district's annual goals. Specific professional development activities are currently focusing on research based practices aligned to Common Core State Standards (CCSS). All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with district pacing guides and content standards.

Los Medanos' professional developments are held regularly on site. Our goal this year is to continue mastering Understanding by Design as we build on the work we have done around UbD.

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. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

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.

(All: Collaborative conversations, cloze reading and writing, accelerated math, reading foundational skills, Amplify science adoption training.

Elementary: Reading Foundational Skills, Writing Genres, Math building conceptual understanding coaching (including MARS task training and designing re-engagement lessons), Early Literacy Coaching (Phonics and Phonemic Awareness), English Learners (conferences), iReady, Collaborative Conversations, Reading Comprehension strategies, Meaning-Making activities, Universal Access.

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.

In addition, instructional coaches provide targeted professional development on content-specific topics based on needs collaboratively identified by teachers and administrators.

Los Medanos teachers receive ongoing professional developments aligned to PUSD instructional guidelines and site needs.

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

Los Medanos teachers meet twice a month as grade levels to collaborate among themselves. During these meeting, they look at data, create lessons, monitor students' performance, develop homework that is aligned to classwork and standards. (In addition, teachers use the 2-day LCAP planning time to review data, plan lessons, align homework with content and new researched-based practices.)

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.

The following materials have been adopted for Pittsburg Unified:

English/Language Arts- McGraw Hill – Wonders

Mathematics- Houghton Mifflin Harcourt

Social Studies- Scott Foresman

Science - Amplify

ELD- McGraw Hill- Wonders

The ELD program consists of Wonders which is incorporated as supplemental support for English learners. Results from the ELPAC are used to strategically place students in their appropriate ELD level for targeted instruction. Imagine Learning, a computer diagnostic program, supplements the ELD program.

Common lesson plans and pacing guides are provided for teachers. Standards Based Report Cards are also utilized. Curriculum embedded assessments are conducted 3-4 times a year to monitor student progress. Adherence to instructional minutes for language arts and mathematics is required.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This time is given priority and is protected from interruptions.

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, EO intervention, 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 visitation done at the beginning of each school year. All PUSD students have sufficient access to standards-aligned instructional material and are enrolled in required core subject areas and a broad course of study.

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

All students have access to the following software licenses: IXL Learning, Flocabulary, and Reflex Math. These software licenses are being utilized as supplements to core curriculum to improve academic performance.

Opportunity and Equal Educational Access

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

Students not performing at a level of proficiency are provided with expanded learning and tutoring services. Universal Access is utilized during the school day to address student needs in small or individual grouping. Teachers use the extra support materials provided with the ELA and Math textbooks to provide differentiated support to students who are scoring below proficient. In addition, to provide English Learners and under performing students with strategies for success in ELA and math, teachers are focused on providing more effective differentiated instruction. Strategies being employed are small grouping during Universal Access time, using frontloading strategies, using meaning making activities, using Thinking Maps, Mars task, and a focus on academic vocabulary. Teachers are provided with additional classroom materials and supplies aligned with the core curriculum as needed throughout school year.

Evidence-based educational practices to raise student achievement

Social Emotional Learning
Understanding by Design
Universal Access
Meaning Making Activities
Reading Comprehension Strategies
Expanded Learning
Tutoring and Enrichment Learning
ELD & Intervention

Parental Engagement

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

PUSD values parents and families 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 Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, Parent-Teacher Conferences facilitated by teachers,

Parent Portal to access student information to help support student academic success. Imagine Learning can be accessed from home.

Our parent liaisons have been instrumental in helping create vital connections with our parents and making them feel part of the school/district. Parents are equipped with the tools to advocate for their student's education.

Workshops offered to parents:

- 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.
- Other Workshops: Monthly webinars for PUSD father figures, Positive Parenting Program, Basic Computer Series, Cooking Matters, etc.

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 categorically funded positions and programs help under-performing students meet academic standards:

- Intervention tutoring is captured using Title I funds to hire teachers at each grade level. Tutoring is the main intervention for students in need of academic assistance. It is provided for 20 weeks, 3 days each week from October to May.
- Teachers are provided with release time periodically to engage in peer collaboration through Lesson Studies. During this time, teachers observe each other on specific teaching practices and later debrief about it. Teachers also set grade level goals, analyze student data, and strategize to support the learning needs of focal students. Data from the Acadience assessment will guide early literacy skills instruction. iReady data will guide ELA and math instruction.
- Reflex Math, a diagnostic computer program for grades 2-5 is available for teachers to provide additional support for struggling students.
- Flocabulary, a computer program for all grades is available for teachers to provide engaging strategies that connects to academic standards.
- IXL, a computer program for ELA and Math for grades 4th - 5th that is standards based and provides additional support for all students..
- Student Service Aide :Los Medanos Elementary School uses LCFF funds to support a Student Service Aide position. The Student Service Aide provides supplemental support for students requiring additional socio-emotional assistance. The supplemental support services include updating student records for hearing and vision screening, calling parents to advise of injury or suspicious medical conditions, updating student emergency cards, calling parents for absences, and providing clean uniforms from our uniform closet. Due to the high number of struggling students and families enrolled in Los Medanos Elementary School, this supplemental support position is needed to ensure parents are informed to assists students to access core instruction and to the overall educational program.
- Media aide position: Los Medanos Elementary School uses categorical funds to support a media aide position to copy and provide materials to assist teachers in instruction. This will allow teachers to utilize more time for collaboration and planning for instruction. The media aide provides support in both mathematics and language arts. Due to the high number of struggling students and families enrolled in Los Medanos Elementary School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

Fiscal support (EPC)

Services provided by general and categorical funding supports all students in meeting the expectations of state standards. District and site budgets prioritize, coordinate, and allocate funds for instructional and curriculum alignment, intervention, and professional learning and collaboration.

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

After SPSA is developed, it is presented to the School Site Council and English Language Advisory Committee for approval. During these meetings have the opportunity to learn about our SPSA and provide feedback.

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 Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.29% | 0.3% | 0.47% | 2 | 2 | 3 |
| African American | 12.18% | 10.2% | 9.97% | 85 | 67 | 63 |
| Asian | 4.73% | 5.2% | 6.17% | 33 | 34 | 39 |
| Filipino | 4.3% | 4.4% | 4.43% | 30 | 29 | 28 |
| Hispanic/Latino | 66.19% | 67.3% | 66.93% | 462 | 441 | 423 |
| Pacific Islander | 0.86% | 0.6% | 0.32% | 6 | 4 | 2 |
| White | 6.59% | 5.8% | 5.54% | 46 | 38 | 35 |
| Multiple/No Response | 4.58% | 5.8% | 5.85% | 32 | 38 | 37 |
| Total Enrollment | | | | 698 | 655 | 632 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 134 | 109 | 102 |
| Grade 1 | 127 | 105 | 105 |
| Grade 2 | 94 | 118 | 109 |
| Grade3 | 117 | 93 | 111 |
| Grade 4 | 120 | 114 | 94 |
| Grade 5 | 106 | 116 | 111 |
| Total Enrollment | 698 | 655 | 632 |

Conclusions based on this data:

1. Our enrollment data shows a slight decrease from school year 2020-21 to 2021-22 (from 655 to 632).
2. Both school years 2020-21 and 2021-22 show about the same percentages in our students groups: African American 10%, Hispanic/Latino 67%.
3. Regarding enrollment by grade level there has been a decrease in enrollment from one school year to the other in grades: kindergarten, 2nd, 4th. and 5th. 1st Grade has remained the same and 3rd grade is the only grade level that has increased by 18 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 | 179 | 180 | 185 | 25.6% | 27.50% | 29.3% |
| Fluent English Proficient (FEP) | 162 | 132 | 125 | 23.2% | 20.20% | 19.8% |
| Reclassified Fluent English Proficient (RFEP) | 34 | 2 | | 20.0% | 0.30% | |

Conclusions based on this data:

1. The number of English Learners has increased by about 2% from one school year to the other, but the number of students who have been FEP has decreased from 19-20 to 20-21 by about 3%.

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 | 121 | 93 | 110 | 116 | 0 | 105 | 116 | 0 | 105 | 95.9 | 0.0 | 95.5 |
| Grade 4 | 114 | 116 | 93 | 110 | 0 | 85 | 110 | 0 | 85 | 96.5 | 0.0 | 91.4 |
| Grade 5 | 124 | 120 | 108 | 123 | 0 | 100 | 123 | 0 | 100 | 99.2 | 0.0 | 92.6 |
| All Grades | 359 | 329 | 311 | 349 | 0 | 290 | 349 | 0 | 290 | 97.2 | 0.0 | 93.2 |

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 | 2438. | | 2395. | 25.00 | | 17.14 | 31.90 | | 23.81 | 24.14 | | 20.00 | 18.97 | | 39.05 |
| Grade 4 | 2471. | | 2433. | 23.64 | | 11.76 | 28.18 | | 25.88 | 20.00 | | 21.18 | 28.18 | | 41.18 |
| Grade 5 | 2500. | | 2471. | 19.51 | | 10.00 | 35.77 | | 27.00 | 18.70 | | 27.00 | 26.02 | | 36.00 |
| All Grades | N/A | N/A | N/A | 22.64 | | 13.10 | 32.09 | | 25.52 | 20.92 | | 22.76 | 24.36 | | 38.62 |

2019-20 Data:

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| 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 | 25.00 | | 14.29 | 54.31 | | 54.29 | 20.69 | | 31.43 |
| Grade 4 | 21.82 | | 10.59 | 47.27 | | 63.53 | 30.91 | | 25.88 |
| Grade 5 | 24.39 | | 6.00 | 51.22 | | 73.00 | 24.39 | | 21.00 |
| All Grades | 23.78 | | 10.34 | 51.00 | | 63.45 | 25.21 | | 26.21 |

2019-20 Data:

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| 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 | 27.59 | | 8.57 | 52.59 | | 54.29 | 19.83 | | 37.14 |
| Grade 4 | 20.00 | | 8.24 | 57.27 | | 60.00 | 22.73 | | 31.76 |
| Grade 5 | 25.20 | | 9.00 | 54.47 | | 54.00 | 20.33 | | 37.00 |
| All Grades | 24.36 | | 8.62 | 54.73 | | 55.86 | 20.92 | | 35.52 |

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 | 18.97 | | 16.19 | 63.79 | | 64.76 | 17.24 | | 19.05 |
| Grade 4 | 13.64 | | 4.71 | 68.18 | | 72.94 | 18.18 | | 22.35 |
| Grade 5 | 13.82 | | 6.00 | 65.04 | | 75.00 | 21.14 | | 19.00 |
| All Grades | 15.47 | | 9.31 | 65.62 | | 70.69 | 18.91 | | 20.00 |

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 | 28.45 | | 14.29 | 50.86 | | 60.00 | 20.69 | | 25.71 |
| Grade 4 | 21.82 | | 9.41 | 53.64 | | 64.71 | 24.55 | | 25.88 |
| Grade 5 | 26.02 | | 11.00 | 44.72 | | 60.00 | 29.27 | | 29.00 |
| All Grades | 25.50 | | 11.72 | 49.57 | | 61.38 | 24.93 | | 26.90 |

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 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: ELA 38.54%, Math 25.69%.

2018-19 CAASPP results show approximately 55% (57% of third grade, 52% of fourth grade, and 56% of fifth grade) have met or exceeded ELA standards. Even though these are high percentages among the elementary schools, LME still has 19% in third grade, 28% in fourth grade, and 26% in fifth grade who are far from the goal.

This indicates that we need to continue to integrate Common Core State Standards and research-based teaching strategies into our instructional practices in a more effective manner.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % 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 | 121 | 93 | 110 | 116 | 0 | 108 | 116 | 0 | 108 | 95.9 | 0.0 | 98.2 |
| Grade 4 | 114 | 116 | 93 | 111 | 0 | 83 | 111 | 0 | 83 | 97.4 | 0.0 | 89.2 |
| Grade 5 | 124 | 120 | 108 | 123 | 0 | 98 | 123 | 0 | 98 | 99.2 | 0.0 | 90.7 |
| All Grades | 359 | 329 | 311 | 350 | 0 | 289 | 350 | 0 | 289 | 97.5 | 0.0 | 92.9 |

* 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 | 2434. | | 2384. | 17.24 | | 5.56 | 31.90 | | 25.00 | 29.31 | | 23.15 | 21.55 | | 46.30 |
| Grade 4 | 2466. | | 2424. | 21.62 | | 6.02 | 19.82 | | 14.46 | 36.94 | | 34.94 | 21.62 | | 44.58 |
| Grade 5 | 2500. | | 2466. | 13.01 | | 9.18 | 29.27 | | 15.31 | 36.59 | | 27.55 | 21.14 | | 47.96 |
| All Grades | N/A | N/A | N/A | 17.14 | | 6.92 | 27.14 | | 18.69 | 34.29 | | 28.03 | 21.43 | | 46.37 |

2019-20 Data:

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

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 29.31 | | 13.89 | 41.38 | | 47.22 | 29.31 | | 38.89 |
| Grade 4 | 28.83 | | 9.64 | 31.53 | | 43.37 | 39.64 | | 46.99 |
| Grade 5 | 21.14 | | 14.29 | 47.97 | | 42.86 | 30.89 | | 42.86 |
| All Grades | 26.29 | | 12.80 | 40.57 | | 44.64 | 33.14 | | 42.56 |

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 | 19.83 | | 5.56 | 56.90 | | 50.00 | 23.28 | | 44.44 |
| Grade 4 | 22.52 | | 10.84 | 47.75 | | 37.35 | 29.73 | | 51.81 |
| Grade 5 | 10.57 | | 9.18 | 57.72 | | 53.06 | 31.71 | | 37.76 |
| All Grades | 17.43 | | 8.30 | 54.29 | | 47.40 | 28.29 | | 44.29 |

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 | 25.00 | | 12.04 | 54.31 | | 62.96 | 20.69 | | 25.00 |
| Grade 4 | 25.23 | | 7.23 | 42.34 | | 59.04 | 32.43 | | 33.73 |
| Grade 5 | 12.20 | | 8.16 | 56.10 | | 57.14 | 31.71 | | 34.69 |
| All Grades | 20.57 | | 9.34 | 51.14 | | 59.86 | 28.29 | | 30.80 |

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 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: ELA 38.54%, Math 25.69%.

2018-19 CAASPP results show approximately 44% (49% of third grade, 42% of fourth grade, and 42% of fifth grade) have met or exceeded math standards. Even though these are the highest percentages among the elementary schools, LME still has 22% in third grade, 22% in fourth grade, and 21% in fifth grade who are far from the goal. This indicates we need to continue to integrate Common Core State Standards and research-based teaching strategies into our instructional practices in a more effective manner.

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 | 1451.0 | 1438.9 | 1452.7 | 1456.4 | 1445.2 | 1443.3 | 1438.3 | 1424.2 | 1474.8 | 47 | 31 | 30 |
| 1 | 1455.9 | 1451.5 | 1456.0 | 1462.0 | 1460.8 | 1471.8 | 1449.5 | 1441.6 | 1439.6 | 24 | 39 | 37 |
| 2 | 1463.9 | 1466.8 | 1496.7 | 1478.8 | 1464.1 | 1508.3 | 1448.5 | 1469.1 | 1484.6 | 24 | 31 | 42 |
| 3 | 1490.5 | 1492.2 | 1476.2 | 1491.2 | 1492.5 | 1486.2 | 1489.4 | 1491.1 | 1465.5 | 22 | 19 | 33 |
| 4 | 1511.7 | 1498.5 | 1512.6 | 1500.6 | 1511.1 | 1519.8 | 1522.4 | 1485.5 | 1504.9 | 21 | 24 | 21 |
| 5 | 1531.6 | 1520.6 | 1521.7 | 1524.3 | 1526.4 | 1519.2 | 1538.4 | 1514.4 | 1523.7 | 21 | 20 | 21 |
| All Grades | | | | | | | | | | 159 | 164 | 184 |

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 | 21.28 | 19.35 | 36.67 | 55.32 | 51.61 | 40.00 | 21.28 | 22.58 | 16.67 | 2.13 | 6.45 | 6.67 | 47 | 31 | 30 |
| 1 | 8.33 | 2.56 | 21.62 | 41.67 | 48.72 | 24.32 | 25.00 | 30.77 | 24.32 | 25.00 | 17.95 | 29.73 | 24 | 39 | 37 |
| 2 | 8.33 | 3.23 | 23.81 | 37.50 | 41.94 | 47.62 | 41.67 | 51.61 | 21.43 | 12.50 | 3.23 | 7.14 | 24 | 31 | 42 |
| 3 | 9.09 | 18.75 | 3.03 | 50.00 | 31.25 | 36.36 | 31.82 | 43.75 | 48.48 | 9.09 | 6.25 | 12.12 | 22 | 16 | 33 |
| 4 | 19.05 | 29.41 | 9.52 | 47.62 | 17.65 | 61.90 | 23.81 | 23.53 | 28.57 | 9.52 | 29.41 | 0.00 | 21 | 17 | 21 |
| 5 | 14.29 | 23.53 | 14.29 | 57.14 | 29.41 | 52.38 | 23.81 | 35.29 | 28.57 | 4.76 | 11.76 | 4.76 | 21 | 17 | 21 |
| All Grades | 14.47 | 13.25 | 19.02 | 49.06 | 40.40 | 41.85 | 27.04 | 34.44 | 27.72 | 9.43 | 11.92 | 11.41 | 159 | 151 | 184 |

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 | 21.28 | 22.58 | 26.67 | 59.57 | 54.84 | 43.33 | 10.64 | 16.13 | 23.33 | 8.51 | 6.45 | 6.67 | 47 | 31 | 30 |
| 1 | 16.67 | 23.08 | 29.73 | 45.83 | 35.90 | 24.32 | 16.67 | 33.33 | 35.14 | 20.83 | 7.69 | 10.81 | 24 | 39 | 37 |
| 2 | 29.17 | 9.68 | 57.14 | 33.33 | 35.48 | 28.57 | 33.33 | 48.39 | 9.52 | 4.17 | 6.45 | 4.76 | 24 | 31 | 42 |
| 3 | 27.27 | 25.00 | 30.30 | 50.00 | 50.00 | 42.42 | 13.64 | 18.75 | 18.18 | 9.09 | 6.25 | 9.09 | 22 | 16 | 33 |
| 4 | 42.86 | 41.18 | 47.62 | 38.10 | 29.41 | 42.86 | 4.76 | 11.76 | 9.52 | 14.29 | 17.65 | 0.00 | 21 | 17 | 21 |
| 5 | 42.86 | 52.94 | 23.81 | 52.38 | 29.41 | 66.67 | 4.76 | 5.88 | 9.52 | 0.00 | 11.76 | 0.00 | 21 | 17 | 21 |
| All Grades | 28.30 | 25.83 | 36.96 | 48.43 | 39.74 | 38.59 | 13.84 | 25.83 | 18.48 | 9.43 | 8.61 | 5.98 | 159 | 151 | 184 |

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 | 19.15 | 22.58 | 30.00 | 40.43 | 29.03 | 30.00 | 36.17 | 29.03 | 30.00 | 4.26 | 19.35 | 10.00 | 47 | 31 | 30 |
| 1 | 4.17 | 2.56 | 21.62 | 41.67 | 38.46 | 21.62 | 25.00 | 33.33 | 16.22 | 29.17 | 25.64 | 40.54 | 24 | 39 | 37 |
| 2 | 0.00 | 3.23 | 11.90 | 29.17 | 25.81 | 38.10 | 45.83 | 54.84 | 28.57 | 25.00 | 16.13 | 21.43 | 24 | 31 | 42 |
| 3 | 0.00 | 6.25 | 0.00 | 27.27 | 12.50 | 6.06 | 54.55 | 50.00 | 57.58 | 18.18 | 31.25 | 36.36 | 22 | 16 | 33 |
| 4 | 9.52 | 0.00 | 4.76 | 28.57 | 17.65 | 28.57 | 42.86 | 35.29 | 33.33 | 19.05 | 47.06 | 33.33 | 21 | 17 | 21 |
| 5 | 9.52 | 0.00 | 9.52 | 23.81 | 29.41 | 9.52 | 57.14 | 47.06 | 66.67 | 9.52 | 23.53 | 14.29 | 21 | 17 | 21 |
| All Grades | 8.81 | 6.62 | 13.59 | 33.33 | 27.81 | 23.37 | 42.14 | 40.40 | 36.41 | 15.72 | 25.17 | 26.63 | 159 | 151 | 184 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 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 | 21.28 | 19.35 | 30.00 | 72.34 | 70.97 | 63.33 | 6.38 | 9.68 | 6.67 | 47 | 31 | 30 |
| 1 | 41.67 | 41.03 | 29.73 | 45.83 | 53.85 | 62.16 | 12.50 | 5.13 | 8.11 | 24 | 39 | 37 |
| 2 | 29.17 | 10.34 | 35.71 | 66.67 | 75.86 | 57.14 | 4.17 | 13.79 | 7.14 | 24 | 29 | 42 |
| 3 | 13.64 | 33.33 | 21.21 | 59.09 | 60.00 | 57.58 | 27.27 | 6.67 | 21.21 | 22 | 15 | 33 |
| 4 | 9.52 | 47.06 | 33.33 | 85.71 | 35.29 | 61.90 | 4.76 | 17.65 | 4.76 | 21 | 17 | 21 |
| 5 | 4.76 | 35.29 | 4.76 | 95.24 | 58.82 | 90.48 | 0.00 | 5.88 | 4.76 | 21 | 17 | 21 |
| All Grades | 20.75 | 29.73 | 27.17 | 70.44 | 60.81 | 63.59 | 8.81 | 9.46 | 9.24 | 159 | 148 | 184 |

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 | 27.66 | 25.81 | 23.33 | 63.83 | 67.74 | 70.00 | 8.51 | 6.45 | 6.67 | 47 | 31 | 30 |
| 1 | 16.67 | 10.53 | 27.03 | 62.50 | 73.68 | 62.16 | 20.83 | 15.79 | 10.81 | 24 | 38 | 37 |
| 2 | 37.50 | 17.24 | 60.98 | 54.17 | 79.31 | 34.15 | 8.33 | 3.45 | 4.88 | 24 | 29 | 41 |
| 3 | 54.55 | 26.67 | 57.58 | 45.45 | 73.33 | 33.33 | 0.00 | 0.00 | 9.09 | 22 | 15 | 33 |
| 4 | 61.90 | 63.64 | 42.86 | 23.81 | 27.27 | 57.14 | 14.29 | 9.09 | 0.00 | 21 | 11 | 21 |
| 5 | 90.48 | 71.43 | 71.43 | 9.52 | 21.43 | 28.57 | 0.00 | 7.14 | 0.00 | 21 | 14 | 21 |
| All Grades | 44.03 | 27.54 | 46.45 | 47.17 | 64.49 | 47.54 | 8.81 | 7.97 | 6.01 | 159 | 138 | 183 |

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 | 12.77 | 13.33 | 30.00 | 76.60 | 76.67 | 60.00 | 10.64 | 10.00 | 10.00 | 47 | 30 | 30 |
| 1 | 20.83 | 15.38 | 36.11 | 41.67 | 64.10 | 22.22 | 37.50 | 20.51 | 41.67 | 24 | 39 | 36 |
| 2 | 0.00 | 10.34 | 23.81 | 75.00 | 65.52 | 59.52 | 25.00 | 24.14 | 16.67 | 24 | 29 | 42 |
| 3 | 0.00 | 6.67 | 0.00 | 63.64 | 46.67 | 30.30 | 36.36 | 46.67 | 69.70 | 22 | 15 | 33 |
| 4 | 9.52 | 11.76 | 9.52 | 52.38 | 41.18 | 61.90 | 38.10 | 47.06 | 28.57 | 21 | 17 | 21 |
| 5 | 14.29 | 0.00 | 14.29 | 76.19 | 70.59 | 57.14 | 9.52 | 29.41 | 28.57 | 21 | 17 | 21 |
| All Grades | 10.06 | 10.88 | 20.22 | 66.04 | 63.27 | 46.99 | 23.90 | 25.85 | 32.79 | 159 | 147 | 183 |

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 | 61.70 | 45.16 | 53.33 | 34.04 | 32.26 | 36.67 | 4.26 | 22.58 | 10.00 | 47 | 31 | 30 |
| 1 | 12.50 | 5.26 | 5.41 | 66.67 | 68.42 | 62.16 | 20.83 | 26.32 | 32.43 | 24 | 38 | 37 |
| 2 | 4.17 | 10.34 | 16.67 | 70.83 | 72.41 | 66.67 | 25.00 | 17.24 | 16.67 | 24 | 29 | 42 |
| 3 | 13.64 | 6.25 | 3.03 | 72.73 | 75.00 | 84.85 | 13.64 | 18.75 | 12.12 | 22 | 16 | 33 |
| 4 | 14.29 | 0.00 | 14.29 | 76.19 | 66.67 | 76.19 | 9.52 | 33.33 | 9.52 | 21 | 15 | 21 |
| 5 | 0.00 | 11.76 | 14.29 | 95.24 | 64.71 | 80.95 | 4.76 | 23.53 | 4.76 | 21 | 17 | 21 |
| All Grades | 24.53 | 15.07 | 17.39 | 63.52 | 61.64 | 66.85 | 11.95 | 23.29 | 15.76 | 159 | 146 | 184 |

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. Most of our students are level 2 & 3 in their overall score in all grades, but 4th grade in which most students are in level 1 & 2.
2. Most of our students are performing well developed and somewhat/moderately in the four domains: listening, speaking, reading, and writing in all grades.
3. Dashboard will be updated on December 2022.

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 |
| 655 | 75.0 | 27.5 | 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 | 180 | 27.5 |
| Foster Youth | 1 | 0.2 |
| Homeless | 5 | 0.8 |
| Socioeconomically Disadvantaged | 491 | 75.0 |
| Students with Disabilities | 82 | 12.5 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 67 | 10.2 |
| American Indian or Alaska Native | 2 | 0.3 |
| Asian | 34 | 5.2 |
| Filipino | 29 | 4.4 |
| Hispanic | 441 | 67.3 |
| Two or More Races | 38 | 5.8 |
| Native Hawaiian or Pacific Islander | 4 | 0.6 |
| White | 38 | 5.8 |

Conclusions based on this data:

1. 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.

2020-21 data shows that Los Medanos student population is composed of 75% economically disadvantaged, 12.5% students with disabilities, and 27.5% are English language learners.

2. 2020-21 data shows that Los Medanos enrollment by race/ethnicity is composed of 10.2% African American, 5.2% Asian, 4.4% Filipino, 67.3% Hispanic , and 5.8% White.





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  Green | Chronic Absenteeism  Green | Suspension Rate  Orange |
| Mathematics  Green | | |

Conclusions based on this data:

1. The Dashboard is expected to be updated in December 2022.
Los Medanos continues to strive and we celebrate our achievements. While doing so, we can't ignore the areas for improvement for ELA: English Learners 12.8 points below standard, African American 31.7 points below standard, Hispanic 11.7 points below standard.
2. Los Medanos continues to strive and we celebrate our achievements. While doing so, we can't ignore the areas for improvement for Math: English Learners 24.9 points below standard, African American 65.3 points below standard, Hispanic 25.3 points below standard.

School and Student Performance Data

Academic Performance English Language Arts

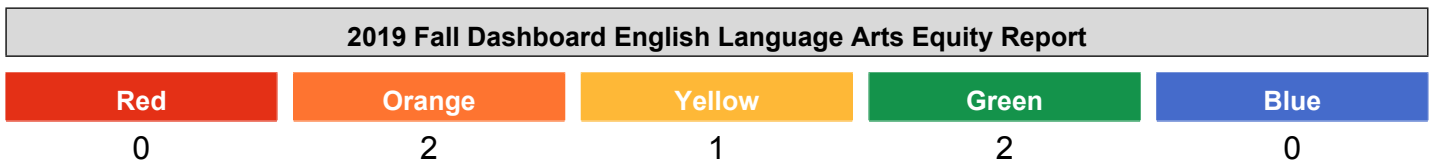
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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 | | |
|--|--|--|
| <p>All Students</p> Green 1.6 points above standard Increased ++7.3 points 336 | <p>English Learners</p> Green 2.7 points above standard Increased Significantly ++15.5 points 164 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | <p>Socioeconomically Disadvantaged</p> Yellow 6.6 points below standard Increased ++6.5 points 276 | <p>Students with Disabilities</p> Orange 116.1 points below standard Increased Significantly ++10.4 points 37 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
|  Orange 55.2 points below standard Declined Significantly -23.6 points 34 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 25.8 points above standard Increased Significantly ++21.2 points 19 |  No Performance Color 92.1 points above standard Increased Significantly ++22.1 points 14 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 0.2 points below standard Increased ++11.5 points 229 |  No Performance Color 8.3 points below standard Declined -13.8 points 11 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color 48.7 points above standard Increased Significantly ++15 points 21 |

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 |
|--|--|--|
| 62.3 points below standard Increased ++8.2 points 56 | 36.4 points above standard Declined -13.2 points 108 | 2.2 points below standard Declined -3.6 points 165 |

Conclusions based on this data:

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

Los Medanos continues to strive and we celebrate our achievements (Per 2019 California dashboard All students 1.6 points above standard and English Learners 2.7 points above standard and Reclassified English Learners 36.4 points above standard). While doing so, we can't ignore the areas for improvement for ELA: African American 55.2 points below standard, Students with disabilities 116.1 points below standard.

School and Student Performance Data

Academic Performance Mathematics

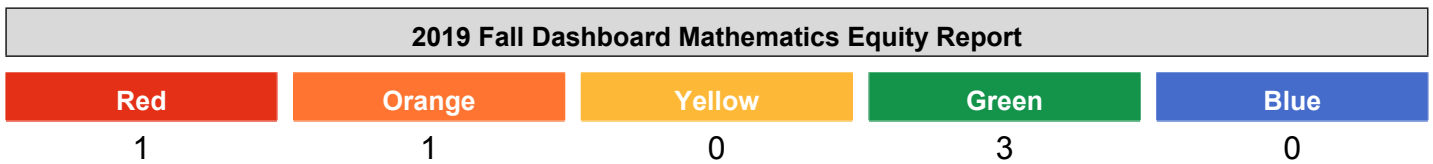
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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 | | |
|---|---|---|
| <p>All Students</p> <p>Green</p> <p>14.3 points below standard</p> <p>Increased ++6.3 points</p> <p>336</p> | <p>English Learners</p> <p>Green</p> <p>13 points below standard</p> <p>Increased ++11.8 points</p> <p>164</p> | <p>Foster Youth</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>21.1 points below standard</p> <p>Increased ++5.8 points</p> <p>276</p> | <p>Students with Disabilities</p> <p>Red</p> <p>137.4 points below standard</p> <p>Declined Significantly -19.3 points</p> <p>37</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  Orange 66.4 points below standard Maintained -1.1 points 34 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 21.3 points above standard Increased ++3.4 points 19 |  No Performance Color 50.1 points above standard Increased ++7.9 points 14 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 14 points below standard Increased ++11.3 points 229 |  No Performance Color 36.3 points below standard Declined Significantly -29.8 points 11 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color 9.8 points above standard Declined -8.6 points 21 |

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 |
|--|---|---|
| 72.1 points below standard Declined -6.8 points 56 | 17.6 points above standard Maintained -1.8 points 108 | 18.9 points below standard Maintained -2.3 points 165 |

Conclusions based on this data:

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

Los Medanos continues to strive and we celebrate our achievements (Per 2019 California dashboard All students 14.3 points below standard which is an increase of 6.3 points, English Learners 13 points below standard which is an increase of 11.8 points and Hispanic 14 points below standard which is an increase of 11.3 points). While doing so, we can't ignore the areas for improvement for Math: African American 66.4 points below standard, Students with disabilities 137.4 points below standard.

School and Student Performance Data

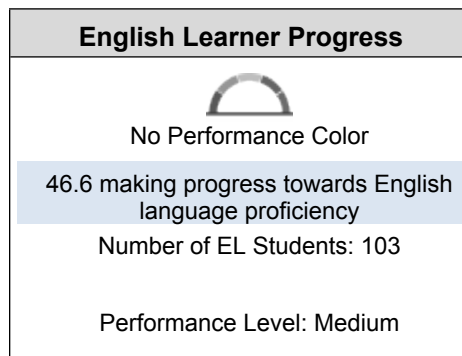
Academic Performance English Learner Progress

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



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 19.4 | 33.9 | 0.9 | 45.6 |

Conclusions based on this data:

1. Most of our students progressed at least one ELPI level.
2. The Dashboard is expected to be updated in December 2022.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

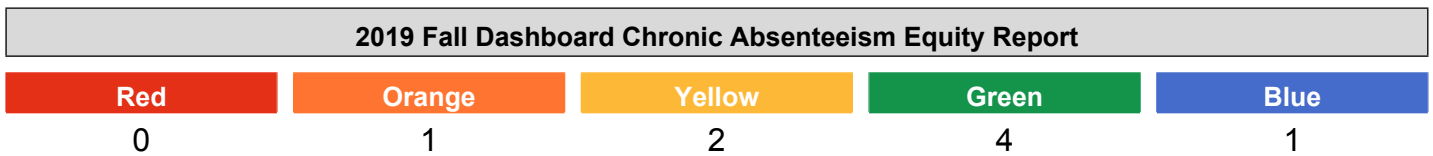
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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 | | |
|--|--|--|
| <p>All Students</p>  Green 9.2 Declined -0.5 749 | <p>English Learners</p>  Green 6.9 Declined -1.5 248 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | <p>Socioeconomically Disadvantaged</p>  Yellow 10.1 Declined -0.7 601 | <p>Students with Disabilities</p>  Green 8 Declined -2.4 88 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  Orange 16.3 Increased +2.3 98 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  Blue 0 Declined -2.4 45 |  No Performance Color 11.1 Increased +7.8 27 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 8.1 Declined -0.5 480 |  Yellow 14.7 Declined -10.3 34 |  No Performance Color 25 Increased +6.8 16 |  Green 4.4 Maintained -0.4 45 |

Conclusions based on this data:

- 2018-19 CA Dashboard data shows a decline of 0.5 % (9.2% chronically absent) in chronic absenteeism in all students.
- 2018-19 CA Dashboard data shows an increase of 1.5 % (6.9 % chronically absent) in chronic absenteeism in English Learners.
- 2018-19 CA Dashboard data shows an increase of 2.3 % (16.3 % chronically absent) in chronic absenteeism in African American students.

School and Student Performance Data

Conditions & Climate Suspension Rate

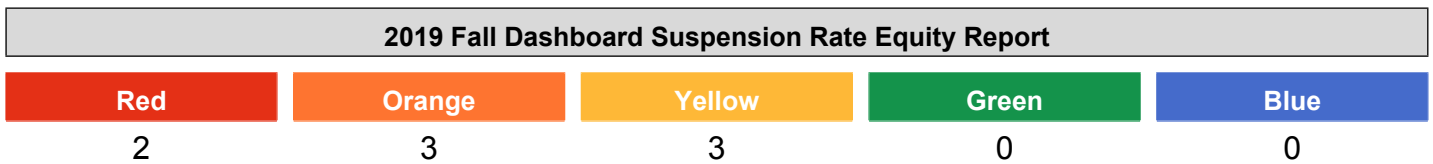
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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 | | |
|--|---|--|
| <p>All Students</p> Orange 2.5 Increased +0.5 804 | <p>English Learners</p> Yellow 1.5 Maintained 0 266 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 3 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not 8 | <p>Socioeconomically Disadvantaged</p> Yellow 2.3 Maintained +0.2 647 | <p>Students with Disabilities</p> Red 8.1 Increased +4 99 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  Red 6.5 Increased +0.7 107 |  No Performance Color Less than 11 Students - Data 6 |  Orange 2.1 Increased +2.1 47 |  No Performance Color 0 Declined -3.3 28 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 1.6 Maintained +0.2 515 |  Orange 5.7 Increased +2.9 35 |  No Performance Color 0 Maintained 0 19 |  Orange 4.3 Increased +1.9 47 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2 | 2.5 |

Conclusions based on this data:

1. 2018-19 CA Dashboard data shows an increase of 0.5% (2.5 % suspended at least once) in suspension rate in all students.
2. 2018-19 CA Dashboard data shows that 1.5% was maintained (1.5 % suspended at least once) in suspension rate in English Learner students.
3. 2018-19 CA Dashboard data shows an increase of 0.7% (6.5 % suspended at least once) in suspension rate in African American students.

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

Engaging and Rigorous Teaching and Learning

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

During the 2022-2023 school year, all student's proficiency (meets and exceeds standard) in MATH and ELA will improve by 5 points above standard as reported on the California dashboard.

Identified Need

2021-22 CAASPP overall scores are 38.58% in ELA and 25.69% in Math. Student performance on 2019 CA Dashboard demonstrated that student proficiency in Math is 14.3 points below standard (6.3 points increase), and 1.6 points above standard (7.3 points increase) in ELA.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| SBAC | <p>2021-22 ELA Met or Exceeded All: 38.54% AA: 18.92%</p> <p>2019 1.6 poits above standard AA: 55.2 points below standard EL: 2.7 points above standard SWD: 116.1 points below standard</p> | <p>2022-23 ELA Meets and Exceeds All: 43.54% AA: 26.92%</p> <p>All: 6.6 points above standard AA: 45.2 points below standard EL: 7.7 points above standard SWD: 106.1 points below standard</p> |
| SBAC | <p>2021-22 Math Met and Exceeded All: 25.69% AA: 10.53%</p> <p>2019 14.3 points below standard AA: 66.4 points below standard EL: 13 points above standard</p> | <p>2022-23 Math Meets and Exceeds All: 30.69% AA: 18.53%</p> <p>All: 9.3 points below standard AA: 56.4 points below standard EL: 18 points above standard</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | SWD: 137.4 points below standard | SWD: 127.4 points below standard |
| Acadience | 22-23 Baseline: 58% Met and Exceeded (reading comprehension) | 22-23 End of Year: 63% Meets and Exceeds (reading comprehension) |

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)

Student performance on 2019 CA Dashboard demonstrated that student proficiency in Math is 14.3 points below standard (6.3 points increased), and 1.6 points above standard (7.3 points increased) in ELA. Based on the data, all students who require extra support to improve their academic performance will receive interventions and their progress will be monitored. During the school day, academic interventions will be offered for Math and ELA per grade level targeting specific standards.

In order to effectively reach all of the students that need support the following support model will be followed:

- iReady and Acadience data will be used to identify students for interventions. Students performing intensive according to Acadience will have the opportunity to participate in expanded learning, tutoring and enrichment sessions. Four sessions for 1st - 5th grade students will be offered. Targeted intervention will be based on data. Students will be administered a pre and post assessment for each session. Data will be analyzed and we will pay close attention to our target students groups: African American, ELs, and students with disabilities. Students will also use supplemental programs as part of their intervention.
- iReady and Acadience baseline data will be used to identify students for in class interventions: universal access groups and ELD & EO instruction. Students' progress will be monitored during these interventions using teacher's created tests, unit & chapter tests to monitor, and iReady. While monitoring, we will pay close attention to our students groups' (African American, ELs, and students with disabilities) progress.

Strategy/Activity

1.1 Teachers will meet the needs of students including ELD and EO students by delivering the best first instruction in all core content areas and will utilize researched-based instructional strategies to engage and support students as they develop a deeper understanding of the Common Core standards. Teachers will also provide interventions such as expanded learning, tutoring, and enrichment. In addition, during the 2022-2023 school year, supplemental programs such as AR, Reflex Math, Flocabulary, IXL Learning will be used during the school day, before and after school to provide differentiated support for all students according to their grade level. Students' progress will be monitored through different assessment components.

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) |
|-----------|---|
| 5974 | 9500 LCFF EL/FEP Additional after school teacher time for planning and data analysis. |
| 4015 | 0000 General Fund EL/FEP Additional after school teacher time for planning and data analysis. |
| 32376 | 9500 LCFF All Supplemental programs, materials, supplies and technology |
| 3834 | 9500 LCFF All Additional time for instructional aides |
| 51238 | 3010 Title I All Materials, supplies and technology |
| 13808 | 0000 General Fund All Materials, supplies and technology |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Student performance on 2019 CA Dashboard demonstrated that 45.6% students progressed at least one ELPI level. Even though our percentage is above the state's (42.9%), we do see room for improvement. We will focus on moving up levels 1 & 2 to moderated or well developed level (3 & 4).

Strategy/Activity

1.4 EL students will rotate to their leveled classes each morning focusing on their academic and language growth. Students' academic progress will be monitored using district assessments and teachers' created assessments and instruction will be adjusted accordingly. During the 2022-2023 school year, ELD rotation will resume.

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) |
|-----------|-----------|
|-----------|-----------|

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.

Los Medanos mission statement clearly states that the goal is to have students achieving at a level of proficient or higher in our challenging standards-based curriculum. Staff determined which materials are needed, what professional development was needed, what interventions were implemented and discussed other needs that arose to ensure the goals were met. Parents and community members provided their opinions and suggestions through School Site Council (SSC), ELAC (English Language Advisory Committee), Booster Club meetings, and parent surveys. The leadership team was represented by a teacher from each grade level, the literacy coach, the Vice Principal and the Principal. This team met once a month. The leadership team advised the admin team, disseminated information to grade levels, facilitated grade level meetings, and monitored systems that have proven successful.

The principal monitored instruction by reviewing weekly lesson plans from teachers, which included the minutes spent on instruction in each subject and made regular classroom observations with immediate feedback. The principal evaluated classroom and whole school data to determine where additional support was needed. Data was analyzed in both grade level and whole staff meetings. Classroom instruction was driven by the findings of such data. Academic intervention lasted a period of 20 weeks during the school year to address students who have not met standard on the district and classroom assessments.

Interventions and programs were put in place and monitored closely and periodically. Goals were set for each form of intervention. In addition, Universal Access was fully implemented and teachers reported improvement in students academic performance and growth in their development of 21st century life skills.

Los Medanos has maintained its first place ranking as the highest achieving school in Pittsburg Unified School District as demonstrated by the ELA CAASPP results and the California dashboard. Dynamic instruction, grade level planning and collaboration, researched-based strategies are the elements that have driven our school success.

CAASPP is expected to be administered in 2022-23.

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

Budget was pretty much balanced at the end of the school year. Expenses allocated to for each intervention and program were wisely used. During the 2021-2022 school year, funds were reallocated to purchase additional furniture for the new building.

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.

In addition to what we have done in the past year, we will continue providing enrichment activities this year. Students will have the opportunity to participate in enrichment activities that are designed to help them improve/develop their operational system and therefore improve academically. We will also pay close attention to our students groups (African American, ELs, and students with disabilities) that are still not improving as the rest of the students.

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

During the 2022-2023 school year, teachers will receive ongoing professional development based on district PD plans and site needs including strategies to support our student groups: AA, ELs, and students with disabilities.

Identified Need

CAASPP is expected to be administered in Spring 2023. As teachers continue to deepen and strengthen their understanding of Common Core State Standards and how to meet the needs of our student groups, they are in need of additional time, collaboration, and ongoing professional development to continue to grow and expand their instructional strategies. Our teachers understand the importance of continuously improving their instructional practices and strategies. It is important for teachers to determine when to use direct instruction, facilitative teaching, and coaching to allow students to construct meaning as they learn. This continues to be a shift in their practice and they need appropriate professional development to help them make the shift. Teachers need to analyze and incorporate classroom practices (strategies) that support all students including African American, ELs, and students with disabilities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| SBAC | <p>2021-22 ELA Met or Exceeded All: 38.54% AA: 18.92%</p> <p>2019 1.6 points above standard AA: 55.2 points below standard EL: 2.7 points above standard SWD: 116.1 points below standard</p> | <p>2022-23 ELA Meets and Exceeds All: 43.54% AA: 26.92%</p> <p>All: 6.6 points above standard AA: 45.2 points below standard EL: 7.7 points above standard SWD: 106.1 points below standard</p> |
| SBAC | <p>2021-22 Math Met and Exceeded All: 25.69%</p> | <p>2022-23 Math Meets and Exceeds All: 30.69%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | AA: 10.53% 2019 14.3 points below standard AA: 66.4 points below standard EL: 13 points above standard SWD: 137.4 points below standard | AA: 18.53% All: 9.3 points below standard AA: 56.4 points below standard EL: 18 points above standard SWD: 127.4 points below standard |
| Acadience | 22-23 Baseline: 58% Met and Exceeded (reading comprehension) | 22-23 End of Year: 63% Meets and Exceeds (reading comprehension) |
| Walkthroughs - Meaning Making activities evidence | One Meaning Making activity in Math/ELA a week | Two times a week Meaning Making activities in ELA/Math |
| Walkthroughs - Universal Access - teal sheet | Go through the implementation process of UA (4 weeks) for ELA | Full implementation of UA for ELA |
| Informal Observation Tool - purple sheet | Obtain 6 out of 15 check marks in the purple form | Obtain 10 out 15 check marks in the purple form |
| Grade level presentations during Staff Meetings | Schedule all grade level teams to share their learning with the group. | All grade level teams will present their best practices that derive from PDs |
| Teacher and classified staff attendance in professional development opportunities | 92% for August 2020 | 95% each month |

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)

Student performance on 2019 CA Dashboard demonstrated that student proficiency in Math is 14.3 points below standard (6.3 points increased), and 1.6 points above standard (7.3 points increased) in ELA. Based on the data, all students who require extra support to improve their academic performance will receive interventions and their progress will be monitored. Students groups (AA, ELs, and students with disabilities) will be closely monitored as well but more frequently. During the school day, academic interventions will be offered for Math and ELA per grade level targeting specific standards. Based on this data, there is the need for teachers to continue improving their practices through Professional Developments on researched based teaching strategies.

Strategy/Activity

2.1 Teachers will receive additional time to collaborate with their grade level peers to plan CCSS lessons and analyze data to drive their instruction. Adjusted Wednesdays will be devoted to

focused professional development, grade level team planning, cross grade level collaboration, universal access, developing early literacy skills, performance tasks, vocabulary development, SEL strategies, and English Language Development. Implementation of new instructional strategies learned will be observed in classrooms through walkthroughs. Additional time beyond the school day will be provided to meet with grade level leads to analyze data and create an action plan to advance academically and socio-emotionally. During the 2022- 2023 school year, we will monitor the percentage of teachers participating in district professional development opportunities. The goal is to have 95% of teachers participate in professional development opportunities. Evidence will be observed through lesson plans, PD sign in, grade level & staff meeting sign in sheets.

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) |
|-----------|--|
| 5500 | 3010 Title I AA Collaboration time: monthly staff and grade level meetings |
| 2088 | 3010 Title I All Materials and supplies |
| 2000 | 9500 LCFF All Additional teacher time for planning and data analysis |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be supported by our classified staff during the school day specially during unstructured times. Classifies staff will get the necessary training in order to support teachers on delivering academic content and also to support our students when facing challenges.

Strategy/Activity

2.2 Professional development for classified staff so they can effectively provide foundational skills support. During the 2022- 2023 school year, we will monitor the percentage of classified staff participating in district and site professional development opportunities. The goal is to have 95% of classified staff participate in professional development opportunities. Evidence will be observed through classroom observations and PD sign in sheets.

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
Training time for classified staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit from well-rounded leadership and admin teams that work together and plan according to school needs. In order to do this, the leadership and admin teams will participate in training/conferences. The teams will implement the learned strategies to closely monitor students groups (AA, ELs, and students with disabilities) more frequently to ensure appropriate interventions are implemented.

Strategy/Activity

2.3 The leadership and admin teams will attend professional development/conference so they can effectively monitor, guide, and support the implementation of research-based teaching strategies.

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)

3000

Source(s)

9500 LCFF
AA
Training/Conferences

2994

0000 General Fund
EL/FEP
Training/Conferences

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

For many kindergarten students, kindergarten is their first contact with formal education therefore they come without the benefit of having been in transition kindergarten or preschool. In order to support these students the adult-student ratio will be improved by the addition of an instructional aide.

Strategy/Activity

2.4 Los Medanos Elementary uses funds to support an Instructional aide position. The instructional aide will rotate among all kindergarten classrooms and work directly with students: small group instruction, Universal Access time, procedures and routines, students' socio-emotional guidance and support. The goal is to offer instructional aides' equitable access to kindergarten 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) |
|-----------|--|
| 56381 | 3010 Title I LI/FY Classified Staff |
| 2000 | 0000 General Fund All Materials and supplies |

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.

LME teachers continued to deepen and strengthen their understanding of Common Core State Standards, the implementation of UbD, and SEL Strategies. They were given additional planning time, collaboration opportunities, and continued professional development to support the shift of their instructional strategies. Classroom observations were held and immediate feedback was provided. CAASSP was administered for 2021 -2022 school year. CAASPP is expected to be administered in Spring 2023.

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

Budget was pretty much balanced at the end of the school year. Expenses allocated to for professional development were wisely and systematically used.

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.

We will continue providing Professional Developments to teachers, leadership and admin teams, and classified staff. PDs will be calendared and planned in the beginning of the school year to maximize time and resources.

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

Use COST as the medium to identify students' academic and socio-emotional needs and develop a plan to support them.

Identified Need

A partnership between home, school and the community is important to ensure the needs of the students are met and a plan is established to allow students to be successful. We encourage parents and family members to be active partners in educating their child. With our diverse population, we will celebrate different cultures. Our family nights are very popular as our events are well attended by family and community members. It is also critical that we continue to provide opportunities to engage parents and family members both within and outside of the school day. Data shows that for the 2021-2022 school LME suspended 14 students, the third lowest number in all elementary schools. The data has shown that the percentage of suspensions for African Americans and Students with Disabilities is high compared to their counterparts'.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| COST Referral system | COST referral procedures are in place. | Continue to follow procedures for COST referrals |
| Parent attendance to site's engaging opportunities | 15% for August 2022 | 30% each month |
| Suspension data | 2021-22 Suspension Rate All: 2.08% AA: 1.93% SWD: 1.33% | 2022-23 Suspension Rate (decreased by 0.5%) All: 1.58% AA: 1.43% SWD: 0.83% |

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 will benefit from having their family members be active members of their education by participating in the different family participation opportunities LME offers. A partnership between home, school and the community is important to ensure the needs of the students are met and a plan is established to allow students to be successful. With our diverse population, we will celebrate different cultures and ethnicities. Our family nights are very popular as our events are well attended by family and community members. It is also critical that we continue to provide opportunities to engage parents and family members both within and outside of the school day.

Strategy/Activity

3.1 We will fully implement parent involvement policies and programs that meet federal requirements and district goals. In addition, we will hold family literacy and science nights as well as cultural nights. We will monitor the percentage of parents and family members participating in school site events such as cultural nights, ELAC, SSC, Booster Club, etc. We will use sign in sheets to monitor participation. The goal is to have 30% of parents and family members participate.

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 Materials and meeting supplies |
| 500 | 9500 LCFF All Materials and meeting supplies |
| 3500 | 9500 LCFF All Food and supplies for Family Literacy, Science and Cultural Nights |
| 1000 | 0000 General Fund All Parent Volunteer Recognition |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Parents and family members will be able to participate in decision-making advisory groups (i.e. participation in Site Council, ELAC, DAC, Booster Club, and DELAC). This is an opportunity for parents and family members to offer their feedback and share their needs.

Strategy/Activity

3.2 Decision making groups: LME will actively recruit parents/families to participate in site and district-level decision-making advisory groups (i.e. participation in Site Council, ELAC, DAC, Booster Club and DELAC). During the 2022-23 school year, our different committees will meet in person. We will monitor the percentage of parents and family members participating in school committees such as ELAC, SSC, etc. We will use sig in sheets to monitor engagement. The goal is to have 30% of parents and family members participate.

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)

2500

Source(s)

0000 General Fund
LI/FY
Food for ELAC, Booster Club, and SSC
meetings & Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Due to the number of students and their specific needs, there is the need to hire a Student Service Aide. This position is aimed to help/support all students. In addition, it is necessary to count with enough noon duty supervisors to ensure students' safety during unstructured times. We will hire at least 3 more noon duty supervisors.

Strategy/Activity

3.3 Student Service Aide: Los Medanos Elementary School uses categorical funds to support a Student Service Aide position. Additional noon duty supervisors will be hired to monitor students during second chance breakfast and lunch/recess times.

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)

19000

Source(s)

9500 LCFF
EL/FEP
Office Staff

6000

9500 LCFF
EL/FEP
Expenditures for Parent
Communications/Translations

8000

0000 General Fund
All

| | |
|------|--|
| | Personnel |
| 4398 | 0000 General Fund All Playground equipment/bullhorns, etc. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Teachers will refer all students they have academic or socio-emotional concerns to the COST team. COST will be used as the channel to funnel different kind of supports to ensure students are being served according to their needs.

Strategy/Activity

3.4 Los Medanos COST Team will support the Pittsburg Behavior Model. Our COST team will meet monthly to address COST referrals. During the 2022 -2023 school year, the COST team will monitor student SEL / behavioral and academic needs to ensure they are receiving the interventions they need and the services provided/suggested by the COST Team. In addition, Los Medanos will reinforce positive attendance, behavior, and academic achievement at our weekly Flag Ceremony and monthly Life Skills Awards Assemblies.

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) |
|-----------|---|
| 8500 | 9500 LCFF All Life Skills, attendance, and academic awards; materials and supplies |
| 2000 | 0000 General Fund All Additional COST Meeting Time |
| 3500 | 0000 General Fund All Rewards/incentives and materials/supplies |

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.

During 2021-2022 LME continued to establish a partnership between home, school and the community to ensure that the needs of students are met. Due to COVID-19 our cultural events were held during the day with students attendance only. Parent/guardian training and workshops, and decision advisory groups such as Site Council, ELAC, DAC, Booster Club and DELAC were held mostly via zoom. Families' participation increased but it was still less than usual. SST and 504's were held in person and via zoom. COST team worked collaboratively to review progress and to develop intervention plans for students in need of support.

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

Budget was pretty much balanced at the end of the school year. Expenses allocated to the above activities were wisely used. During the 2021-2022 school year, funds were reallocated to purchase additional furniture for the new building.

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.

We will continue to engage with families and community to ensure students' needs are met and they are in the road of success. During the 2022-23 school year, our family nights and advisory committees will be held in person.

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 | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$249,106.00 |

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 | \$120,207.00 |

Subtotal of additional federal funds included for this school: \$120,207.00

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 (\$) |
|-------------------------|-----------------|
| 0000 General Fund | \$44,215.00 |
| 9500 LCFF | \$84,684.00 |

Subtotal of state or local funds included for this school: \$128,899.00

Total of federal, state, and/or local funds for this school: \$249,106.00

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 |
|-------------------|---------|---------|
| 3010 Title I | 120,207 | 0.00 |
| 9500 LCFF | 84,684 | 0.00 |
| 0000 General Fund | 44,215 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------|------------|
| 0000 General Fund | 44,215.00 |
| 3010 Title I | 120,207.00 |
| 9500 LCFF | 84,684.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|------------|
| AA | 8,500.00 |
| All | 142,742.00 |
| EL/FEP | 38,983.00 |
| LI/FY | 58,881.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|-------------------|-----------|
| All | 0000 General Fund | 34,706.00 |
| EL/FEP | 0000 General Fund | 7,009.00 |
| LI/FY | 0000 General Fund | 2,500.00 |
| AA | 3010 Title I | 5,500.00 |
| All | 3010 Title I | 57,326.00 |

| | | |
|--------|--------------|-----------|
| EL/FEP | 3010 Title I | 1,000.00 |
| LI/FY | 3010 Title I | 56,381.00 |
| AA | 9500 LCFF | 3,000.00 |
| All | 9500 LCFF | 50,710.00 |
| EL/FEP | 9500 LCFF | 30,974.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 112,245.00 |
| Goal 2 | 75,963.00 |
| Goal 3 | 60,898.00 |

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 |
|----------------------|----------------------------|
| Milly Estrada | Principal |
| Mia Flores | Other School Staff |
| Elaine Sanchez | Classroom Teacher |
| Emma Arellano-Flores | Classroom Teacher |
| Ramash Jaggi | Classroom Teacher |
| Daisy Rodriguez | Parent or Community Member |
| Yesenia Magallon | Parent or Community Member |
| Sharon Greer | Parent or Community Member |
| Anabel Hinojosa | Parent or Community Member |
| Martha Pontifice | 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

| | |
|--|------------------------------------|
| | English Learner Advisory Committee |
| | Other: Leadership Team |

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 10/24/2019.

Attested:

| |
|--------------------------------------|
| Principal, Milly Estrada on |
| SSC Chairperson, Daisey Rodriguez 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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

| | | |
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| <p>School Name: Los Medanos Elementary</p> | <p>Year: 2022 - 2023</p> | <p>Principal: Mrs. Milly Estrada</p> |
| <p>LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)</p> | | |
| <p>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.</p> | | |
| <p>School Goal #1 During the 2022-2023 school year, all student's proficiency (meets and exceeds standard) in MATH and ELA will improve by 5 points above standard as reported on the California dashboard.</p> | | |
| <p>Area of Need: 2021-22 CAASPP overall scores are 38.58% in ELA and 25.69% in Math. Student performance on 2019 CA Dashboard demonstrated that student proficiency in Math is 14.3 points below standard (6.3 points increase), and 1.6 points above standard (7.3 points increase) in ELA.</p> | | |
| <p>Student groups to participate in this goal:</p> | | |
| <p>Actions taken to reach LCAP Goal #1:</p> | <p>Analysis of verifiable data to ensure students meet state Academic Standards</p> | <p>Recommendations to improve, modify or drop activities</p> |
| <p>1.1 Teachers will meet the needs of students including ELD and EO students by delivering the best first instruction in all core content areas and will utilize researched-based instructional strategies to engage and support students as they develop a deeper understanding of the Common Core standards. Teachers will also provide interventions such as expanded learning, tutoring, and enrichment. In addition, during the 2022-2023 school year, supplemental programs such as Reflex Math, Flocabulary, IXL Learning will be used during the school day, before and after school to provide differentiated support for all students according to their grade level. Students'</p> | <p>2021-22 ELA Met or Exceeded All: 38.54% AA: 18.92%</p> <p>2019 1.6 points above standard AA: 55.2 points below standard EL: 2.7 points above standard SWD: 116.1 points below standard</p> <hr/> <p>2021-22 Math Met and Exceeded All: 25.69% AA: 10.53%</p> <p>2019 14.3 points below standard AA: 66.4 points below standard EL: 13 points above standard SWD: 137.4 points below standard</p> | |

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| <p>progress will be monitored through different assessment components.</p> <p>Materials, supplies & technology. \$51238</p> | | |
| <p>1.4 EL students will rotate to their leveled classes each morning focusing on their academic and language growth. Students' academic progress will be monitored using district assessments and teachers' created assessments and instruction will be adjusted accordingly. During the 2022-2023 school year, ELD rotation will resume.</p> <p>Materials and supplies: Classrooms books \$1000</p> | <p>Acadience 22-23 Baseline: 58% Met and Exceeded (reading comprehension)</p> | s |
| <p>LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)</p> | | |
| <p>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.</p> | | |
| <p>School Goal #2 During the 2022-2023 school year, teachers will receive ongoing professional development based on district PD plans and site needs including strategies to support our student groups: AA, ELs, and students with disabilities.</p> | | |
| <p>Area of Need: CAASPP is expected to be administered in Spring 2023. As teachers continue to deepen and strengthen their understanding of Common Core State Standards and how to meet the needs of our student groups, they are in need of additional time, collaboration, and ongoing professional development to continue to grow and expand their instructional strategies. Our teachers understand the importance of continuously improving their instructional practices and strategies. It is important for teachers to determine when to use direct instruction, facilitative teaching, and coaching to allow students to construct meaning as they learn. This continues to be a shift in their practice and they need appropriate professional development to help them make the shift. Teachers need to analyze and incorporate classroom practices (strategies) that support all students including African American, ELs, and students with disabilities.</p> | | |
| <p>Student groups to participate in this goal:</p> | | |
| <p>Actions taken to reach LCAP Goal #2:</p> | <p>Analysis of verifiable data to ensure students meet state Academic Standards</p> | <p>Recommendations to improve, modify or drop activities</p> |

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| <p>2.1 Teachers will receive additional time to collaborate with their grade level peers to plan CCSS lessons and analyze data to drive their instruction. Adjusted Wednesdays will be devoted to focused professional development, grade level team planning, cross grade level collaboration, universal access, developing early literacy skills, performance tasks, vocabulary development, SEL strategies, and English Language Development. Implementation of new instructional strategies learned will be observed in classrooms through walkthroughs. Additional time beyond the school day will be provided to meet with grade level leads to analyze data and create an action plan to advance academically and socio-emotionally. During the 2022- 2023 school year, we will monitor the percentage of teachers participating in district professional development opportunities. The goal is to have 95% of teachers participate in professional development opportunities. Evidence will be observed through lesson plans, PD sign in, grade level & staff meeting sign in sheets.</p> <p>Collaboration time: monthly staff and grade level meetings \$5500 Materials and supplies \$2088</p> | <p>2021-22 ELA Met or Exceeded All: 38.54% AA: 18.92%</p> <p>2019 1.6 points above standard AA: 55.2 points below standard EL: 2.7 points above standard SWD: 116.1 points below standard</p> <hr/> <p>2021-22 Math Met and Exceeded All: 25.69% AA: 10.53%</p> <p>2019 14.3 points below standard AA: 66.4 points below standard EL: 13 points above standard SWD: 137.4 points below standard</p> <hr/> <p>Acadience 22-23 Baseline: 58% Met and Exceeded (reading comprehension)</p> | |
| <p>2.2 Professional development for classified staff so they can effectively provide foundational skills support. During the 2022-2023 school year, we will monitor the percentage of classified staff participating in district and site professional development opportunities. The goal is to have 95% of</p> | <p>Classroom observations and PD sign in sheets</p> | <p>Training time for classified staff</p> |

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| <p>classified staff participate in professional development opportunities. Evidence will be observed through classroom observations and PD sign in sheets.</p> | <p>Kindergarten teachers' feedback and kindergarten assessments.</p> | <p>Training time for classified staff \$2000</p> |
| <p>2.4 Los Medanos Elementary uses funds to support an Instructional aide position. The instructional aide will rotate among all kindergarten classrooms and work directly with students: small group instruction, Universal Access time, procedures and routines, students' socio-emotional guidance and support. The goal is to offer instructional aides' equitable access to kindergarten students.</p> | <p>Classified Staff \$56381</p> | |
| <p>Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)</p> | | |
| <p>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.</p> | | |
| <p>LCAPI Goal #3 Use COST as the medium to identify students' academic and socio-emotional needs and develop a plan to support them.</p> <p>Area of Need: A partnership between home, school and the community is important to ensure the needs of the students are met and a plan is established to allow students to be successful. We encourage parents and family members to be active partners in educating their child. With our diverse population, we will celebrate different cultures. Our family nights are very popular as our events are well attended by family and community members. It is also critical that we continue to provide opportunities to engage parents and family members both within and outside of the school day.</p> <p>Data shows that for the 2021-2022 school LME suspended 14 students, the third lowest number in all elementary schools. The data has shown that the percentage of suspensions for African Americans and Students with Disabilities is high compared to their counterparts'.</p> | | |

| Student groups to participate in this goal: | | Recommendations to improve, modify or drop activities |
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| Actions to reach this goal | Analysis of verifiable data to ensure students meet state Academic Standards | |
| <p>3.1 We will fully implement parent involvement policies and programs that meet federal requirements and district goals. In addition, we will hold family literacy and science nights as well as cultural nights. We will monitor the percentage of parents and family members participating in school site events such as cultural nights, ELAC, SSC, Booster Club, etc. We will use sign in sheets to monitor participation. The goal is to have 30% of parents and family members participate.</p> <p>Materials and meeting supplies \$2000</p> | <p>Parent attendance to site's engaging opportunities 15% for August 2022</p> <p>2021-22 Suspension Rate All: 2.08% AA: 1.93% SWD: 1.33%</p> | |