The School Plan for Student Achievement

School: Pacific Drive Elementary School

CDS Code: 30-66506-6028120

District: Fullerton School District

Principal: Laurel Estrada

Revision Date: November 2, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Pacific Drive Elementary School's Vision and Mission Statements

Pacific Drive Mission Statement:

Pacific Drive fosters collaborative experiences where all students are inspired to reach their full potential as contributing members of a changing society through 21st Century Learning.

Computer Science and Innovation Vision:

The Pacific Drive Computer Science and Innovation program provides thematic computer science opportunities and collaborative experiences embedded at all grade levels for all students. This program fosters critical, creative, and computational thinking skills to support students academically, vocationally, and most important, personally.

Dual Language Academy Mission Statement:

The mission of the Fullerton's School District's Dual Language Academy is for all students to reach high levels of academic achievement, develop biliteracy and bilingualism, and cultivate cross-cultural competencies needed in a multicultural society and global economy.

School Profile

Pacific Drive School is located in west Fullerton and is part of the Fullerton School District. Fullerton School District consists of twenty one schools: fifteen elementary, two K-8th grade, three junior high schools, and one virtual school. Pacific Drive serves preschool through sixth grade including two transitional kindergarten classes. The school population is composed of students from diverse backgrounds which includes: 81% Hispanic, 8% White, 3% Asian, 2% African American, less than 1% American Indian, .less than 1% Native Hawaiian or Pacific Islander, 3% two or more races, and 0% unreported.

Pacific Drive School has a student population of 635 (PreK-6th grade) students and 35% of the student body are identified as English Learners (EL). The socio-economic disadvantaged percentage is currently at 75%. Students are provided specialized services: approximately 26 students are receiving resource services,123 students receive speech and language therapy, and 10 are enrolled in Special Day Class. Additional students are also enrolled in the co-taught inclusion classes.

The certificated staff includes 29 certificated teachers including 6 special education teachers plus 1 resource teacher, 2.4 speech-language teachers, and a psychologist. Additional speech support personnel are provided when needed. There are also two full-time and one part-time custodian and two full-time office personnel. The instructional program is led and supported by the school principal, assistant principal, and two RTI teachers in both ELA and Math. Categorical funds are used to hire additional personnel to further support and improve the academic achievement of English Learners, students impacted by low socio-economic status, and personal/ family challenges: Social Service Assistant, 50% physical education teacher, two recreational instructional assistants, instructional assistants in kindergarten, an instructional assistant in 1st and 2nd grade, and two additional instructional assistants to support the RTI program for language arts and math.

Pacific Drive offers all students a comprehensive computer science pathway from TK through sixth grade. Through the Computer Science and Innovation program, students learn how to write code, program robots, and develop apps, all as an integrated part of the school curriculum. Additionally, extracurricular programs are available outside the school day for students interested in robotics, coding, and other computer science applications.

Students are involved in a variety of activities that support the mastery of Common Core standards and District goals. Our school-wide focus includes Language Arts (listening, speaking, reading, and writing) and Mathematics supported with iOS devices equipped with applications and online web-based programs in Mathematics and Language Arts for differentiated instruction for students. English Learner students are supported by teachers who have been trained in English Language Development (ELD) Instruction using a state-adopted curriculum. To further support English Learners, students receive thirty minutes of the designated time for ELD instruction each day. Teachers are also trained to use research-based strategies for optimal learning for English Learners. Special

education services support mainstreaming SDC students to a general education classroom for subjects such as Social Studies, Science, Arts, Music, and PE. The school's resource staff provides needed instruction to help students meet the goals of their Individualized Education Program. All students visit the school library weekly to check out books. Electronic books are accessible via student iPads or laptops.

Technology enhances the standards-based curriculum throughout the school. All teachers have laptops and large TV screen monitors to use in their classrooms. Devices such as iPads and student laptops are also used interactively in the classroom to enhance student engagement in the learning process. Kindergarten through fourth-grade students are supplied with an iPad for classroom use. Students are permitted to take their iPads home as a means of expanding access. Third through fifth grade students participate in the FSD Visible Innovation Program (VIP) and are provided with the latest iPad model for both school and home use. Sixth-grade students partake in a school-sponsored 1:1 take-home laptop program. These programs provide students access to challenging applications, the opportunity to advance their skills, content knowledge, and literacy that will help them master the multi-dimensional abilities required to capture life opportunities. Use of these devices support students' ability to excel in collaboration, creativity, critical thinking, and communication.

Pacific Drive School maintains a safe and orderly learning environment. The staff and students are committed to abiding by the school-wide rules which is part of our Positive Behavior Intervention Systems (PBIS). The PBIS committee and the school community have adopted and endorsed the following guidelines for our students: to be safe, to be respectful, and to be responsible. At a minimum biannually and as needed, teachers and students collectively review and walk through the school rules and expectations in all locations on campus. Student successes and self-esteem are enhanced through recognition awards assemblies held each trimester. The Pacific Drive PBIS program has been recognized by the state of California for the past three years. This year, Pacific Drive's PBIS program earned the prestigious Platinum level recognition.

In addition to a focus on academic growth, Pacific Drive has also developed programs to support student wellness. Teachers provide regular social-emotional learning lessons using the Second Step curriculum. Mental health supports are available to students in small group or individual sessions with the Mental Health Assistant who also engages students in meaningful lunch activities. The Social Services Assistant assists parents with referrals to outside agencies for counseling services. Additionally, in partnership with Kid Healthy, parents have the opportunity to volunteer to run structured physical activities at recess through Padres en Accion/Kid Healthy.

Aside from the student programs, community members are invited to participate in school celebrations for Dia de los Niños, cultural recognition days, Grade Level presentations, and performances. All are invited to participate in PTA, School Site Council, English Language Advisory Committee (ELAC), Principal Chats, Parent Education Nights, Red Ribbon Week, Back to School Night, Parent Education Classes, and Open House.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

1. 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).

Pacific Drive School conducts a variety of surveys throughout the year. Students, parents, and staff take the Brightbytes or comparable survey annually which measures college and career readiness, positive school culture, academic rigor, parent engagement, etc. Stakeholders also complete an annual LCAP survey that measures progress toward district LCAP goals. In addition, teachers take survey for a variety of instructional and non-instructional initiatives through Google forms. Annually parents complete a Needs Assessment Survey to help us understand how we can better serve parents and families.

Additional Educational Partner Involvement: All parents and community members have an opportunity to give input on all SPSA goals annually during Principal Chats, SSC, ELAC, and PTA meetings.

These surveys and needs assessment data guide the development of our Single Plan for Student Achievement and the implementation of the instructional program.

This year the results of the parent and teacher needs assessment survey identified areas of need that will be addressed by implementing and focusing on the following areas:

Daily English Language Development (ELD) instruction for all EL students.
Professional Development that focuses on Professional Learning Communities (PLC), analysis of student data, research-based language arts and math strategies, and socio-emotional learning.
Implementation of PLCs and PBIS/RtI with fidelity including instruction and intervention cycles that provide every student with targeted interventions (Tier 1, 2 and 3).
Schoolwide emotional and physical safety
School-wide communication takes place through Blackboard Connect Parent Link.
Parenting education that includes social-emotional learning, nutrition, digital citizenship, technology, and parenting skills will continue to be offered.

Classroom Observations

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

The principal and assistant principal observe instruction and provide feedback consistent with the schoolwide instructional model developed by the site High Reliability Schools Team. Dedicated time is set aside weekly for classroom observation. Administration uses a digital walkthrough form via Google sheets to ensure that the teacher receives immediate feedback. The classroom observation data are collected regularly and shared with instructional staff.

District Benchmark Testing (K-2)

3. Describe how your school site supports Kindergarten through Second grade teachers for District Benchmark Testing:
During the District Benchmark Testing and Universal Screening teachers in Kindergarten through 2nd grade receive support in the form of substitute teachers to administer one-to-one student assessments. RtI invention teachers and instructional assistants may also assist in the assessment process.

Transition from Preschool to Kindergarten (Title I Schools K-6)

4. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten:
Providing a strong foundation is an essential focus of early childhood programs offered at Pacific Drive school. Pacific Drive currently offers a State Preschool program that serves a total of 45 students in morning and afternoon sessions. This class is co-taught with general education and a special education teacher sharing responsibilities. The co-teach model allows all students to benefit from inclusion and collaboration. Literacy development is a major focus of the State Preschool program and parents are required to read to their student once daily for 15 minutes at home. Teachers use GLAD strategies and introduce kindergarten concepts of print, phonemic awareness, alphabetic principle, oral language, and socialization. A meal is provided at all sessions for participating students.

Two transitional Kindergarten (TK) classrooms offer Dual Language Academy and co-teach Inclusion with a total of 24 students enrolled in each class. Transitional Kindergarten program each with a total of 24 students enrolled. A credentialed teacher conducts a full-day class with the support of a full-time instructional assistant for each program. An education specialist supports the transitional TK class. This pre-kindergarten program is an educational opportunity primarily for children born between October and November. Transitional kindergarten program provides a developmentally appropriate curriculum aligned with kindergarten standards. There is also an integration of technology and beginning coding instructions; students use iPads to practice readiness skills. In collaboration with the Fullerton School District Dual Language Academy, Dual Language Transitional Kindergarten lays the groundwork for our students wishing to pursue the Dual Language Academy Pathway in the coming years.

In order to provide a seamless transition to the K-6 academic program, a full-day Kindergarten program is available at Pacific Drive School. The full-day program allows time during the school day for academic interventions to improve student achievement for all of the students. Each year at the start of school, the kindergarten grade level team offers an orientation for the students and parents attending kindergarten. The agenda includes the daily schedule, curriculum, and grade-level standards overview, classroom routines and procedures, school attendance policies, and safety plans. During the first trimester, the Kindergarten teachers collaborate, review student assessment data, and set annual goals and expectations for the students based on grade-level standards. Each students' data results and grade level goals are discussed during parent conferences. Based on the data, identified students will receive additional time and support to improve their academic achievement through interventions that occur during the day, before school, and after school.

Pacific Drive staff understands the importance of the preschool experience and transitioning to kindergarten. This is the primary reason ongoing communication has been established between the grade levels through regular meetings and joint training sessions. It is through deliberate planning that our State Pre-K, Transitional Kindergarten, and Kindergarten teachers have paved the way for our students to achieve success in Kindergarten.

Description of Barriers and Related School Goals

Goal 1: By the end of the 2023-24 school year, the SBAC distance from standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups including students with disabilities, English learners, hispanic, and socio-economically disadvantaged students.

Site achievement data indicate the need to strengthen Tier I classroom instruction in all grade levels. Professional development on Professional Learning Communities (PLC), quality Tier I instruction will focus on identifying grade level standards and implementing effective instructional strategies including tapping into prior knowledge, student engagement, re-teaching, and common formative assessments. Embedding Tier II Intervention time within the school day is a particular focus given the challenges of time constraints and the demands of several programs. Staff will work in grade levels/departments through PLCs, to develop and implement Tier II interventions in the classroom setting.

Goal 2: All students have access to high-quality digital tools, resources, personalized learning technology, and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital informational literacy skills required for college and career success.

As a Title 1 school, many families do not have access to the internet at home. In addition to providing devices, internet hot spots are available to ensure that students can access instruction from school and from home. Additionally, the computer science pathway program requires specific technology that families are unlikely to purchase on their own. This is addressed by increasing the amount and quality of devices provided to students.

Goal 3: Provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

Home-to-school collaboration and a misunderstanding of mental health services are barriers to student participation in social-emotional learning activities as well as social skills groups, counseling, etc. In order to better help families see the value and understand that there need not be a stigma associated with the services, parent education will be provided in the following ways: parent education classes, presentations at ELAC, PTA, etc. as well as individual conversations as needed.

Goal 4: Promote the engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

In addition to the academic barriers our school is facing, our goal is to increase parental and community support. Efforts will be made to increase parent involvement and participation to include promoting participation for parent volunteers, Principal Chats, and workshops. Parents will also receive training on the uses of instructional technology and the Common Core State Standards to increase the level of awareness of grade-level expectations. Pacific Drive will participate in “Champions for Learning” and identify parents who will serve on the district LCAP committee, assist with school tours, help train other parents on school initiatives, and participate in other school and district events.

Additional Targeted Support and Improvement (ATSI) Inequities

Through a comprehensive needs assessment, the following resource inequities were identified:
Students with disabilities are not meeting standards in math or ELA as evidenced by the analysis of the iReady Diagnostic, SBAC, and common formative assessment results. Needs assessments indicate that teachers need support in scaffolding expectations for students with disabilities and maintaining active engagement. Other common themes that emerged from needs assessments were that students lack foundational skills to be able to access the demands of grade level reading and math. Students have difficulty demonstrating perseverance and focus during independent reading of difficult text as well as math problem-solving. When analyzing data relative to chronic absenteeism for students with disabilities and all students, the themes that emerge include shifts in

students' mental health needs, the need for parent education and support on the topic of attendance, and a perceived lack of connection with school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	91	79	0	89	79	0	89	79	0.0	97.8	100.0
Grade 4	65	64	84	0	61	84	0	61	84	0.0	95.3	100.0
Grade 5	68	64	52	0	64	51	0	64	51	0.0	100.0	98.1
Grade 6	69	67	65	0	66	64	0	66	64	0.0	98.5	98.5
All Grades	271	286	280	0	280	278	0	280	278	0.0	97.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2350.	2346.		3.37	3.80		15.73	7.59		26.97	30.38		53.93	58.23
Grade 4		2407.	2393.		6.56	8.33		18.03	11.90		26.23	19.05		49.18	60.71
Grade 5		2457.	2451.		12.50	9.80		14.06	27.45		25.00	23.53		48.44	39.22
Grade 6		2500.	2459.		12.12	6.25		30.30	15.63		24.24	31.25		33.33	46.88
All Grades	N/A	N/A	N/A		8.21	6.83		19.29	14.39		25.71	25.90		46.79	52.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.37	3.80		53.93	51.90		42.70	44.30
Grade 4		6.56	8.33		70.49	59.52		22.95	32.14
Grade 5		6.25	5.88		64.06	62.75		29.69	31.37
Grade 6		22.73	7.81		45.45	43.75		31.82	48.44
All Grades		9.29	6.47		57.86	54.32		32.86	39.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.16	0.00		46.51	51.90		52.33	48.10
Grade 4		3.28	1.19		50.82	39.29		45.90	59.52
Grade 5		10.94	5.88		45.31	52.94		43.75	41.18
Grade 6		13.64	4.69		50.00	48.44		36.36	46.88
All Grades		6.86	2.52		48.01	47.48		45.13	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.62	5.06		73.03	60.76		21.35	34.18
Grade 4		6.56	3.57		70.49	67.86		22.95	28.57
Grade 5		7.81	9.80		75.00	68.63		17.19	21.57
Grade 6		12.12	6.25		75.76	68.75		12.12	25.00
All Grades		7.86	5.76		73.57	66.19		18.57	28.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.49	3.80		58.43	62.03		37.08	34.18
Grade 4		4.92	5.95		54.10	57.14		40.98	36.90
Grade 5		4.69	7.84		71.88	64.71		23.44	27.45
Grade 6		9.09	7.81		68.18	62.50		22.73	29.69
All Grades		5.71	6.12		62.86	61.15		31.43	32.73

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	92	79	0	91	79	0	90	79	0.0	98.9	100.0
Grade 4	65	65	84	0	62	84	0	62	84	0.0	95.4	100.0
Grade 5	68	64	52	0	64	51	0	64	51	0.0	100.0	98.1
Grade 6	69	67	65	0	67	64	0	67	64	0.0	100.0	98.5
All Grades	271	288	280	0	284	278	0	283	278	0.0	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2363.		6.67	1.27		25.56	15.19		33.33	26.58		34.44	56.96
Grade 4		2428.	2401.		3.23	2.38		17.74	16.67		38.71	26.19		40.32	54.76
Grade 5		2441.	2428.		6.25	1.96		9.38	7.84		26.56	31.37		57.81	58.82
Grade 6		2473.	2462.		10.45	6.25		13.43	3.13		34.33	40.63		41.79	50.00
All Grades	N/A	N/A	N/A		6.71	2.88		17.31	11.51		33.22	30.58		42.76	55.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33	7.59		56.67	37.97		30.00	54.43
Grade 4		11.29	4.76		40.32	39.29		48.39	55.95
Grade 5		7.81	1.96		42.19	35.29		50.00	62.75
Grade 6		11.94	3.13		37.31	50.00		50.75	46.88
All Grades		11.31	4.68		45.23	40.65		43.46	54.68

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	3.80		46.67	41.77		47.78	54.43
Grade 4		6.45	2.38		48.39	39.29		45.16	58.33
Grade 5		1.56	3.92		39.06	49.02		59.38	47.06
Grade 6		7.46	3.13		55.22	45.31		37.31	51.56
All Grades		5.30	3.24		47.35	43.17		47.35	53.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00	3.80		63.33	53.16		26.67	43.04
Grade 4		8.06	3.57		56.45	52.38		35.48	44.05
Grade 5		1.56	0.00		53.13	56.86		45.31	43.14
Grade 6		8.96	7.81		50.75	56.25		40.30	35.94
All Grades		7.42	3.96		56.54	54.32		36.04	41.73

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.9	1412.1	1424.1	1435.4	1429.6	1435.4	1383.5	1371.1	1397.6	47	47	39
1	1439.3	1429.4	1437.1	1474.1	1443.8	1454.8	1403.9	1414.6	1418.8	31	31	36
2	1477.0	1464.9	1481.1	1491.5	1481.1	1499.0	1462.2	1448.0	1462.7	34	31	27
3	1497.2	1483.2	1479.1	1509.7	1485.4	1485.3	1484.2	1480.8	1472.3	28	32	21
4	1500.1	1517.5	1485.9	1505.8	1518.1	1484.2	1493.7	1516.3	1487.2	26	27	30
5	1541.7	1533.2	*	1544.3	1530.3	*	1538.7	1535.4	*	15	25	10
6	1560.3	1539.4	1523.2	1574.3	1525.6	1524.3	1545.7	1552.7	1521.4	23	18	16
All Grades										204	211	179

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.64	8.51	10.26	36.17	31.91	43.59	36.17	42.55	38.46	17.02	17.02	7.69	47	47	39
1	0.00	3.23	13.89	35.48	29.03	19.44	51.61	45.16	38.89	12.90	22.58	27.78	31	31	36
2	14.71	6.45	14.81	44.12	48.39	44.44	26.47	25.81	29.63	14.71	19.35	11.11	34	31	27
3	3.57	6.25	4.76	64.29	34.38	38.10	28.57	46.88	38.10	3.57	12.50	19.05	28	32	21
4	15.38	44.44	6.67	38.46	37.04	53.33	34.62	11.11	20.00	11.54	7.41	20.00	26	27	30
5	33.33	32.00	*	40.00	24.00	*	26.67	36.00	*	0.00	8.00	*	15	25	*
6	47.83	38.89	12.50	17.39	27.78	43.75	34.78	22.22	31.25	0.00	11.11	12.50	23	18	16
All Grades	15.20	17.06	11.73	39.71	33.65	40.78	34.80	34.60	31.28	10.29	14.69	16.20	204	211	179

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.02	12.77	17.95	42.55	38.30	35.90	27.66	34.04	38.46	12.77	14.89	7.69	47	47	39
1	38.71	29.03	16.67	35.48	22.58	38.89	19.35	25.81	27.78	6.45	22.58	16.67	31	31	36
2	38.24	16.13	25.93	29.41	64.52	51.85	29.41	12.90	14.81	2.94	6.45	7.41	34	31	27
3	53.57	28.13	19.05	39.29	46.88	57.14	7.14	9.38	14.29	0.00	15.63	9.52	28	32	21
4	42.31	51.85	40.00	38.46	40.74	36.67	7.69	0.00	3.33	11.54	7.41	20.00	26	27	30
5	60.00	40.00	*	33.33	48.00	*	6.67	8.00	*	0.00	4.00	*	15	25	*
6	56.52	38.89	37.50	39.13	38.89	43.75	4.35	16.67	6.25	0.00	5.56	12.50	23	18	16
All Grades	39.71	28.44	27.37	37.25	42.65	41.34	17.16	17.06	18.99	5.88	11.85	12.29	204	211	179

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.28	17.02	12.82	68.09	61.70	79.49	10.64	21.28	7.69	47	47	39
1	38.71	32.26	38.89	58.06	48.39	44.44	3.23	19.35	16.67	31	31	36
2	32.35	16.13	37.04	58.82	77.42	55.56	8.82	6.45	7.41	34	31	27
3	39.29	40.63	9.52	50.00	40.63	66.67	10.71	18.75	23.81	28	32	21
4	34.62	62.96	26.67	38.46	29.63	53.33	26.92	7.41	20.00	26	27	30
5	40.00	32.00	*	60.00	60.00	*	0.00	8.00	*	15	25	*
6	34.78	11.11	25.00	56.52	72.22	62.50	8.70	16.67	12.50	23	18	16
All Grades	32.84	29.86	26.26	56.86	55.45	59.78	10.29	14.69	13.97	204	211	179

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.15	12.77	20.51	61.70	76.60	61.54	19.15	10.64	17.95	47	47	39
1	25.81	19.35	16.67	64.52	51.61	66.67	9.68	29.03	16.67	31	31	36
2	38.24	22.58	48.15	55.88	67.74	48.15	5.88	9.68	3.70	34	31	27
3	64.29	43.75	47.62	35.71	37.50	52.38	0.00	18.75	0.00	28	32	21
4	61.54	51.85	43.33	26.92	40.74	33.33	11.54	7.41	23.33	26	27	30
5	66.67	60.00	*	33.33	36.00	*	0.00	4.00	*	15	25	*
6	82.61	55.56	43.75	17.39	38.89	43.75	0.00	5.56	12.50	23	18	16
All Grades	45.59	34.12	36.87	46.08	53.08	49.72	8.33	12.80	13.41	204	211	179

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.26	2.13	2.56	72.34	74.47	84.62	23.40	23.40	12.82	47	47	39
1	6.45	16.13	19.44	58.06	32.26	25.00	35.48	51.61	55.56	31	31	36
2	20.59	6.45	11.11	64.71	64.52	48.15	14.71	29.03	40.74	34	31	27
3	0.00	0.00	0.00	57.14	56.25	61.90	42.86	43.75	38.10	28	32	21
4	7.69	11.11	0.00	50.00	77.78	63.33	42.31	11.11	36.67	26	27	30
5	26.67	16.00	*	53.33	64.00	*	20.00	20.00	*	15	25	*
6	34.78	22.22	0.00	21.74	44.44	50.00	43.48	33.33	50.00	23	18	16
All Grades	12.25	9.00	6.70	56.86	60.66	57.54	30.88	30.33	35.75	204	211	179

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.02	23.40	41.03	46.81	44.68	43.59	36.17	31.91	15.38	47	47	39
1	0.00	3.23	2.78	48.39	54.84	58.33	51.61	41.94	38.89	31	31	36
2	0.00	6.45	18.52	61.76	58.06	62.96	38.24	35.48	18.52	34	31	27
3	3.57	0.00	4.76	85.71	87.50	57.14	10.71	12.50	38.10	28	32	21
4	0.00	29.63	10.00	69.23	55.56	70.00	30.77	14.81	20.00	26	27	30
5	6.67	28.00	*	80.00	64.00	*	13.33	8.00	*	15	25	*
6	17.39	22.22	0.00	78.26	72.22	87.50	4.35	5.56	12.50	23	18	16
All Grades	6.86	15.64	16.20	63.73	60.66	60.34	29.41	23.70	23.46	204	211	179

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
588	**84.9**	**35.0**	**0.3**
Total Number of Students enrolled in Pacific Drive Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	206	35.0
Foster Youth	2	0.3
Homeless	2	0.3
Socioeconomically Disadvantaged	499	84.9
Students with Disabilities	98	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	3	0.5
Asian	21	3.6
Filipino	7	1.2
Hispanic	485	82.5
Two or More Races	15	2.6
Pacific Islander	4	0.7
White	50	8.5

Conclusions based on this data:

1. Pacific Drive serves primarily Latinx families a majority of whom experience a socio-economic disadvantage. Further, many of these students are learning English as an additional language.

2. At the time data was collected, Pacific Drive was serving 14 students in foster care or experiencing homelessness. Due to the transient nature of these circumstances, this data often fluxuates, giving staff all the more reason to be aware of students' backgrounds.

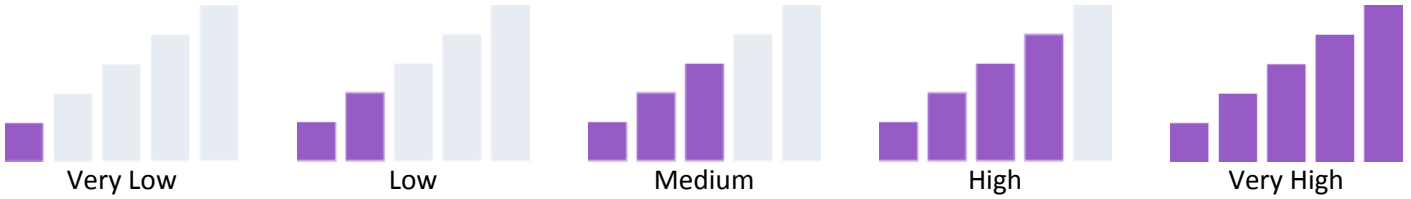
3. Students experiencing the challenges of alternate socio economic status often need additional services. It is important for Pacific Drive to provide resources for nutrition, physical health, and mental health.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1.

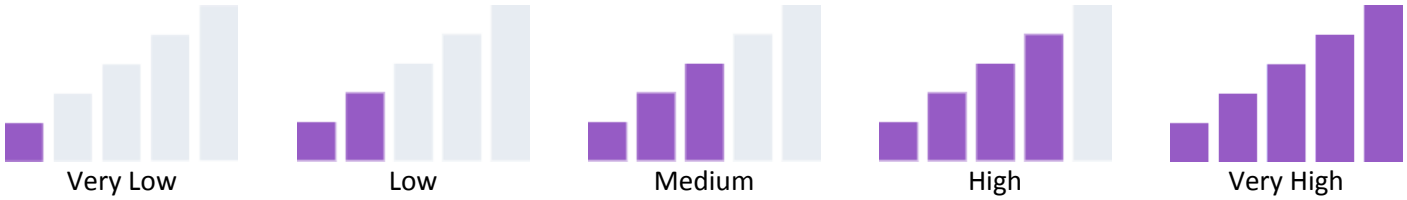
School and Student Performance Data

Academic Performance

English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low — Lowest Performance | Low | Medium | High | Very High — Highest Performance

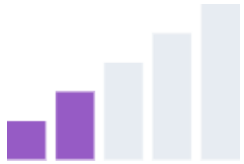
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low

56.1 points below standard

267 Students

English Learners

Low

57.9 points below standard

116 Students

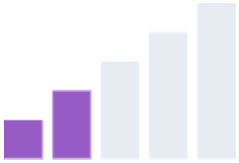
Foster Youth

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged

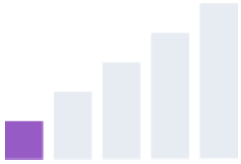


Low

55.9 points below standard

232 Students

Students with Disabilities



Very Low

123.7 points below standard

53 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

No Performance Level

3 Students

Asian

No Performance Level

3.7 points below standard

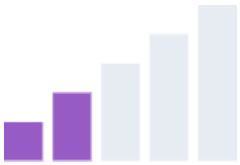
15 Students

Filipino

No Performance Level

3 Students

Hispanic



Low

59.3 points below standard

217 Students

Two or More Races

No Performance Level

8 Students

Pacific Islander

No Performance Level

3 Students

White

No Performance Level

77.9 points below standard

18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.3 points below standard	11.4 points below standard	60.0 points below standard
90 Students	26 Students	143 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

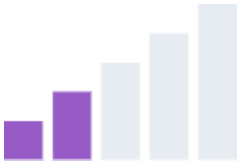
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

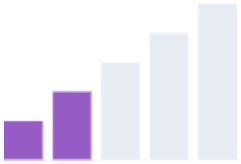


Low

63.7 points below standard

267 Students

English Learners



Low

65.5 points below standard

116 Students

Foster Youth

No Performance Level

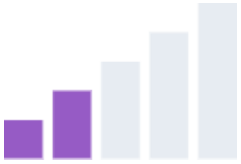
0 Students

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged

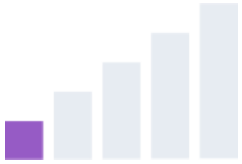


Low

67.6 points below standard

232 Students

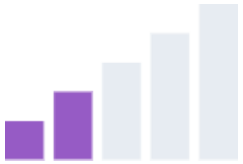
Students with Disabilities



Very Low

146.1 points below standard

53 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 0 Students	No Performance Level 3 Students	No Performance Level 13.3 points above standard 15 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 67.7 points below standard 217 Students	No Performance Level 8 Students	No Performance Level 3 Students	No Performance Level 113.4 points below standard 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.8 points below standard 90 Students	47.1 points below standard 26 Students	66.9 points below standard 143 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

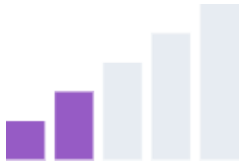
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

41.9 making progress towards English language proficiency

Number of EL Students: 155 Students

Performance Level: 2

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.

2022 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
23.2%	34.8%	7.1%	34.8%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

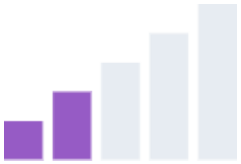
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

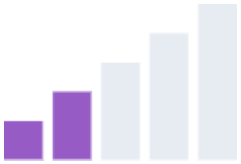


High

19.6% Chronically Absent

618 Students

English Learners



High

18.2% Chronically Absent

225 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

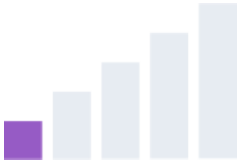
Homeless

No Performance Level

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

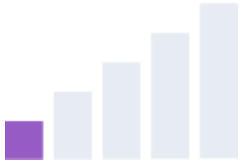


Very High

20.2% Chronically Absent

521 Students

Students with Disabilities



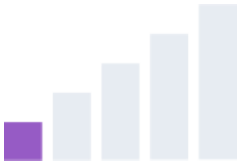
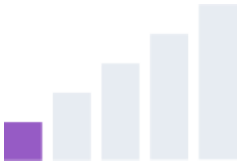
Very High

24.2% Chronically Absent

120 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	4.8% Chronically Absent	Less than 11 Students
4 Students	3 Students	21 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
20.8% Chronically Absent	0% Chronically Absent	Less than 11 Students	22.4% Chronically Absent
501 Students	16 Students	8 Students	58 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0% suspended at least one day

632 Students

English Learners

Very Low

0% suspended at least one day

231 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

No Performance Level

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

Very Low

0% suspended at least one day

532 Students

Students with Disabilities

Very Low

0% suspended at least one day

122 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
4 Students	3 Students	21 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
514 Students	16 Students	8 Students	59 Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP Goal 1:
All students will demonstrate proficiency, or growth toward proficiency, in ELA and Math.
SCHOOL GOAL #1:
By the end of the 2023-24 school year, the SBAC distance from standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups including students with disabilities, English learners, hispanic, and socio-economically disadvantaged students.
Data Used to Form this Goal:
This goal was informed by K-2nd District iReady and benchmark test results and 3rd-6th grade iReady results, district benchmark assessment, and SBAC testing.
Findings from the Analysis of this Data:
Detailed analysis of the diagnostic data reveals the need for strategic support in all areas of ELA for struggling learners with special attention paid to English language learners and students receiving special education services. Identified students will receive targeted support both during and beyond the school day. In the area of Mathematics, District Benchmarks reveal student strengths and weaknesses. Identified students will receive targeted support to ensure that students progress toward mastery both during and beyond the school day.
How the School will Evaluate the Progress of this Goal:
Each grade level team will meet in PLC teams on a weekly basis to discuss individual student performance using the Multi Tiered Systems of Support (MTSS model) which includes both Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). Utilizing the Universal Screening process, students who are at risk of not attaining grade level standards are identified to receive the appropriate RtI tiered interventions. Teachers plan tier 1, 2 and 3 intervention instruction and are assisted by two full time RtI teacher coaches. A student's response to intervention (tier 1, 2,and 3) is monitored to determine rates of improvement, identify students who are not demonstrating adequate progress, and compare efficacy of different forms of instruction. Each student's progress is monitored by analyzing the multiple assessments that are regularly administered. Teachers regularly analyze the English Language Arts and Mathematics assessment data which includes the District iReady Diagnostic assessments, teacher created common formative assessments, Illuminate standard based assessments, Wonders assessments, chapter tests, and teacher observation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration and Classroom Support: A Physical Education teacher (50%) and two recreational assistants (15 hrs. weekly) will conduct PE lessons bi-weekly to all TK - 6th grade students in order to provide release time for teachers to participate in Professional Learning Community (PLC) meetings. Instructional assistants will be provided by the school for 3.75 hours/day to support students in Kindergarten. Additionally, site funds will be used to provide an instructional assistant to support 1st and second grade. Release time (substitutes) will be provided for teachers to support common planning in PLCs, vertical articulation, learning walks, implementation of site High Reliability Schools (H.R.S.) instructional model, assessment for students in grades K-2, and professional development. Additional time will be available for teachers to provide small group interventions and enrichment programs after school. Additional staff will be provided on an as needed basis to provide additional academic support in the classroom.	August through May	Principal, Assistant Principal, Teachers, Support Staff	Physical Education Costs: Teacher- 80% of .5 FTE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50460
				None Specified	None Specified	
			Instructional Assistants Kindergarten (2) and 1st/2nd grade (1) - 3.75hrs/day	2000-2999: Classified Personnel Salaries	Title I	52965
			Extra Certificated Hours	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2438
			Extra Certificated Hours	1000-1999: Certificated Personnel Salaries	Title I	2955
			Certificated Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8000
			CBE- Copier Lease	5000-5999: Services And Other Operating Expenditures	Title I	11000
				None Specified	None Specified	
			Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	61743
			Extra Time for Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10076

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have access to high quality school supplies for student use in the classroom and at home. Teachers and Staff will also have access to properly maintained copiers in cooperation with CBE reproduction services						
Research Based Programs for Student Achievement: Students will be provided with a variety of grade level appropriate web based programs to support achievement. ST Math will be used in Grades K-2 to support mathematical concepts and development of number sense. All the Arts lessons are provided in all grade levels. Cost is shared with the District. iReady Online Instruction will provide students with personalized lessons and data tracking in support of the district benchmark program. Raz-Kids will be used primary grades and dual language classes for expanding reading opportunities and a digital library. Heggerty will be used digitally to support phonemic awareness to build foundational reading skills.	August through May	Principal, Assistant Principal, Teachers, Support Staff	ST Math	4000-4999: Books And Supplies	LCFF - Supplemental	4050
			Fee for All the Arts lessons	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1575
			iReady Lessons	4000-4999: Books And Supplies	LCFF - Supplemental	17000
			Raz-Kids	4000-4999: Books And Supplies	LCFF - Supplemental	1202
			Heggerty	4000-4999: Books And Supplies	LCFF - Supplemental	800
			Simple Solutions Mathematics	4000-4999: Books And Supplies	LCFF - Supplemental	10236
			BrainPop	4000-4999: Books And Supplies	LCFF - Supplemental	3500
			Scholastic News	4000-4999: Books And Supplies	LCFF - Supplemental	1312
			FSD Print Shop	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BrainPop will be available school wide to support the needs of all students with specific lessons targeting English Language Learners. Scholastic News will be used to support reading comprehension and vocabulary development with an emphasis in supporting English language learners and special education students. Simple Solutions Mathematics program will be used in Grades 2-6, providing supplemental and spiraling practice. Teachers and students will also have access to materials and supplies as well as duplicating resources for instructional purposes.						
Enrichment opportunities: Students will have the opportunity to partake in a variety of after school programs, some of which are supplemented by the school site, in order to identify and pursue their passions. 6th graders will have the option to attend Science Camp, regardless of their ability to pay.	August through May	Teachers, Mental Health Assistants		None Specified	None Specified	
			Speech and Debate Program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2639
			After School Robotics instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	2000
			Science Camp	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5000
			After school robotics teacher stipend	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted Interventions: A site funded instructional assistant will support the district funded tier 3 reading intervention program. This program specifically serves students who are more than 2 years behind in the area of reading. Additional time will be provided for both teachers and instructional aides to provide targeted interventions Reprographics services to provide materials	August through May	RTI Teachers and Instructional Assistants	Instructional Assistants for Math and Language Arts RtI (2)	2000-2999: Classified Personnel Salaries	Title I	52965
			Extra Certificated Hours	1000-1999: Certificated Personnel Salaries	Title I	1955
			Extra Classified Hours for Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	4342
			Reprographics	4000-4999: Books And Supplies	LCFF - Supplemental	2000
Professional Development for Teachers: The site will supplement the district funded Assistant Principal to a staffed total of 100% to support the site Principal with educational leadership tasks including supporting teachers during PLCs, PBIS, student supervision, and planning professional development activities for teachers. Teacher leaders will participate on the High Reliability School Team, bringing high quality professional development and school wide instructional improvements to their colleagues. Staff members will have the opportunity to attend professional conferences to support instruction.	August through May	Principal and Assistant Principal, HRS Team, Staff Members	Assistant Principal- 60% of cost to site	1000-1999: Certificated Personnel Salaries	LCFF - Base	41680
			Conferences	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3000
			Reprographics	4000-4999: Books And Supplies	Title I	1000
			High Reliability Schools	5800: Professional/Consulting Services And Operating Expenditures	Title I	5538

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will also have access to professional literature and resources as needed.						

Planned Improvements in Student Performance

School Goal #2

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and Digital Literacy
LEA/LCAP Goal 2:
Ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.
SCHOOL GOAL #2:
All students have access to high-quality digital tools, resources, personalized learning technology, and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital informational literacy skills required for college and career success.
Data Used to Form this Goal:
Pacific Drive is a long time participant in the FSD 1:1 iPad Program. All students grades TK-5th students have access to iPads at school and at home. Students in all grades have access to technology throughout their day at the 1:1 level. The site also sponsors a 1:1 take home laptop program for students in 6th grade and this year in the 5th/6th combination class. Teachers have updated resources in their classrooms, including teacher laptops and iPads, Apple TV, and large LCD screen monitors. In addition, students and staff have access to numerous supplemental resources via iPad Apps. The school provides a technology staff member to support use and maintenance of all devices and programs. Staff have been trained in utilizing educational technology. As a whole the Pacific Drive Staff is proficient in the use of technology in the elementary school classroom environment. However, teacher technology use falls along a continuum of expertise. As a site we are addressing this through on going training in an effort to close the inconsistency of technology implementation by classroom. Each year Pacific Drive School earns the Common Sense Digital Citizenship certification and teachers, students, and parents receive lessons and presentations on matters concerning cyber safety and etiquette. Teachers and staff integrate these important lessons into instruction in order to emphasize the importance of digital citizenship. This year, Pacific Drive will continue with full implementation of our Computer Science Pathways. Under this program, all students, TK-6th grade, will receive dedicated instruction on computer science and coding. Additionally, all students will participate in integrated computer science through the implementation of themed units and capstone projects. Students in 5th and 6th grade will shift their coding to Apple Swift. Teachers will receive professional development and coaching from an Apple consultant. Parents will have the opportunity to control student iPad use at home using a new app.

Findings from the Analysis of this Data:
There is a need for continued support for all members of the Pacific Drive Community with 1:1 device implementation and integration into curriculum. There is a need for greater support for teachers to ensure best practices with technology integration across classrooms on campus. It is imperative that students are taught to be responsible digital citizens, making appropriate choices daily about the use of technology for education. There is a need to continue educating families about digital citizenship and how they are able to track student progress while supporting their students' use of technology for learning. There is a need for education and support for teachers, all of whom are new to teaching computer science in addition to materials for implementation of the program.
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal of ensuring that all students and staff are maximizing their use of technology to support educational goals will be measured through self-study, surveys, and academic outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers in support of Classroom Instruction: Teachers in grades 5-6 will work with consultants from TechSmart to implement a comprehensive pathway in computer science education through coding. Staff members will have the opportunity to attend professional development and conferences in order to remain up to date on best practices related to technology integration across the curriculum.	August- May	Principal, Assistant Principal, Teachers, Support Staff	Teacher release time for District TOSA and Apple Swift coding professional development and coaching	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1800
			Conferences	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2000
			Office reprographics	5000-5999: Services And Other Operating Expenditures	LCFF - Base	200
Support for 21st Century Learning Environments: iPads and cases will be purchased to replace older, outdated, and damaged items. iPads will be updated for instruction.	August- May	Principal, Assistant Principal, Teachers, Support Staff		None Specified	None Specified	
				None Specified	None Specified	
			Tech 1- 10hrs/wk	2000-2999: Classified Personnel Salaries	Title I	26000
			Additional Hours- Classified Personnel	2000-2999: Classified Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
iPad chargers and cables will be replaced as needed. A technician (Tech 1) will be hired for an additional 10hrs/week to repair technology on campus. Additional hours will be available for the Media Library Specialist to support library set and technology support as needed. Additional technology will be upgraded and/or replaced as needed.			Technology Repair/Replacement	4000-4999: Books And Supplies None Specified	LCFF - Supplemental None Specified	5000
Computer Science Pathway: Maintain 1:1 take home laptop program at 6th grade, including repair and replacement of devices and cases as needed. Devices assigned to each grade level's Computer Science Pathway will be maintained and updated as needed,	August-May	Technology Team, Principal, Teachers, Staff	 Cases for MacBooks & iPads Robotics equipment and coding devices	None Specified 4000-4999: Books And Supplies 4000-4999: Books And Supplies None Specified	None Specified LCFF - Supplemental LCFF - Supplemental None Specified	 3000 2000

Planned Improvements in Student Performance

School Goal #3

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe and Secure Environment
LEA/LCAP Goal 3:
All District departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.
SCHOOL GOAL #3:
Pacific Drive will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well being of all staff and students.
Data Used to Form this Goal:
In conjunction with High Reliability Schools certification, a school climate survey is given annually. In addition, frequent student and staff surveys provide information on pertinent topics regarding school climate and safety. Suspension data is reviewed quarterly and attendance reports are tracked monthly. There are multiple anonymous methods for adults and children to communicate concerns on campus.
Findings from the Analysis of this Data:
Pacific Drive works to create a positive school community environment. Working closely with parents, we have identified multiple opportunities for families to contribute to positive school climate including opportunities to volunteer. Pacific Drive has reached the sustainability phase of PBIS implementation and supports tiered interventions to provide a safe environment. Pacific Drive also has a mental health associate on campus actively working with students three days a week and a full time Assistant Principal. This additional staff has allowed our site to work on social skills with a targeted group of students while also allowing us to have our counselor provide staff development and parent education on identified subjects.
How the School will Evaluate the Progress of this Goal:
Pacific Drive will evaluate this goal through our PBIS/SWIS data system, survey results, and attendance reports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Program (Positive Behavioral Interventions and Supports): The site will supplement the district	August - May	Assistant Principal, School Counselor	Assistant Principal- 40% of site cost.	1000-1999: Certificated Personnel Salaries	LCFF - Base	27787

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
funded Assistant Principal. Approximately half of this individual's time will be spent supporting the site Principal with school wide safety and discipline activities, including promoting attendance, supporting PBIS, staff evaluation, and tracking data. A mental health associate will spend a portion of time supporting students and teachers in the following ways: • Working with students to implement restorative practices • Hosting small groups of students to support social skills and other mental health needs • Meeting with individuals students to provide counseling • Pushing in to classrooms to provide guidance lessons Student incentives and materials will also be purchased to support the school wide PBIS program. These items will include raffle prizes, spirit wear, school supplies (pencils, markers, etc.), stickers, pins, and other items. Movie fee for copyrighting.			Mental Health Associate (67% - cost shared with District)	2000-2999: Classified Personnel Salaries	Title I	14327
			Student Incentives/Materials and Suplies	4000-4999: Books And Supplies	LCFF - Supplemental	12000
			Movie incentive	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	475
Positive School Climate: Office staff will provide a warm and welcoming environment for families and visitors supported by proper	August - May	Principal, Assistant Principal, Office Staff	Office Supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	976

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supplies and additional time as needed. Office equipment will also be properly maintained in cooperation with CBE reproduction services. Mailings will be provided for parent communication as needed.			Extra Clerical Hours	2000-2999: Classified Personnel Salaries	LCFF - Base	4992
			CBE- Copier Lease	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
			Postage	5000-5999: Services And Other Operating Expenditures	LCFF - Base	300
Safe School Environment: Assistant Principal will oversee the Safe School Plan, implement regular safety drills and replenish inventory of materials and supplies required to maintain safety standards. Additional supervisors will be hired to ensure student safety during lunch time, as well as during before school drop off and after school dismissal.	August - May	Assistant Principal, Supervisors	Safety Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	2000
			Additional Playground Supervision	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	21239
			Playground Supervisor extra time	2000-2999: Classified Personnel Salaries	LCFF - Base	7690

Planned Improvements in Student Performance

School Goal #4

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA/LCAP Goal 4:
Promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.
SCHOOL GOAL #4:
Pacific Drive will promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.
Data Used to Form this Goal:
Pacific Drive utilizes a variety of communication tools within our school community and as a means to communicate with our larger community. Teachers use email, personal phone calls, and a variety of technology based tools to communicate with their parents. (SeeSaw, Class Dojo, Remind) A monthly newsletter is also created and distributed in both electronic and hard copy to notify parents of recent events. Additionally, social media accounts are maintained to showcase the school's day to day celebrations and accomplishments. In person student conferences are held twice a year. Coffee with the Principal, School SIte Council, and ELAC meetings are held regularly and translation is provided for all meetings. Parents are encouraged to volunteer in many capacities.
Findings from the Analysis of this Data:
Pacific Drive utilizes a variety of communication tools within our school community and as a means to communicate with our larger community. Teachers use email, personal phone calls, and a variety of technology based tools to communicate with their parents. At Pacific Drive we also use our school and classroom websites supported by PowerSchool learning to communicate both within our teaching community and with our parents. The school also utilizes our digital marquee to broadcast important reminders. Seesaw is used for classroom communication and the development of student work portfolios school wide. Blackboard ParentLink is used for schoolwide communication. All teachers and upper grade students also use the Google Suite and/or Google Classroom as a way of working collaboratively with each other (ie: student to student, teacher to student, and teacher to teacher). Parents have access to view student work completion in Google Classroom. Communication with the school district is mainly the function of the administration. Our home and school communications are translated into Spanish and sent home via Blackboard Connect or printed letters/flyers. We work diligently to keep parents informed of school news through digital, hard copy, and in person dissemination of information. In order to support bilingual communication within the school community, a Social Service Assistant supports families in accessing relevant information. Parent education is also an important component to involvement. Parent education classes, specifically focused on helping parents support their children as learners, will continue. Additionally, refreshments, recognition, and incentives will be provided to parent volunteers and meeting attendees.

How the School will Evaluate the Progress of this Goal:

Effective communication will be measured through a site and district surveys that are completed throughout the year (Brightbytes, LCAP survey, school-based surveys). Parents have the opportunity to share perspectives and ideas at parent meetings (SSC, ELAC, PTA, Principal Chats). Additionally, data regarding communication will be collected through regular climate surveys in conjunction with High Reliability Schools certification.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Home/School Connection: A full time bilingual social service assistant (SSA) will work with families to provide resources and foster a sense of community. This cost will be shared with the school district. Workshops for parents will be offered. These classes will be based on needs identified by parents, teachers, and staff and focused on helping parents support their children's education. Paper fliers will also be provided on an as needed basis to supplement the school's online communication. Parent participants in meetings, volunteer teams, and school committees will receive refreshments, incentives, and recognition. Families will participate in hands on, interactive curricular activities during ELAC. Families will have the opportunity to participate in Padres en Accion recess program as well as take wellness and cooking classes through Kid Healthy.	August-May	Principal, Assistant Principal, Teachers, Support Staff	SSA salary and benefits	2000-2999: Classified Personnel Salaries	Title I	17292
			School wide cultural events (SSA extra hours)	2000-2999: Classified Personnel Salaries	Title I	1650
				None Specified	None Specified	
			Materials for parent workshops	4000-4999: Books And Supplies	Title I	1050
			Reprographics for parent workshops	5000-5999: Services And Other Operating Expenditures	Title I	800
			CBE Copier Expenses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
			Purchase Order for Parent Meeting Refreshments	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
			Parent recognition for volunteering	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
			ELAC Materials	4000-4999: Books And Supplies	Title I	2000
			Kid Healthy	5000-5999: Services And Other Operating Expenditures	Title I	7500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Families will participate and volunteer in classroom activities and school wide events.						
Communication: All teachers will use the Seesaw or Dojo platform for Home/School messaging along with paper copies of information Classified employees will be available as translators for school meetings, teacher conferences, and other school events.	Aug-May	Teachers & Staff	Reprographics Extra Hours for Classified Staff	5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	LCFF - Supplemental Title I	1500 2000

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302) Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.	X	249770
Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.	X	78524
Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.		
Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.	X	206339
Other State or Federal Program Grants:		

Centralized Support for Planned Improvements in Student Performance

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
Federal:		
Title I Part A **Schoolwide Programs**	$16,224	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
Title II Part A **Supporting Effective Instruction**	$1,771	Services include personnel, instructional materials, substitute costs, and consultant costs to support evidenced-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, and science and history/social science.
Title III Part A **Language Instruction for English Learners**	$573	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.
Title IV Part A **Student Support and Academic Enrichment**	$215	Services include activities related to supporting a well-rounded education, safe and healthy students, and activities related to supporting the effective use of technology.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	69,467.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,682.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,476.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	475.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	63,898.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,315.00
4000-4999: Books And Supplies	LCFF - Supplemental	127,843.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	19,075.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,639.00
1000-1999: Certificated Personnel Salaries	Title I	4,910.00
2000-2999: Classified Personnel Salaries	Title I	172,541.00
4000-4999: Books And Supplies	Title I	4,050.00
5000-5999: Services And Other Operating Expenditures	Title I	19,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,538.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	84,100.00
LCFF - Supplemental	249,770.00
Title I	206,339.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	138,275.00
2000-2999: Classified Personnel Salaries	216,538.00
4000-4999: Books And Supplies	131,893.00
5000-5999: Services And Other Operating Expenditures	39,851.00
5800: Professional/Consulting Services And Operating Expenditures	13,652.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	366,631.00
Goal 2	41,000.00
Goal 3	93,786.00
Goal 4	38,792.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laurel Estrada	X				
Kayley Melendez		X			
Tricia Wilson		X			
Tepmora Wise		X			
Hilda Shimizu			X		
Andrea Caivano				X	
Alma Chavez				X	
Jeremy Garcia				X	
Janitza Rivera				X	
Alma Vilchis				X	
Carlos Zelaya				X	
Numbers of members of each category:	**1**	**3**	**1**	**6**	**0**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   Community Advisory Committee for Special Education Programs

   Gifted and Talented Education Program Advisory Committee

   Other ***(list)***

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on November 2, 2023.

Attested:

Laurel Estrada		
Typed Name of School Principal	Signature of School Principal	Date
Janitza Rivera		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date