

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|---|--------------------------------------|
| School Name | Heritage Elementary |
| Address | 509 Eden St. Lodi, Ca, 95240-4207 |
| County-District-School (CDS) Code | 39685856097760 |
| Principal | Alberto Lopez Velarde, Principal |
| District Name | Lodi Unified School District |
| SPSA Revision Date | 4/27/2022 |
| Schoolsite Council (SSC) Approval Date | 5/5/2022 |
| Local Board Approval Date | 6/14/2022 |

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

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School Vision and Mission

Mission:

- Heritage students and staff are committed to being lifelong and self-driven learners

Vison:

- For students and teachers to be accountable for their own learning

Beliefs:

- Setting high expectations
- Cultivating and develop trust and support
- Every student can learn
- Building relationships
- Assessing frequently and focusing on academic achievement
- Using AVID best teaching practices
- Providing multiple opportunity to demonstrate learning

Purpose and Description

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

Schoolwide Program

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

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

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to be innovative with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Profile

Heritage Elementary school was opened in 1976 at the location of Garfield and Eden Streets in Lodi California. Heritage School serves Kindergarten through sixth grade students on a modified traditional Calendar. It also accommodates one state pre-school and two Head-start pre-schools. Heritage Elementary School is one of 28 K-6 elementary schools in the Lodi Unified School District and serves 540 students. Our student population is represented by 77 % Hispanic, Other Asian 16%, , White 3 %, Multi-Race 1%,Black African American 0% 1nd other Asian Pacific Islander 0.19% . Approximately 70% of the students have been identified as “English Learners” and 97.5 % are eligible for free/reduced lunch.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council is comprised of parents, classified and certificated teachers. There are 7 scheduled school site council meetings during the school year to review data, budget, programs and recommend actions to improve student academic achievement. The recommendations are also reviewed, analyzed by certificated teachers during regular school staff meetings. The English Advisory Committee is comprised of parents, teacher school administrators . They meet prior to the School Site Council meeting to discuss various programs relating to academic achievement and other topics related to their children learning.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By the end of the 2021-2022 school year, 30% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2021-2022 school year 27% of all students in grades K-6 will meet standards in ELA as measured by district benchmarks.

All 3rd grade students will be reading at grade level by the end of 2022-23 school year.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| California Assessment of Student Performance and Progress (CAASPP) results | By the end of the 2021-2022 school year, 30% of all students in grades 3-6 will meet standards in ELA as measured by the California Assessment of Student Performance and Progress (CAASPP) results | CAASPP Data not available due to changes in the Title I timeline. |
| Benchmark Results | By the end of the 2021-2022 school year, 27 % of all students in grades K-6 will meet standards in ELA as measured by district benchmarks. | Annual Benchmark data not available due to changes in the Title I timeline. |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---------------------------------|---|---|
| ELA 1 Monitor Student Progress <ul style="list-style-type: none"> Data chats/student progress report conferences Evaluate SBAC, ELPAC, and benchmarks results Provide baseline data to monitor growth with benchmark Peer Observations / Visit other schools and observe/adopt | Actions implemented as planned. | Substitutes 1150 Teacher Sub Title I 18,000 | Substitutes 1150 Teacher Sub Title I 18,000 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>best teaching practices</p> <p>Assessments</p> <ul style="list-style-type: none"> • Target instruction • Form UA groups • IST / Meetings data Review <p>Teacher Collaboration:</p> <ul style="list-style-type: none"> • Substitutes for Teacher Collaboration • Substitutes for Peer Walk-Troughs • Substitutes for School Visit <p>Data evaluation and assessments:</p> <ul style="list-style-type: none"> • Journeys • Read 180/System 44 monitoring • RI • iRead • SBAC • Benchmarks • DIBELS Testing • AMPLIFY Reading | | | |
| <p>ELA 2</p> <p>Instructional materials and supplies to provide interventions, enhance students' access to the core, and respond to their diverse needs. Including:</p> <ul style="list-style-type: none"> • AVID implementation and effective strategies and techniques support core instruction, academic success, and a college-going culture. | <p>Instructional materials and supplies to support the intervention programs were provided.</p> | <p>AVID Materials Cost 4300 Materials Title I 16,978</p> <p>Print Shop 5715 Print Shop Title I 2,000</p> <p>Supplemental Consumable Reading Books 4200 Books LCFF 570</p> <p>Supplemental copy paper for interventions before and after school academic student support. 4328 Warehouse Supplies Title I 860</p> | <p>AVID Materials 4300 Materials Title I 24,000</p> <p>Print shop 5715 Print Shop Title I 1,000</p> <p>Supplemental Consumable Reading Books 4200 Books 0</p> <p>Supplemental copy paper for interventions before and after school academic student support. 4328 Warehouse Supplies Title I 1,000</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <ul style="list-style-type: none"> • AVID organizational materials • AVID reflective behavior intervention materials • Duplicate PBIS materials for Intervention • Other AVID classroom materials • Extra paper for interventions, extra practice • Duplicate materials for extra practice intervention • Duplicates for AVID/PBIS peer walkthroughs | | | |
| <p>ELA 3 Study trips</p> <ul style="list-style-type: none"> • Study trip opportunities will be provided for students to increase comprehension, and understanding of themes encountered in reading, social studies, and science. • College University Visitations • College University student Workshops | <p>Teachers successfully participated in study trips to increase learning experiences to implement in reading, writing, speaking and listening</p> | <p>Field Trips 5712 Transportation LCFF 500</p> <p>Field trips and Student Activities 5872 Field Trips LCFF 500</p> | <p>Field Trips 5712 Transportation 1,500</p> <p>5872 Field Trips LCFF 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| | | | |
| <p>ELA 4 Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:</p> <ul style="list-style-type: none"> • Read 180/System 44 • SIPPS | <p>Intervention teacher provided direct support to students to improve literacy skills.</p> | <p>Intervention Teacher 1100 Teacher Title I 101,051</p> | <p>Intervention Teacher 1100 Teacher Title I 101,051</p> |
| <p>ELA 5 Time cards for the extended day before and after school Interventions</p> <ul style="list-style-type: none"> • Before school and After school interventions • Additional academic support during spring intersession • Interventions will be provided in ELA for students identified as not meeting proficiency standards • Rosetta Stone, Timez Attack • Brain Pop, READ 180/System 44 • Smarter Balanced Assessment, etc. • Reading and Math Lab | <p>Actions implemented as planned.</p> | <p>Teachers timecards: Before and After School academic support during the school year and additional Timecards for staff teaching students' academic interventions during spring intersession . 1120 Teacher Temp Title I 25,000</p> | <p>Teacher Time Card for before and after school interventions 1120 Teacher Temp Title I 24,000</p> |
| | | <p>Intervention Teacher, Teach Temp, Certificated substitutes and classified Temp Benefits for certificated Before and After School academic support and additional Timecards for staff supporting students' academic interventions during spring intersession. 3000 Benefits Title I 48,135</p> | <p>Before and After School Interventions 2120 Para Temp Title I 3,600</p> |
| | | <p>Classified timecards 2120 Para Temp Title I 8,500</p> | <p>Before and After School Interventions 2120 Para Temp Title I 7,000</p> |
| | | <p>Other classified Temp. extra support to help students before and after school interventions, 2920 Other Class Temp Title I 1,500</p> | <p>Before and After School Interventions 2920 Other Class Temp Title I 2,000</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>ELA 6 Purchase technology and equipment to provide interventions, enhance instruction, and student access to the core curriculum.</p> | <p>Purchased technology and equipment to provide interventions, enhance instruction, and student access to the core curriculum.</p> | <p>Technology and equipment /Headphones and Chromebooks 4375 Technology (under \$500) Title I 20</p> | <p>Headphones 4375 Technology (under \$500) Title I 0</p> |
| <p>Provide additional academic support for Title I students during intersession</p> | <p>Provided additional academic support for Title I students during intersession</p> | <p>Technology (Promethean Panels) 4475 Technology (\$500-\$9,999) LCFF 0</p> | <p>Promethean Panels 4475 Technology (\$500-\$9,999) 0</p> |
| <p>ELA 7 Counseling / Mental Health services for students who may experience social-emotional and /or other behavioral challenges.</p> | <p>Mental health and counseling services was provided to to students during the 2021-2022 school year.</p> | <p>Time Cards to provide additional academic support for Title I students during intersession 1120 Teacher Temp Title I 17,000</p> | <p>Time Cards to provide additional academic support for Title I students during intersession 1120 Teacher Temp Title I: Parent Involvement 17,000</p> |
| <p>ELA 7 Counseling / Mental Health services for students who may experience social-emotional and /or other behavioral challenges.</p> | <p>Mental health and counseling services was provided to to students during the 2021-2022 school year.</p> | <p>Provide counseling services provided by certified therapist. 5800 Prof and Operating/Consultants Title I 5,540</p> | <p>Counseling /mental health 5800 Prof and Operating/Consultants Title I 6,000</p> |

Analysis

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

During the 2021-2022 school year all the ELA SPSA articulated goals were implemented. Some of our school highlights and successes are the after and before school intervention. Students' was well attended and during the spring intersessions, we had an average of 120 students who attended classes.

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

The preliminary midyear data available shows that the articulated goals and strategies articulated in SPSA show evidence of student academic growth. We had student academic growth in the area of SIPPS, ELA Benchmarks, and SRI Lexile scores. Our biggest challenge was students' attendance especially during the first and second quarters due to COVID

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

At this juncture, we set a threshold of \$20,000 for material differences. For this ELA goal, there were not any actions that had a material difference of \$ 20,000.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Make mathematics progress toward closing the achievement gap between socio-economically disadvantaged students and students who are not social economically disadvantaged BY the end of 2021-22 school year.

By the end of the 2021-2022 school year, 20% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2021-2022 school year, 20% of all students in grades K-6 will meet standards in mathematics as measured by benchmarks.

By the end of 2021-22 school year, all 6th grade students will be prepared to enroll in grade level math upon entering 7th grade

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|---|---|
| CAASPP | By the end of the 2021-2022 school year, 20% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results | CAASPP Data not available due to changes in the title I timeline |
| Benchmarks | By the end of the 2021-2022 school year, 20 % of all students in grades K-6 will meet standards in mathematics as measured by benchmarks. | Annual Benchmark data not available due to changes in the title I timeline. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>M 1 Monitor Student Academic Progress</p> <p>Teachers will provide formative assessments and formative assessments to:</p> | <p>Actions implemented as planned.</p> | <p>Substitutes and time cards Budgeted for in goal/ELA 1 1150 Teacher Sub Title 10</p> | <p>Substitutes and time cards Budgeted for in goal/ELA 1 1150 Teacher Sub Title 10</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <ul style="list-style-type: none"> determine student levels target instruction form UA groups provide baseline data to monitor growth with benchmark assessments <p>Assessments used will include:</p> <ul style="list-style-type: none"> Expressions Benchmarks DREAMBOX CMP Math Facts Timed Tests Timez Attack | | | |
| <p>M 2 AVID Implementation</p> <p>AVID implements effective strategies and techniques that support core instruction, academic success, and a college-going culture. The AVID team will meet regularly, and AVID's best teaching practices will be applied school-wide</p> | <p>Implemented AVID strategies and meeting to review AVID'S best teaching practices during the 2021-2022 school year.</p> | <p>Materials and Supplies</p> <p>Budgeted for in goal 1/ELA 1 4300 Materials Title I 0</p> | <p>Materials and Supplies</p> <p>Budgeted for in goal 1/ELA 2 4300 Materials Title I 31,000</p> |
| <p>M 3 Extended Day Interventions Activates/ Supplemental before and after school</p> <p>Timecards Certificated and Classified to provide: After School Before School Tutorials</p> | <p>Extended school day Interventions was successfully implemented before and after school.</p> | <p>Teacher Timecards</p> <p>Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 0</p> | <p>Teacher time cards</p> <p>Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 25,000</p> |
| | | <p>Classified Timecards 2120 Para Temp Title I 0</p> | <p>Classified Time cards 2120 Para Temp Title I 4,000</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>M 4 Teacher Collaboration</p> <p>Staff meetings focus on grade-level and cross-grade-level articulation. Teachers will use weekly, benchmark, and previous data to plan to modify instruction.</p> <p>Opportunities to analyze data, collaborate, identify student support, and refine instructional practices</p> <ul style="list-style-type: none"> • IST/Roundtable • Substitutes for Peer Walk-Throughs | <p>Teacher Collaboration successfully took place during the 2021-2022 school year.</p> | <p>Substitutes</p> <p>Budgeted for in goal 1/ELA 1 1150 Teacher Sub Title 10</p> | <p>Substitutes Budgeted for in goal 1/ELA 1 1150 Teacher Sub Title 10300</p> |

Analysis

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

Students' academic progress were analyzed during the 2021-2022 school year.
 Successes: Academic progress conferences took place during quarter 1 and quarter 3. Challenges: Securing substitute teachers

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

The preliminary midyear data available shows a slight improvement in mathematics schoolwide. DREAMBOX data and Math benchmarks show student growth during quarter 1 and quarter 2.

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

At this juncture, we set a threshold of \$ 20,000 for material differences. For this mathematics goal, there were not any actions that had a material difference of \$20,000.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By the end of the 2020-2021 school year, 20% English Learner Students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2019-2020 school year 10 % of English Learners will be reclassified as measured by ELPAC

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| California Assessment of Student Performance and Progress(CAASPP) | By the end of the 2021-2022 school year, 20% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results | Annual CAASPP data not available due to changes in the Title I timeline. |
| ELPAC | By the end of the 2019-2020 school year 10 % of English Learners will be reclassified as measured by ELPAC | Annual ELPAC reclassification data results not available due to changes in the Title I timeline. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--------------------------------|---|--|
| EL 1 Additional support to enhance core instruction | Actions implemented as planned | Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction Budgeted for in goal 1/ ELA 1 LCFF 0 | Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction LCFF 0 |
| EL 2 Teachers will provide a minimum of 30 minutes of English Language Development instruction to all English Learners on a daily basis. | Actions implemented as planned | ELD Implementation Budgeted for in goal 1//ELA 1 LCFF 0 | After School and Before school academic support 1120 Teacher Temp Title I 0 |
| EL 3 Strategies: | Actions implemented as planned | Materials and Supplies Budgeted for in goal | AVID Materials and Supplies. Budgeted for |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---------------------------------------|--|---|
| <p>Teachers will use strategies throughout the day to enhance language acquisition and core instruction for English Learners:</p> <ul style="list-style-type: none"> • Provide explicit instruction, choral response, pair-share, visuals, written and oral review of key concepts, and AVID strategies • Model, and encourage students to use academic language and complete speaking and writing sentences • Provide frequent opportunities for structured language practice | | <p>1/ELA 2 4300 Materials Title I 0</p> | <p>in goal 1/ELA 2 4300 Materials Title I 29,000</p> |
| <p>EL 4 Intervention Teacher</p> <p>The intervention teacher will provide direct support to students to improve literacy skills. Interventions will include:</p> <ul style="list-style-type: none"> • Read 180/System 44 • SIPPS | <p>Actions implemented as planned</p> | <p>Intervention Teacher Budgeted for in goal 1 /ELA 4 1100 Teacher Title I 0</p> | <p>Intervention Teacher Budgeted for in goal 1 /ELA 4 1100 Teacher Title I 49,000</p> |
| <p>EL 5 Extended Day Interventions</p> <p>Extended day intervention will be provided in ELA for students identified as far-below, below-basic, and basic</p> | <p>Actions implemented as planned</p> | <p>Timecards Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 0</p> <p>Timecards Budgeted for in goal 1</p> | <p>Timecards Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 25,000</p> <p>Timecards Budgeted for in goal 1</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--------------------------------|---|--|
| Extended days activities will be provided | | /ELA 5 2120 Para Temp Title I 0 | /ELA 5 2120 Para Temp Title I 4,000 |
| EL 6 Instructional materials and supplies: <ul style="list-style-type: none"> • Print Shop; Instructional materials and supplies to provide interventions and enhance students' access to the core by including: <ul style="list-style-type: none"> • READ 180/System 44 • iREAD • AVID organizational materials • Extra paper for interventions, extra practice • Duplicate materials for extra practice | Actions implemented as planned | Supplies and Materials Budgeted for in goal 1 /ELA 2 4300 Materials Title I 0 | Supplies and Materials Budgeted for in goal 1 /ELA 2 5715 Print Shop Title I 500 |

Analysis

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

All actions and services were implemented as planned, however, we currently do not have ELPAC, and SBAC data to evaluate student progress.

success: Provide explicit instruction, choral response, pair-share, visuals, written and oral review of key concepts, and AVID strategies.

- Model, and encourage students to use academic language and complete speaking and writing sentences
- Provide frequent opportunities for structured language practice

challenges: Our biggest challenge was students' attendance during the first and second quarters due to COVID

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

The preliminary midyear data available shows a slight improvement in ELA and ELD levels schoolwide. At this juncture we do not have current ELPAC reclassification data results, However based on ELDA preliminary data it appears that the strategies and services implemented were effective

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

At this juncture, we set a threshold of \$20,000 for material differences. For this mathematics goal, there were not any actions that had a material difference of \$20,000

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in ELD /ELA (early literacy) using the Multi- Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Evidence of parent involvement will be reflected by a 10% increase in parent participation in school events. Maintain or increase the number of PI activities (25) and participation.

- A welcoming environment with positive customer service
- Parent Resource Center
- Meetings to inform parents of the educational programs and services, and obtain parent input on these programs and services
- Parent training on how to support the academic achievement of their children, and promote a healthy lifestyle
- Bilingual staff to support parent, teacher, and school communication
- Technology opportunities
- ELD Parent Classes

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------------|--|--|
| Parent Survey / Parent Meetings Data | Parent participation will increase by 10% by the end of the 2020-2021 school year and it will be measured by attendance/signature records. | During the 2021-2002 school our school parent participation decreased by 8%. |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|---|---|
| <p>PI 1 School Environment A welcoming school environment is provided. Positive customer service for all parents and visitors is provided. Bilingual staff will be available to assists parents.</p> | Implemented as planned | Customer Service General Fund and LCFF LCFF 0 | Customer Service LCFF 0 |
| <p>PI 2 Ongoing Communication /Partnerships</p> <ul style="list-style-type: none"> • Heritage News will be provided weekly in English and Spanish • Peach Jar, Voicemail and | Implemented as planned | <p>Parent / Student Handbooks / Material and Supplies 4300 Materials Title I: Parent Involvement 3,293</p> <p>Bilingual Books 4200 Books LCFF 0</p> | <p>parent/ Student Handbook 4300 Materials Title I: Parent Involvement 2,900</p> <p>Bilingual Books 4200 Books LCFF 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-----------------------------------|--|---|
| <p>School Facebook Page in English and Spanish</p> <ul style="list-style-type: none"> • Our Electronic Marquee includes daily bilingual updates • Parent / Students Planners are used daily • Parent and Student Handbooks w/school procedures and parent involvement policies • Family Literacy Books / Learning together partnership | | | |
| <p>PI 3 Parent Training: ESL Classes Parent Resource Center Parent Workshops</p> <p>Technology support for parents before and after school help to support student learning</p> | <p>Not implemented as planned</p> | <p>Timecards 1120 Teacher Temp LCFF 0</p> | <p>Parents as partners workshops were provided 1120 Teacher Temp LCFF 0</p> |
| <p>PI 4 Parent conferences Childcare is provided for parents to participate in meetings Parent Resource Center Back to School interpreter</p> | <p>Not implemented as planned</p> | <p>Timecard for parent conferences, translations, provide support in the parent resource center and Child Care</p> <p>2120 Para Temp Title I: Parent Involvement 500</p> | <p>Parent Conference 2120 Para Temp Title I 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|---|---|
| | | Benefits 3000 Benefits Title I: Parent Involvement 178 | |
| PI 5 Refreshments for : Parent Training ELAC Meetings SSC Meetings . | Not implemented as planned | Light refreshments for Meetings 4325 Food For Meetings LCFF 500 | Snacks fro meetings 4325 Food For Meetings LCFF 0 |

Analysis

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

Parent participation decreased during the 2021-2022 school year. Taking everything into account regarding the COVID pandemic challenges during this school year the some of the goals and strategies that were articulated during the 2021-2022 school year plan were not successfully implemented.

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

We successfully improved our parent communication via zoom meetings, weekly bilingual bulletins, and teacher using other phone text technology to communicate with parent on a regular basis. However, due to the COVID 19 pandemic challenges during this school year we were and able to meet in person and provide parent workshops,.

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

At this juncture, we set a threshold of \$300 for material differences. For this mathematics goal, there were not any actions that had a material difference of %300%

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.

Continue to implement our previous established goals and strategies. We believe now that parents are able to return to school we will be able to implement most our parent strategies and activities.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Implement district procedures and support efforts to help staff meet work expectations within this unique and complex environment created by the global health pandemic.

By the end of the 2021-2022 school year 90 % of teachers will participate in professional development.

By the end of the 2021-2022 school year 100% of teachers will collaborate with their grade levels colleagues and develop reading ,writing, mathematics and social-emotional goals to improve student academic achievement.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|---|
| All teachers will participate in on-going professional development to improve instruction and enable students to reach proficiency on state academic content standard. | By the end of the 2020-2021 school year, 90% of all teachers in grade. K-6 will participate in professional development to improve instruction and enable students to reach proficiency on state academic content standards. | 90% of all teachers in grade. K-6 participated in professional development to improve instruction and enable students to reach proficiency on state academic content standards. |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|---|--|
| PD 1 Substitutes for Teacher Professional Development <ul style="list-style-type: none"> • Data Chats • Conferences • Training • School Visits • Peer Walkthroughs | Implemented as planned | Substitutes to release teachers Budgeted for in /ELA 1 1150 Teacher Sub Title I 18,000 | Teacher Training Budgeted for in /ELA 1 1150 Teacher Sub Title I 20,000 |
| PD 2 Conference Fees for Professional Development Professional Development & Conferences K-6 teachers, administrators, and para-educators will have PD | Implemented as planned | Conferences 5220 Conference Title I 4,000 Timecards for Professional Development for effective strategies for ELD students 1120 Teacher Temp LCFF 0 | Certificated Professional Development 5220 Conference Title I 3,000 Timecards for Professional Development for effective strategies for ELD students 1120 Teacher Temp LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------------|---|--|
| <p>opportunities in:</p> <ul style="list-style-type: none"> • AVID Teaching Strategies • CABE ELD Professional Staff Development • GATE Strategies • Effective strategies to implement ELD and the core curriculum • Technology | | | |
| <p>Professional Development Professional Development K-6 teachers, administrators and paraprofessionals will have PD opportunities in:</p> <ul style="list-style-type: none"> • AVID Teaching Strategies • ELD Professional Staff Development • GATE Strategies • Effective strategies to implement ELD and the core curriculum • Technology and PBIS | <p>Implemented as planned</p> | <p>Timecards for Professional Development for effective strategies for ELD students 1150 Teacher Sub LCFF 700</p> | <p>Timecards for Professional Development for effective strategies for ELD students 1120 Teacher Temp LCFF 700</p> |

Analysis

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

Taking everything into account regarding the COVID-19 pandemic challenges during this school year the overall goals and strategies that were articulated during the 2021-2022 school year plan were successfully implemented. K-2 Teachers were able to participate in professional development trainings and administer SIPPS and analyze DIBELS data. Also, 3rd-6th teachers were able to participate in different professional development trainings and implemented AVID best teaching practices. Based on test results data, it appears that actions and services implemented were effective.

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

Teachers were able to participate in chat chats data conferences, partook in professional development trainings in how to implement ELA best teaching practices, visited other school to observe successful teachers in their classrooms, and participated in peer walkthroughs. It appears that the strategies and services implemented were effective

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

At this juncture, we set a threshold of \$20,000 for material differences. For this mathematics goal, there were not any actions that had a material difference of \$20,000

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 to implement our previous established goals. Also, we are planning to add additional ELD trainings for the 2022-2023 school year school site plan.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By March 31, 2023, with an implementation of the Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Heritage Elementary School will show a minimum 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts: By the end of the 2022-2023 school year, 35% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the 2021-2022 school from the universal measures DIBELS (Mid-year data), Reading Inventory, and CAASPP data.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| K-2 DIBELS assessment iReady ELA 3rd-6th RI 2nd-6th | <p>Based on kinder grade DIBELS data mid year results Above Benchmark and at Benchmark Percent of students have slightly increased from 8% (BOY) to 19 % (MOY).This is s lower than the district average of 24 % (BOY) to 27 % (MOY) for all kinder students in LODIUSD Elementary Schools.</p> <p>Based on first grade DIBELS data mid year results Above Benchmark and at Benchmark percent of students remained the same from 27% (BOY) to 27 (MOY) This is s lower than the district average of 37% (BOY) to 47 % (MOY) for all kinder students in LODIUSD Elementary Schools.</p> | <p>Increase the proficiency levels by 5% over the the22-23 school year</p> <ul style="list-style-type: none">• Data Points - ELA• DIBELS K-2• iReady ELA 3rd-6th• RI 2nd-6th |

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|--|
| | <p>Based on second grade DIBELS data mid year results Above Benchmark and at Benchmark percent of students have slightly increase from 12% (BOY) to 14 % (MOY).This is s lower than the district average of 40% (BOY) to 55 % (MOY) for all kinder students in LODIUSD Elementary Schools.</p> <p>Based on schoolwide DIBELS data mid year results Above Benchmark and at Benchmark percent of students have slightly increase from 15%% (BOY) to 20% (MOY)</p> <p>This is s lower than the district average of 34 % (BOY) TO 43% (MOY) for all Elementary Schools.</p> | |
| California Assessment of Student Performance and Progress (CAASPP) results | Based on school-wide ELA CAASPP results, 25% (2020-2021) met standards or exceeded standards | By the end of the 2022-2023 school year, 37% of all students in grades 3rd-6 will meet standards in ELA as measured by the California Assessment of Student Performance and Progress (CAASPP) results. |
| ELA Dashboard | Data is currently not available | ELA DASHBOARD indicator from red to yellow CAASPP 3rd-6th June 2022. Increase the proficiency level by 5% on the 2022 school year |

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

K-3 students who need Tier 2 and/or Tier 3 support

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | K-3 Additional instruction support for students who need Tier 2 and/or Tier 3 support |
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4200 Books |
| Description | Supplemental reading consumable books |

Strategy/Activity 2

ELA 2
All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Administer SIPPS K-2nd students three times per year |

| | |
|-------------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitute teacher for class as classroom teacher administer one to one SIPPS testing |

Strategy/Activity 3

ELA 3
 All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
 Principal Approval

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Administer RI to all 2nd-6th grade students |
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitute teacher for class as classroom teacher administers one to one SIPPS testing |

Strategy/Activity 4

ELA 4
 Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:
 Read 180/System 44
 SIPPS

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 101,051 |
| Source | Title I |
| Budget Reference | 1100 Teacher |
| Description | Intervention READ 180 Teacher |
| Amount | 36,797 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits |

Strategy/Activity 5

ELA 5
 Time cards for the extended day before and after school Interventions

Before school and After school interventions
 Additional academic support during spring intersession
 Interventions will be provided in ELA for students identified as not meeting proficiency standards
 Rosetta Stone
 READ 180/System 44
 Smarter Balanced Assessment, etc. Reading and Math Lab

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers
paraprofessional
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|--------|
| Amount | 17,000 |
|---------------|--------|

| | |
|-------------------------|---|
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Teachers timecards: Before and After School academic support during the school year and additional timecards for staff teaching students' academic interventions during spring intersession . |
| Amount | 4,323 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Timecard before and after school academic support |
| Amount | 5,000 |
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Classified timecards to help students before and after school interventions, |
| Amount | 1,933 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits |
| Amount | 3,500 |
| Source | Title I |
| Budget Reference | 4328 Warehouse Supplies |
| Description | Supplemental copy paper for interventions before and after school |
| Amount | 2,000 |
| Source | Title I |
| Budget Reference | 5715 Print Shop |
| Description | Supplemental reading material duplication for intervention r before and after school |
| Amount | 5,900 |
| Source | Title I |
| Budget Reference | 4200 Books |
| Description | Supplemental reading books for intervention r before and after school |

Strategy/Activity 6

ELA 6

Purchase technology and equipment to provide interventions, enhance instruction, and student access to the core curriculum.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w /IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4375 Technology (under \$500) |
| Description | Technology and equipment /Headphones and Chromebooks |
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4475 Technology (\$500-\$9,999) |
| Description | Technology (Promethean Panels) |

Strategy/Activity 7

ELA 7
Provide additional academic support for Title I students during spring intercession

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students (Target K-5 students)

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers, Classified Paraprofessionals and Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---------------------|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Spring intercession |

| | |
|-------------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Spring intercession/ Budget encumbered in ELA /Strategies 5 |

Strategy/Activity 8

ELA 8
 AVID supplies- Teachers will implement the organizational component of AVID to support all learners.
 Every Student will have:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes 1st-6th
- Notebooks
- Journals
- Organizational materials
- Other AVID classroom materials

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|----------------|
| Amount | 21,571 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | AVID supplies |

Strategy/Activity 9

ELA 9
 All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Administration and teachers w/IT Support

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

1100 Teacher

Description

Administering Universal Screener- Assessments

Description

.

Strategy/Activity 10

ELA 10

SEL - Additional mental health clinician hours to support Tier 2 and Tier 3 students with their mental health needs.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin, Counselor and Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

Amount

5,700

Source

Title I

Budget Reference

5800 Prof and Operating/Consultants

Description

Provide counseling services provided by certified therapist.

Strategy/Activity 11

ELA 11

Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 5875 Technology Licenses |
| Description | DIBELS licenses |

Strategy/Activity 12

ELA 12

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

The tool, Universal Data Reflection Template, will be shared with us when complete

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

Quarter 1-2022
Quarter 3-2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-----------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Data collection |

Strategy/Activity 13

ELA 13

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w /IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | ELA 1 1/2 hour learning block |

Strategy/Activity 14

ELA 14

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

Every site will adjust the following:

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | K-3 students Plus students who need additional Tier 2 support in early reading development 3rd grade whole class SIPPS/intervention supporting tier 2 students |

Strategy/Activity 15

ELA 15

All K-3 teachers, intervention, special education, and bilingual and special education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w /IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | professional development |

Strategy/Activity 16

ELA 16
iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.
iRead is good for newcomers and ELs, Amplify is good for the rest

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | 20 minutes per day reading (AMPLIFY OR iREAD) |

Strategy/Activity 17

ELA 17
Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Reading Coach and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|----------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Support for teachers |

Strategy/Activity 18

ELA 18

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------|
| Amount | 7,000 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Data Conferences: |
| Amount | 1,780 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits |

Strategy/Activity 19

ELA 19

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high-quality first instruction.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Peer walkthroughs (encunbered / included in activity 18) |

Strategy/Activity 20

ELA 20
PBIS - Tier 3 implementation Activates that will improve attendance and support a safe learning environment.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

School adminstration and teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|------------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4300 Materials |
| Description | PBIS - Tier 3 implementation |

Strategy/Activity 21

ELA 21
SEL- Purchase addtional social and emotional learning resources (SEL)

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4300 Materials |
| Description | Implement a social and emotional learning curriculum (SEL) |

Strategy/Activity 22

ELA 22

Study trip opportunities will be provided for students to increase comprehension, and understanding of themes encountered in reading, social studies, and science.

College university visitations

College university student workshops

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------|
| Amount | 4,000 |
| Source | Title I |
| Budget Reference | 5872 Field Trips |
| Description | Study Trips |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Heritage Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:

K-6 Math iReady Universal Screener

3-6 CAASPP Math

By the end of the 2022-23 school year, 30% of all students in grades 3-6 will meet standards in mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP) results

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Based on school-wide mathematics CAASPP results, 14% (2020-2021) of all students have met standards

There is no data available for school-wide mathematics benchmarks during the 200-2021 school year.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|--|---|
| CAASPP | Based on school-wide mathematics CAASPP results, 14% (2020-2021) percent of students met mathematic standards. This is lower than the district average of 25% (2020-2021) for all Elementary Schools. | By the end of the 2022-23 school year, 23% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results |
| Math iReady Universal Screener | No data available | By the end of the 2022-23 school year 5% increase in proficiency on the following common diagnostic measures: K-6 Math iReady Universal Screener |

Planned Strategies/Activities

Strategy/Activity 1

M 1
Monitor Student Progress

Teachers will provide formative assessments and formative assessments to:
Determine student-level proficiency
target instruction
provide baseline data to monitor growth goals

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Monitor student progress |

Strategy/Activity 2

M 2
Extended Day Interventions Activates/ Supplemental before and after school
Timecards
Certificated and Classified to provide:
After School Before School Tutorials

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Teacher Timecards Budgeted for in goal 1 /ELA 5 |

| | |
|-------------------------|----------------------|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Classified Timecards |

Strategy/Activity 3

M 3
Teacher Collaboration

Staff meetings focus on grade-level and cross-grade-level articulation. Teachers will use weekly, benchmark, and previous data to plan to modify instruction.

Opportunities to analyze data, collaborate, identify student support, and refine instructional practices

- IST/Roundtable
- Substitutes for peer walk-throughs

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes Budgeted for in goal 1/ELA 1 |

Strategy/Activity 4

M 4

All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-----------------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Administer the Universal Screener |

Strategy/Activity 5

M 5

All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |

Description

i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards
All k-6 students will have access to LUSD’s adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Strategy/Activity 6

M 6
MTSS Data Conferences: provide release time for teachers and admin:
1. Analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students’ progress quarterly

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitute teacher to support teacher and school administrator data conferences |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By October 1, 2022 , with an implementation of Multi-Tiered System of Support (MTSS), Heritage Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

By the end of the 2022-2023 school year, 25% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2022-2023 school year 10 % of English Learners will be reclassified as measured by ELPAC

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Based on ELA CAASPP results only 14% (2019-2020) of English Learners Students met standards

Based on ELPAC 2019-2020 English Learners results only 2.8 % (2019-20) were designated fluent English proficient.t

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|--|
| California Assessment of Student Performance and Progress(CASPP) | Based on ELA CAASPP test results in 2020-21, 13% of English Learners met or standards exceeded standards | By the end of the 2022-2023 school year, 25% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results |
| ELPAC | Based on ELPAC (2020-21) test resultt , 10% of English Learners were designated fluent English proficient | By the end of the 2022-2023 school year 10 % of English Learners will be reclassified as measured by ELPAC |
| California Dashboard. | No data available | Heritage Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard. |

Planned Strategies/Activities

Strategy/Activity 1

EL 1

All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction Budgeted for in goal 1/ ELA 1 |

Strategy/Activity 2

EL 2

Teachers will provide a minimum of 30 minutes of English Language Development instruction to all English Learners on a daily basis.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | ELD Implementation Budgeted for in goal 1//ELA 1 |

Strategy/Activity 3

EL 3
Strategies:
Teachers will use strategies throughout the day to enhance language acquisition and core instruction for English Learners:

- Provide explicit instruction, choral response, pair-share, visuals, written and oral review of key concepts, and AVID strategies
- Model, and encourage students to use academic language and complete speaking and writing sentences
- Provide frequent opportunities for structured language practice

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | Materials and Supplies Budgeted for in goal 1/ELA 2 |

Strategy/Activity 4

EL 4
Intervention Teacher

Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:
Read 180/System 44

SIPPS

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Intervention Teacher and Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1100 Teacher |
| Description | Intervention Teacher Budgeted for in goal 1 /ELA |

Strategy/Activity 5

EL 5
Extended Day Interventions

Extended day intervention will be provided in
ELA for students identified as far-below, below-basic, and basic

Extended days activities will be provided

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards Budgeted for in goal 1 /ELA |

Amount

0

Source

Title I

Budget Reference

2120 Para Temp

Description

Timecards
Budgeted for in goal 1 /ELA 5

Strategy/Activity 6

EL 6

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

4300 Materials

Description

Supplies and Materials
Budgeted for in goal 1 /ELA

Strategy/Activity 7

EL 7

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hour daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-6 students at their reading level. |

Strategy/Activity 8

EL 8
K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.
The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | supplemental reading program |

Strategy/Activity 9

EL 9
All K-3 teachers, intervention, bilingual paras will participate in providing language support and implement evidence based reading procedures and routines.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Professional development with Consortium on Reading Excellence in Education (CORE) trainers |

Strategy/Activity 10

EL 10
iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | iRead or Amplify for all K-2 students 20 minutes per day 5 days per week. |

Strategy/Activity 11

EL 12
MTSS Data Conferences: provide release time for teachers and admin:
1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists like speech therapists, Resource Specialists, Intervention Teachers, counselors, and nurses will be part of the meeting to use a multidisciplinary approach while looking at the whole child
4. Teachers will use AVID evidence-based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1150 Teacher Sub |
| Description | MTSS Data Conferences: provide release time for teachers and admin: |

Strategy/Activity 12

EL 13
Embed integrated ELD support from the Bilingual para-educators

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2022-6/2023

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 2920 Other Class Temp |
| Description | ELD support from the Bilingual para-educators |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Goal Statement - Parent Involvement:

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Heritage Elementary School will show a 5% increase in parent involvement on the:

Parent /Teacher Conferences

Back to School Night

Parent Café Attendance

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

Parent participation

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------------|---|---|
| Parent Survey / Parent Meetings Data | Parent participation (Attendance Records) increased from 4% parent attendance on average in 2020-21 to 15 parent attendance on average in 2021-22 school year. | Parent participation will increase by 5% by the end of the 2022-2023 school year and it will be measured by attendance/signature records. |

Planned Strategies/Activities

Strategy/Activity 1

PI 1

School Environment

A welcoming school environment is provided. Positive customer service for all parents and visitors is provided.

Bilingual staff will be available to assists parents.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-6/2023

Person(s) Responsible

Office Staff
Paraeducators
Teachers
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---|
| Amount | 0 |
| Source | LCFF |
| Description | Customer Service General Fund and LCFF |

Strategy/Activity 2

PI 2
Ongoing Communication /Partnerships

- Heritage News will be provided weekly in English and Spanish
- Peach Jar, Voicemail and School Facebook Page in English and Spanish
- Our Electronic Marquee includes daily bilingual updates
- Parent / Students Planners are used daily
- Parent and Student Handbooks w/school procedures and parent involvement policies
- Family Literacy Books / Learning together partnership

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-6/2023

Person(s) Responsible

Office Staff
Paraeducators
Teachers
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,495 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4300 Materials |
| Description | Parent / Student Handbooks / Material and Supplies |

| | |
|-------------------------|-----------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 4200 Books |
| Description | Bilingual Books |

Strategy/Activity 3

PI 3
 Parent Training:
 ESL Classes
 Parent Resource Center
 Parent Workshops

Technology support for parents before and after school help to support student learning

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, Low Income student and Foster Youth

Timeline

8/2022-6/2023

Person(s) Responsible

Timecards for ESL

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards |

Strategy/Activity 4

PI 4
 Parent conferences
 Childcare is provided for parents to participate in meetings
 Parent Resource Center
 Back to School interpreter

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-8/2023

Person(s) Responsible

Office Staff
Para-educators
Community Liaison
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1,200 |
| Source | Title I: Parent Involvement |
| Budget Reference | 2120 Para Temp |
| Description | Timecard for parent conferences, translations, provide support in the parent resource center and Child Care |
| Amount | 462 |
| Source | Title I: Parent Involvement |
| Budget Reference | 3000 Benefits |
| Description | Benefits |

Strategy/Activity 5

PI 5
Refreshments for :
Parent Training
ELAC Meetings
SSC Meetings

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, Low Income Student and Foster Youth

Timeline

8/2022-6/2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---------------------------------|
| Amount | 250 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4325 Food For Meetings |
| Description | Light refreshments for Meetings |

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Goal Statement - Professional Development Goal:

By March 31, 2023, Heritage Elementary School will have 90% of teachers participating in the following Professional Development in:

K-6 MTSS Framework

K-2 The Consortium On Reading Excellence CORE

K-6 iReady - Math

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

There is a significant academic achievement gap in ELA and mathematics compared to the district proficiency average levels in ELA and mathematics for most elementary schools.

Our goal is to provide professional staff developments to promote student academic growth. This objective will focus on providing and supporting professional staff development in the areas of better instructional delivery, data driven decision making and other methods used to improve student learning in the areas of ELA and mathematics.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| All teachers will participate in on-going professional development to improve instruction and enable students to reach proficiency on state academic content standard. | Continue to facilitate and support professional development & conferences to K-6 teachers and para-educators in: SIPSS trainings, DIBELS implementation and AVID strategies and best teaching practices. | By the end of the 2022-2023 school year, 90% of all teacher in grade. K-6 will participate in professional development to improve instruction and enable students to reach proficiency on state academic content standard. |

Planned Strategies/Activities

Strategy/Activity 1

PD 1

Substitutes for Teacher Professional Development

- Data Chats
- Conferences
- Trainings
- School Visits
- Peer Walkthroughs

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers
Secretary
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes to release teachers Budgeted for in /ELA 1 |

Strategy/Activity 2

PD 2

Conference Fees for Professional Development

Professional Development & Conferences

K-6 teachers, administrators and para-educators will have PD opportunities in:

- AVID Teaching Strategies
- CABE ELD Professional Staff Development
- GATE Strategies
- Effective strategies to implement ELD and the core curriculum
- Technology

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers
Secretary
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 7,000 |
| Source | Title I |
| Budget Reference | 5220 Conference |
| Description | Conferences |
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1120 Teacher Temp |
| Description | Tiemcards for Professional Development for effective strategies for ELD students |

Strategy/Activity 3

Professional Development Professional Development
K-6 teachers, administrators and para-educators will have PD opportunities in:

- AVID Teaching Strategies
- ELD Professional Staff Development
- GATE Strategies
- Effective strategies to implement ELD and the core curriculum
- Technology and PBIS

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022-6/2023

Person(s) Responsible

Teachers
Secretary
Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1150 Teacher Sub |

Description

Tiemcards for Professional Development for effective strategies for ELD students

Form C: Budget Summary and Consolidation

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

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 224,555 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 228,962.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------|---------|---------|
| Title I | 224,555 | 0.00 |
| Title I: Parent Involvement | 4,407 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------|------------|
| LCFF | 0.00 |
| Title I | 224,555.00 |
| Title I: Parent Involvement | 4,407.00 |

Preliminary Plan

Final Plan

| | | | |
|--|---------------------|------------------------|-------------|
|  | 05/05/2022 03:00 pm | | |
| <i>Principal</i> | <i>Date</i> | <i>Principal</i> | <i>Date</i> |
|  | 05/05/2022 03:00 pm | | |
| <i>SSC Chairperson</i> | <i>Date</i> | <i>SSC Chairperson</i> | <i>Date</i> |
|  | 05/17/2022 02:45 pm | | |
| <i>Program Manager</i> | <i>Date</i> | <i>Program Manager</i> | <i>Date</i> |

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

| Budget Reference | Funding Source | Amount |
|-------------------------------------|-----------------------------|------------|
| | LCFF | 0.00 |
| 1100 Teacher | LCFF | 0.00 |
| 1120 Teacher Temp | LCFF | 0.00 |
| 1150 Teacher Sub | LCFF | 0.00 |
| 2920 Other Class Temp | LCFF | 0.00 |
| 4200 Books | LCFF | 0.00 |
| 4300 Materials | LCFF | 0.00 |
| 4375 Technology (under \$500) | LCFF | 0.00 |
| 4475 Technology (\$500-\$9,999) | LCFF | 0.00 |
| 5875 Technology Licenses | LCFF | 0.00 |
| 1100 Teacher | Title I | 101,051.00 |
| 1120 Teacher Temp | Title I | 17,000.00 |
| 1150 Teacher Sub | Title I | 7,000.00 |
| 2120 Para Temp | Title I | 5,000.00 |
| 3000 Benefits | Title I | 44,833.00 |
| 4200 Books | Title I | 5,900.00 |
| 4300 Materials | Title I | 21,571.00 |
| 4328 Warehouse Supplies | Title I | 3,500.00 |
| 5220 Conference | Title I | 7,000.00 |
| 5715 Print Shop | Title I | 2,000.00 |
| 5800 Prof and Operating/Consultants | Title I | 5,700.00 |
| 5872 Field Trips | Title I | 4,000.00 |
| 2120 Para Temp | Title I: Parent Involvement | 1,200.00 |
| 3000 Benefits | Title I: Parent Involvement | 462.00 |
| 4300 Materials | Title I: Parent Involvement | 2,495.00 |

4325 Food For Meetings

Title I: Parent Involvement

250.00

FORM D: 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
- 10 Total

| Name of Members | Role |
|---------------------------|----------------------------|
| Krishna Rodriguez | Parent or Community Member |
| Audelia Salace | Parent or Community Member |
| Teresa Hernandez | Parent or Community Member |
| Yolanda Garcia | Parent or Community Member |
| Carolina Anaya | Parent or Community Member |
| Rebeca Perez | Classroom Teacher |
| Teresa Vargas | Classroom Teacher |
| Cynthia Espinoza-Martinez | Classroom Teacher |
| Nayeli Gonzalez | Other School Staff |
| Alberto Lopez Velarde | Principal |

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.

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/5/2022.

Attested:

Preliminary Plan

Final Plan



05/05/2022 01:45 pm

Principal

Date

Principal

Date



05/05/2022 01:15 pm

SSC Chairperson

Date

SSC Chairperson

Date



05/17/2022 02:45 pm

Program Manager

Date

Program Manager

Date