

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	Wagner-Holt Elementary School
Address	8778 Brattle Place Stockton, CA 95209
County-District-School (CDS) Code	39-68585-6108807
Principal	Carmelita Goldsby
District Name	Lodi Unified School District
SPSA Revision Date	5-17-22
Schoolsite Council (SSC) Approval Date	5-17-22
Local Board Approval Date	6-14-22

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

School Pledge - ORCAs take Ownership by being Organized, Responsible, Respectful, Engaged Community Members who Strive for Achievement. Yes!

School Vision Statement - Our vision is that Wagner-Holt will become a joyful community of lifelong learners who lead fulfilling lives as productive, responsible, involved citizens in today's global society.

School Mission Statement - The mission of our learning community is to nurture our children intellectually, physically, socially, and emotionally to their fullest potential. Excellence in learning will be promoted through a standards-based curriculum utilizing high quality, interactive, in-depth and engaging instructional approaches. The staff is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting. Students are assisted as they develop responsibility and demonstrate respect for themselves, and other members of our diverse learning community. All aspects of the school's organization are child-centered and designed to accommodate various learning styles so that all may experience success. The learning community puts the interest of the children at the heart of every decision.

Core Beliefs: 1) Students and teachers should have resources and supports needed to enable growth. 2) Students feel safe, accepted, loved, and cared for, leading to measurable progress. 3) Empowering students to learn rigorous content through goal setting and validating their effort. 4) Success is encouraged and celebrated.

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
Additional Targeted Support and Improvement

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) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Wagner-Holt is a Title I school that serves approximately 550 students preschool through sixth grade. Approximately 15% of our student population is designated as English learners, and 17% is classified as students with disabilities. Our student population is approximately 47% Hispanic, 18% African American, 13% Asian, 7% White, 3% multi-ethnic, and 6% Filipino. About 47% of our students are female, and 53% are male.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site council reviewed the previous year's goals on 5/17/22. The ELAC committee reviewed the school plan and gave input on 4/15/22. The school site council gave input on goals and budget on 5/17/22. On 5/17/22, the school site council approved the SPSA. The school plan and annual review was also shared with parents and teachers.

Resource Inequities

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

In 2019, our African American student group demonstrated the greatest academic and social-emotional learning needs as outlined in our 2018-2019 California School Dashboard's Equity Report. Our African American student group scored red in chronic absenteeism. They also scored orange in the 3 other areas including suspension rate, English language arts and mathematics. During the 2020-21 school year, 49 of our African American students were chronically absent. Even though they represented approximately 17% of our student population, their chronic absenteeism rate hit a staggering high of 57% and a disproportionality rate of +9% during a school year operating mostly in the distance learning model.

Since attendance is the first step to success and impacts achievement in other areas, we are paying special attention on improving the educational outcomes of our African American students by increasing their attendance rate and decreasing their rate of chronic absenteeism. To address these needs, we are first collaborating frequently with our support staff including our Community Liaison Assistant, Child Welfare and Attendance Advisor, Counselor, and Mental Health Therapist to provide targeted interventions/supports and accountability measures to our African American students and families. Second, we are setting school-wide attendance goals and focusing our PBIS efforts at increasing student attendance. Third, we are utilizing a social-emotional learning curriculum school-wide aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards. Our goal in developing our students' social and emotional learning core competencies is to reduce negative behaviors and suspension rates, thereby increasing positive school attendance rates. Last, we are encouraging staff to attend conferences such as AVID Path to Schoolwide trainings and the CA Association of African American Superintendents and Administrators (CAAASA) Annual State Professional Development Summit.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

The percentage of K-6th grade students meeting or exceeding grade level ELA standards will increase by 3% from the 2020-21 baseline by the end of the school year as measured by the DIBELS, Reading Inventory, and SBAC assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC state assessment data for grades 3-6	In 2020-21, we had 17% meeting standards and wanting 3% growth to 20% meeting standards.	CAASPP Data update not available due to changes in the Title One approval timeline.
DIBELS data for grades K-2	In 2020-21, we had 42% meeting standards, 3% growth to 45% meeting standards.	Due to the changes in the Title One Approval process, Wagner-Holt School is on track to meet the End of Year goal of 45% K-2 students proficient as measured on DIBELS Diagnostic. At MOY reporting time Feb.22, 2022, Wagner-Holt has 40% of K-2 students proficient on DIBELS Diagnostic.
Reading Inventory data for grades 3-6	In 2020-21, we had 35% meeting standards, 3% growth to 38% meeting standards.	Due to the changes in the Title One Approval process, Wagner-Holt School is on track to meet the End of Year goal of 38% 3-6th grade students proficient as measured on the Reading Inventory. At this reporting time of Feb. 22nd, 2022, Wagner-Holt has 32% of 3-6 students proficient on the Reading Inventory, which is a 10% increase from the beginning of year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Site Intervention Specialist will provide Read 180, System 44, and targeted interventions to students in grades 3 - 5 performing below grade level standards in ELA. Teacher also manages interventions and tracks student data in	Fully implemented.	Site Intervention Specialist 1100 Teacher Title I 51025.50	Site Intervention Specialist 1100 Teacher Title I 51025.5
		Site Intervention Specialist 1900 Other Cert Salaries Title I 51025.50	Site Intervention Specialist 1900 Other Cert Salaries Title I 51025.50

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
collaboration with the principal.		Benefits for Intervention Specialist 3000 Benefits Title I 35309	Benefits for Intervention Specialist 3000 Benefits Title I 35309
1.2 Bilingual paraeducators will provide support in language and vocabulary development for English Learners during ELA.	Fully implemented.	Bilingual Paraeducators 2120 Para Temp LCFF	Bilingual Paraeducators 2120 Para Temp LCFF
1.3 After school and intersession intervention classes will be provided by teachers to students performing below grade level standards in ELA.	Not implemented because of extra planning/collaboration needs due to effects of pandemic	Intervention 1120 Teacher Temp LCFF	Intervention 1120 Teacher Temp LCFF
1.4 Utilize the iRead reading software support program	Fully implemented.	iRead software 5875 Technology Licenses LCFF	iRead software 5875 Technology Licenses LCFF
1.5 Purchase and use evidence based educational resources, supplemental materials/supplies, and AVID supplies/instructional materials	Fully implemented.	Materials and supplies 4300 Materials Title I 9793	Materials and supplies 4300 Materials Title I 9793
1.6 Utilize Amplify reading in grades 3-5 as supplemental skills' practice	Fully Implemented	Amplify Reading 5875 Technology Licenses LCFF	Amplify Reading 5875 Technology Licenses LCFF
1.7 Provide differentiated learning opportunities and small group instruction during universal access time	Fully implemented.	Universal Access- no cost	Universal Access - no cost
1.8 Purchase and use the Accelerated Reader license	Fully implemented.	Accelerated Reader, Rosetta Stone 5875 Technology Licenses Title I 11,000	Accelerated Reader, Rosetta Stone 5875 Technology Licenses Title I 11000
1.9 Utilize the SIPPS supplemental reading intervention program	Fully implemented.	SIPPS 4200 Books LCFF	SIPPS 4200 Books LCFF
1.10 Purchase student planners/agendas and communication folders for home and classroom use	Fully implemented.	Student Planners 5715 Print Shop Title I 1,100	Student Planners 5715 Print Shop Title I 1100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Communication Folders- See ELA # 5 4300 Materials Title I 0	Communication Folders- See ELA # 5 4300 Materials Title I
1.11 Purchase school library books including multicultural, high-interest, and award-winning titles at a range of reading levels as well as supplemental reading materials for students	Partially implemented because shelf space has been maximized	Library Books 4200 Books Title I 18,505 Support the core instructional program by providing virtual and in person academic study trips including presentations by the WOW Museum and Outdoor Science Academies 5872 Field Trips Title I 15092	Library Books 4200 Books Title I 12,200 Support the core instructional program by providing virtual and in person academic study trips including presentations by the WOW Museum and Outdoor Science Academies 5872 Field Trips Title I 9,000

Analysis

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

All actions were fully implemented with the exception using intersession to instruct students. The intervention teacher provided much needed reading support using district approved curriculum such as Read 180, SIPPS, and Amplify reading. Bilingual paraeducators provided support to students in small group settings and one-to-one instruction. Accelerated Reader program was implemented school wide and SIPPS program is currently being implemented in the K-2 grade levels with SIPPS consultant meeting with teachers and providing lesson demonstrations.

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

In English Language Arts, Wagner-Holt seems to be mainly on track for meeting end-of-year metric goals. As of the mid-year assessments, the K-2 DIBELS increased from their beginning of the year assessments of 28% meeting standards to 40% meeting standards. Another 5% increase seems likely to occur by the end-of-the-year for DIBEL assessments. The five days we had for SIPPS onsite CORE training should help the DIBELS assessments in the future as Wagner-Holt will move to full implementation next year. As for the Reading Inventory assessment, Wagner-Holt is close to meeting the end of the year goal of 38% meeting standards from Grades 3-6. Read 180 showed some significant gains by the Read 180 students. Wagner-Holt ordered library books late in the year, so this strategy wasn't utilized for this school year, but will provide more choice for students next year. The reading programs of iReady, Amplify Reading was released, and Accelerated Reader assisted in reading growth. Since the school plan is reviewed before the SBAC data came out, we can not effectively review the actions and services.

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

Our local threshold for material difference is \$3,000. There were two material differences in the Title 1 budget. There was a material difference of \$6,305 between proposed and estimated actual expenditures in school library books purchased. The decision was made that \$12,200 in books would suffice in expanding the library to include more high interest books and graphic novels. Shelf space in the library has now been maximized. There was another material difference of \$6,092 between proposed and estimated actual expenditures in academic study trips scheduled. Due to COVID restrictions, scheduling field trips was more challenging than expected.

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 student groups. The full implementation of SIPPS at Wagner-Holt with the assistance of a CORE consultant will grow in DIBELS. Also, Wagner-Holt has contracted with Ampact to have three full-time tutors to assist with K-2 literacy. iReady will also be utilized more effectively and

unilaterally at Wagner-Holt. The addition of academic conferencing at all grade levels will allow teachers to reflect and plan based on current data. Wagner-Holt Elementary will continue to grow in English Language Arts next year based on existing and the additional strategies listed.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

The percentage of K-6th grade students meeting or exceeding grade level math standards will increase by 3% from the 2020-21 baseline by the end of the school year as measured by the Dreambox predictive insights data and SBAC assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC state assessment data	14% meeting standards 2021-22	CAASPP Data update not available due to changes in the Title One approval timeline.
Dreambox predictive insights data	39% predicted/potentially proficient 2021-22	Due to the changes in the Title One Approval process, Wagner-Holt School is not on track to meet the End of Year goal of 39% of the predicted or potentially proficient. At this reporting time of Feb.28, 2022, Wagner-Holt has 33% of K-6 students predicted or potentially proficient according to Dreambox data.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Teachers will provide after school and intersession intervention classes to students performing below grade level standards in math.	Fully implemented by 3 teachers using Elevate math for after school tutoring	Intervention 1120 Teacher Temp LCFF	Intervention 1120 Teacher Temp LCFF
2.2 Provide mental health therapy to students	Fully implemented	Mental Health Therapy 5800 Prof and Operating/Consultants Title I 5,548	Mental Health Therapy 5800 Prof and Operating/Consultants Title I 5548
2.3 Provide Americorps tutoring by 2 full-time Math Corps tutors	Partially implemented because we had one full-time Math Corps tutor. The other Math Corps tutor left due to a serious illness.	MathCorps Tutoring 5800 Prof and Operating/Consultants LCFF	MathCorps Tutoring 5800 Prof and Operating/Consultants LCFF
2.4 Dreambox math intervention used weekly to assist students with conceptual knowledge at their independent level	Fully implemented	Dreambox software 5875 Technology Licenses LCFF	Dreambox software 5875 Technology Licenses LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.5 Provide students with the opportunity to attend SJCOE's outdoor education science camp overnight field trip	Fully implemented with 63 students attending science camp	Science Camp paid by district allocation 5800 Prof and Operating/Consultants LCFF	Science Camp paid by district allocation 5800 Prof and Operating/Consultants LCFF
2.6 Partner with San Joaquin County Office of Education to provide professional learning experiences focused on implementing mathematical instruction	Fully implemented	SCJOE 5800 Prof and Operating/Consultants LCFF	SCJOE 5800 Prof and Operating/Consultants LCFF

Analysis

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

Academics can only be completed if a person's mental health is in order. Mental health support staff assisted with approximately 30 students on campus thanks to the work of a part-time clinician. As for math, Dreambox is a computer program utilized by all teachers on campus with the goal of students interacting with the differentiated math curriculum for 20 minutes daily. A partnership with the San Joaquin County of Office began this year with modeling lesson plans for teachers in Grades 3-6. Wagner-Holt did utilize what was formerly called MathCorps and now is Ampact for Grades 3-6. Three teachers were trained in Elevate and tutored third, fourth, and sixth grade students. On a positive note, Science Camp became a memorable experience in May for about 63 of the Wagner-Holt sixth-graders.

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

The mental health clinician was utilized effectively for our neediest students with mental health needs. Focusing on mental health needs allowed for students to focus on academics better. Many teachers created the 20 minute timeblock for Dreambox and that seems to have helped in students growing in their mastery of math. As for Math Corps, Wagner-Holt lost one tutor due to health concerns, and therefore, had only one tutor assisting with math. Next year, Wagner-Holt has a contract for three full-time Math Corp tutors. Furthermore, the partnership with the San Joaquin County Office of Education laid the groundwork for future years to come in Tier 1 math instruction. With one more year removed from COVID, hopefully teachers will not feel as burned out and will move towards teaching after school and during intersessions.

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

Our local threshold for material difference is \$3,000. The material difference between proposed and estimated actual expenditures did not vary by \$3,000 or more.

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 math skills and provide more additional professional development in math understanding using the Multi-Tiered System of Support framework. The implementation of an evidence-based math strategies for all students will give continued and targeted support for our student groups. As mentioned above, Wagner-Holt will be receiving more Ampact tutors moving from one to three tutors working with students in Grades 3-6. Also, Lodi Unified School District has allowed each school site an intervention teacher, and our intervention teacher will assist teachers with implementing best practices while servicing the students below grade level. The partnership with the San Joaquin County Office of Education's math department will continue to work with Wagner-Holt teachers with engaging math strategies. A series of professional development sessions with the whole staff in addition to four days of coaching on site should help our students improve in their mathematics.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

The percentage of English learners reclassified as fluent English proficient will increase by 3% as measured by ELPAC scores, Reading Inventory scores, and grades.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of RFEP students	4% of all ELs were reclassified in 2020-21, and Wagner-Holt is hoping this number increases by 3% to 7% of ELs will be reclassified in 2021-22	Due to the changes in the Title One Approval process, Wagner-Holt School did not meet this goal. Only 2% of students were reclassified for 2021-22.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Use of bilingual paraeducators for small group instruction, and supplemental support including ELPAC assessment support, to help students set and meet English learner goals	Fully implemented	Laptops 4475 Technology (\$500-\$9,999) Title I 1,683 Additional Charge for Laptops 4375 Technology (under \$500) Title I 500	Laptops 4475 Technology (\$500-\$9,999) Title I 1,683 Additional Charge for Laptops 4375 Technology (under \$500) Title I 500
3.2 Provide small group instruction, after school intervention, or intersession intervention to level 1 and 2 students using the Rosetta Stone software and other strategies to support early English language development	Not implemented due to the inability to attract teachers	Intervention for English Learners 1120 Teacher Temp Title I 2069	Intervention for English Learners 1120 Teacher Temp Title I 0

Analysis

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

The bilingual paraeducators worked diligently the entire year to assist teachers and English Learner students. Each classroom received 20 minutes of time from a paraeducator. Although the hard work of these bilingual paraeducators was evident, they could be used in a more meaningful way. The use of teachers to teach to the ELD standards after school or in an intersession never occurred, and therefore, obviously didn't help the reclassification of these students. However, the thirty minutes of daily designated ELD instruction helped to build vocabulary in our English learners. Integrated ELD instruction occurs throughout the day and is helpful in building literacy in English learners.

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

Wagner-Holt's reclassification rate of 2% for the 2021-22 school year was less than the year prior, which was 4%. Designated ELD is to be taught 30 minutes every day, so time discussing teaching research-based teaching strategies during this time would be a good topic to research and grow upon. A better understanding of the ELD standards in the first place would be good to reiterate. Furthermore, having after school EL sessions or intersessions with engaging and purposeful lesson plans could be helpful in getting more students reclassified.

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

Our local threshold for material difference is \$3,000. The material difference between proposed and estimated actual expenditures did not vary by \$3,000 or more.

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 English learners skills and provide more professional development in integrated and designated ELD using the Multi-Tiered System of Support framework. The implementation of evidence-based EL strategies for all students will give continued and targeted support for this student group. Discussing the differences of integrated and designated ELD will occur with the staff while observing and planning teaching strategies to implement. Summative ELPAC testing will also occur in the location of where designated ELD occurs. In addition, practice ELPAC questions will be analyzed by the staff. More meaningful teaching coupled with the expectations on the Summative ELPAC should assist in more ELs getting reclassified in the 2022-23 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Parent attendance at parent-teacher conferences (virtually or in-person) will increase by 3% as measured by fall semester conference schedules.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent-teacher conference schedules	85% attendance in Fall 2021	Wagner-Holt welcomed 87% of its parent population at the Fall Conferences of 2021

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 Bilingual language support will be provided for evening events, after hour parent meetings, and parent-teacher conferences.	Fully implemented	Timecards for interpreters 2120 Para Temp LCFF	Timecards for interpreters 2120 Para Temp LCFF
4.2 Community liaison assistant will increase communication between home and school.	Partially implemented because the community liaison was asked to work at multiple school sites instead of just one. As a result, Wagner-Holt was only able to get two or three days a week instead of the expected five.	Community Liaison 2120 Para Temp LCFF	Community Liaison funded through LCSSP Grant 2120 Para Temp LCFF
4.3 Communicate school/community events, schedules, and learning goals/assignments on a weekly basis with families by utilizing our school marquee, Blackboard Connect, PeachJar electronic flyers, ClassDojo, and Seesaw.	Fully implemented	School-Home Communication- See ELA # 6 5715 Print Shop Title I: Parent Involvement 391	School-Home Communication 5715 Print Shop LCFF 391
4.4 Provide Jump Into English level 3 classes to parents learning English	Fully implemented	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 2854	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 2854

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Postage for Jump Into English 5711 Postage Title I: Parent Involvement 391	Postage for Jump Into English 5711 Postage Title I: Parent Involvement 391

Analysis

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

Many of our strategies helped us achieve this goal of parents coming to their child's conference. For example, messages went out through Blackboard Connect and Class Dojo in multiple languages to notify parents of student conference dates. Teachers also used their own platform to communicate with parents about open dates and times for student conferences. Seesaw and Class Dojo were two such applications used in communicating messages. The bilingual aides assisted in making appointment dates and times when needed, and both translators assisted during the student conferences as well. The community liaison didn't assist as much as usual because she's only 40% at our site when in the past, she was 100% at our site. The community liaison did help with a couple of the more difficult-to-reach families. The Jump Into English classes did assist parents' improvement in speaking English, but the magnitude of this program will be felt in subsequent years.

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

The strategies definitely helped in achieving this goal. The communication of the conferences' dates was established early and through multiple platforms. The bilingual aides are absolutely necessary in scheduling and participating in the conferences. A more efficient scheduling of the aide's times could be had so there's not as much back and forth between the aides and teachers. The community liaison could have been utilized more by teachers, especially with those parents that cancelled or didn't attend their first scheduled conference. Rescheduling was difficult for some teachers, so making this resource more available would assist in driving the percent of parent attendance higher. As mentioned above, Jump Into English will hopefully make it easier for parents to communicate with their child(ren)'s teacher(s) in the long run. Overall, the teachers are the drivers of this goal, and it was achieved thanks to their dedication of meeting their students' parents and getting the right assistance when needed.

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

Our local threshold for material difference is \$3,000. The material difference between proposed and estimated actual expenditures did not vary by \$3,000 or more.

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. If we utilize the above resources, such as the bilingual paraeducators and community liaison assistant, we can make another 3% jump to 90% of total parent attendance at student conferences. I believe discussing some options of how teachers communicate, plan, and reschedule missed conferences during a staff meeting would help teachers have more options or better ideas of how to get parents to attend. Administration could assist with offering time to call missed teacher conferences with parents. Getting a student's parents/guardians into the school is a necessary step in order to create a stronger home-school team.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

100% of teachers/site administrators will participate in 35 hours or more of professional development in social-emotional learning, student engagement, AVID, and professional learning community strategies as measured by staff meeting agendas, attendance lists, registration forms, and common planning time reports.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Meeting attendance lists, registration forms, and common planning time reports	35 hours of professional development per teacher/site administrator	100% of teachers/site administrators met the goal for the 35 hours or more of professional development.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.1 District ELA, math, instructional technology, SEL and AVID coaches will provide professional development during staff and common planning time meetings, and/or after contracted hours.	Fully implemented	District Coaches 1120 Teacher Temp LCFF	District Coaches 1120 Teacher Temp LCFF
5.2 Social-emotional learning support providers will provide professional development during staff and common planning time meetings, and/or after contracted hours.	Not implemented due to other site priorities, such as PBIS professional development	SEL support providers LCFF	Social-emotional learning support providers LCFF
5.3 Teachers/site administrators will attend evidence based conferences, workshops, and sessions with guest speakers including AVID professional development opportunities during the school year and summer.	Not implemented due to substitute shortages	Conferences, workshops, and guest speakers paid for by other funding sources 5220 Conference Title I 9397	Conferences, workshops, and guest speakers 5220 Conference Title I 0
5.4 Provide professional development literature	Implemented as needed for staff meetings	Professional development literature through the internet	Professional development literature through the internet

Analysis

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

Professional development is needed in order for educators to grow in their practice. At the beginning of the year, all teachers were able to select professional development pertinent to them. During common planning time, again, the teachers were able to use a PLC process of analyzing data and making interventions for students. Our school is asked to utilize SIPPS in our K-2 classrooms, so a CORE consultant provided some trainings. Many staff meetings had trainings on various topics: ELD instruction, math engagement, PBIS, etc. Every week, the professional development website is linked on our bulletin, so teachers have constant access to registering for various trainings they are interested in and attending them. Finally, a book was purchased for administrators surrounding MTSS, which is the direction Lodi Unified is going. Also, professional development literature was utilized when needed at staff meetings. The social-emotional support providers didn't take root this school year due to other site priorities, such as PBIS professional development.

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

This goal was achieved for many reasons. The district does an excellent job of providing options in the beginning of the year trainings. Throughout the year, common planning time was utilized at Wagner-Holt as observed by Wagner-Holt administrators and common planning notes. These early-release days usually include grade level teams surrounding data and discussion about interventions. The optional professional development offered throughout the year is sometimes utilized by our teachers, but COVID exhaustion had many teachers overwhelmed by the work and behavior distractions. Optional book studies weren't offered to the staff, so that is an area for growth for next school year. However, professional development literature helped push some teachers thinking in staff meetings. Finally, the professional development from the counselor, mental health, or SAFE weren't utilized at staff meetings or common planning times, except at the beginning of the school year.

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

Our local threshold for material difference is \$3,000. There was one material difference in the Title 1 budget of \$9,397 between proposed and estimated actual expenditures in additional professional development provided to staff. Site based professional development was postponed due to substitute shortages.

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.

I think this goal could be increased to 40 hours next year for various reasons. The beginning of the year professional development will look the same where teachers choose the professional development they are interested in. The CORE provider for SIPPS will continue to work at Wagner-Holt for at least four days again next year for our K-2 teachers. A planned schedule of all staff meetings before the school year commencing will assist in creating more fluidity in the trainings offered at Wagner-Holt. ELD definitions and strategies will continue to be offered at staff meetings as well as other trainings. The new math curriculum, iReady, will need to be implemented correctly, so many trainings will be achieved in this curriculum. Common planning days will also continue to look at data and interventions. Furthermore, Wager-Holt will have a full-time math intervention teacher, which will likely offer trainings as well. The administration has also partnered with the San Joaquin Office of Education math department to have them do some professional development in engagement strategies for the 2022-23 school year. Math Talks is a book that could be purchased for those interested in doing a book study.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Wagner-Holt will improve on one or more indicators from red to orange or orange to yellow on all California Department of Education Dashboard for the 2021-22 school year. Administrators, teachers and staff will be given the opportunity to collaborate and analyze data in each of the indicators- specifically focusing on our African American Students who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate for African American Students	2019 CDE Dashboard Red moves to 2021-2022 CDE Dashboard Orange	CDE Dashboard data update not available yet due to changes in the Title One approval timeline.
Suspension Rate for African American Students	2019 CDE Dashboard Yellow moves to 2021-2022 CDE Dashboard Green	CDE Dashboard data update not available yet due to changes in the Title One approval timeline.
English Language Arts for African American Students	2019 CDE Dashboard Orange moves to 2021-2022 CDE Dashboard Yellow	CDE Dashboard data update not available yet due to changes in the Title One approval timeline.
Mathematics for African American Students	2019 CDE Dashboard Yellow moves to 2021-2022 CDE Dashboard Green	CDE Dashboard data update not available yet due to changes in the Title One approval timeline.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.1 Maintain communication with parents by telephone, home visits, and mail regarding student attendance; screen families for qualifications for program enrollment; provide information to families regarding school and community programs; provide transportation for parents and students as needed; promote parent involvement in school activities; and coordinate parent educational programs	Partially implemented because the community liaison was asked to work at multiple school sites instead of just one. As a result, Wagner-Holt was only able to get two or three days a week instead of the expected five.	Community Liaison Assistant LCFF	Community Liaison Assistant LCFF
6.2 Utilize social-emotional learning program called Caring School Community	Partially implemented because some of the teachers utilized the program	SEL Program LCFF	SEL Program LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.3 Purchase alarm clocks for students as needed	Not implemented as the need didn't present itself.	Alarm Clocks 4300 Materials LCFF	Alarm Clocks 4300 Materials LCFF
6.4 Provide comprehensive mental health services with case management utilizing a strength based approach, educate caregivers, and strengthen parenting skills by the Student and Family Empowerment Program (SAFE) of the Child Abuse Prevention Council of San Joaquin County	Partially implemented because our SAFE provider left in the third quarter	SAFE Program LCFF	SAFE Program LCFF
6.5 Positive behavior and interventions/supports (PBIS) school-wide expectations, goals, and incentives/rewards focused on attendance	Fully implemented	PBIS LCFF	PBIS LCFF
6.6 Provide written communications to families about absences including notices and SART/SARB letters; make home visits; and facilitate SART/SARB meetings	Implemented with the help of the Child Welfare Attendance office.	CWA Activities LCFF	CWA Activities LCFF
6.7 Collaborate regularly with our social-emotional learning team to identify students with chronic absenteeism along with their root causes of absenteeism and provided targeted interventions/supports	Not implemented as the social-emotional team focused on the students receiving the correct services for behaviors	SEL Meetings LCFF	SEL Meetings LCFF

Analysis

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

Wagner-Holt utilizes its Social Emotional Learning (SEL) monthly meetings by creating a Google Sheet with students by grade level and the social services each student receives, whether it's general counseling, SAFE, or mental health services. Tracking the student services and constantly monitoring to see if the student is working with the correct person helped students improve their mental health. The Caring School Communities purchased by the district to use in classrooms for social emotional needs were utilized by some teachers. A comprehensive PBIS system was utilized by Wagner-Holt staff as the committee would meet bimonthly with the bulk of the year focused on improving the Tier 2 strategy of Check-In, Check-Out. The attendance committee began the school year with a bang, but fizzled out as COVID came back. Alarm clocks weren't purchased because the need didn't arise.

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

At this point, it's difficult to measure the effectiveness of this goal because the CDE Dashboard data hasn't come out yet. Although many teachers have observed that the behaviors and number of suspensions have decreased from typical previous years. COVID impacted the accurate calculation of our attendance rate. Our SEL services have provided many students strategies in dealing with emotions with others. The Panorama data collected from Grades 3-6 on social-emotional observations have declined, which was typical in most Lodi Unified schools. The PBIS Tier 1 system continues to work, but classified employees need to give out more of the incentives called Orca Bucks. A better grasp of what keeps students from coming to school needs to happen, and our reduced time with the community liaison hurt in bridging relationships with the families.

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

Our local threshold for material difference is \$3,000. The material difference between proposed and estimated actual expenditures did not vary by \$3,000 or more.

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 our craft of teaching social and emotional skills using the Multi-Tiered System of Support framework. The implementation of evidence based social-emotional programs and practices for all Wagner-Holt students will give continued and targeted support for our student groups. The attendance committee, with the assistance of the community liaison, will have the chance to research best practices in improving school attendance. The work of the social emotional learning committee will continue while a more consistent implementation of Caring School Communities will occur. The PBIS committee will continue to articulate Tier 1 & 2 practices schoolwide. Communication through our various platforms will continue to cement the home-school connection provided we have accurate Aeries data from the first parent-teacher conference.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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

LCAP Goal

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

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd - 6th Grade CAASPP English Language Arts	17% met standards in 2021	22% meeting standards in 2022
K-2 DIBELS Assessment (Middle of Year)	40% at/above benchmark in 2022	45% at/above benchmark in 2023
2nd - 6th Grade Reading Inventory (RI)	32% met standards in 2022	37% meeting standards in 2023
3rd - 6th Grade ELA iReady Universal Screener	Did not administer in 2022	Establish baseline in 2023

Planned Strategies/Activities

Strategy/Activity 1

1.1 - 1.0 FTE intervention specialist will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The intervention specialist will work with small groups in a pull-out model. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools. The intervention specialist will provide Read 180, System 44, and targeted interventions to students in grades 4 - 5 performing below grade level standards in ELA. The intervention specialist will also manage intervention schedules and class lists; and monitor students' progress using Reading Inventory data.

Students to be Served by this Strategy/Activity

3rd - 5th grade students who need Tier 2 and/or Tier 3 support

Timeline

July 2022 - June 2023

Person(s) Responsible

Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	51,025
Source	Title I
Budget Reference	1100 Teacher
Description	Site Intervention Specialist
Amount	51,026
Source	Title I
Budget Reference	1900 Other Cert Salaries
Description	Site Intervention Specialist
Amount	37,052
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Specialist

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

K - 3rd Grade Students

Timeline

August 2022, January 2023, May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	DIBELS

Strategy/Activity 3

1.3 All 2nd-6 teachers and 1st grade MOY 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

2nd - 6th Grade Students

Timeline

August 2022, January 2023, May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Reading Inventory

Strategy/Activity 4

1.4 All 3rd - 6th grade teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3rd -6th grade students to correlate the students' proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

3rd - 6th Grade Students

Timeline

August 2022, January 2023, May 2023

Person(s) Responsible

3rd - 6th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

iReady

Strategy/Activity 5

1.5 All 3rd-6th grade tier 2 and tier 3 students will be assessed and progress monitored using the reading fluency assessment of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.

Students to be Served by this Strategy/Activity

3rd - 6th Grade Tier 2 and Tier 3 Students

Timeline

August 2022 and Upon Enrollment of New Students

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

DIBELS

Strategy/Activity 6

1.6 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. 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

K - 6th Grade Students

Timeline

Beginning of the Year and Middle of the Year

Person(s) Responsible

Principal, Vice Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

1.7 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

K - 3rd Grade Students and 1st - 2nd Grade Small SIPPS Reading Groups 30 minutes Daily

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

1.8 K- 2nd grade teachers will use the early literacy program, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), as a supplement to the core curriculum for all students as a Tier One best practice. The intervention teacher will pull out students who need a Tier 2 level of support in Grade 3. SIPPS instruction will be given at the specific grade level.

Kinder: Beginning Lesson 40

First Grade: Extension

Second Grade: Finish Extension

Students to be Served by this Strategy/Activity

K - 3rd Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

1.9 All K-2 Teachers, Intervention Teachers, Special Education Teachers, and Special Education Paraeducators will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS.

Students to be Served by this Strategy/Activity

K - 2nd Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Intervention Specialist & Paraeducators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SIPPS Professional Development

Strategy/Activity 10

1.10 Amplify for all K-2 students 20 minutes per day 5 days per week. Beginning kindergarten students and newcomers will use iRead.

Students to be Served by this Strategy/Activity

K - 2nd Grade Students & Newcomers

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Amplify/iRead

Strategy/Activity 11

1.11 Support staff and site administrators will 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

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Intervention Specialist, ELA Coach, CORE Consultant, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

1.12 MTSS Data Conferences: 1) provide release time for teachers and admin, 2) analyze the DIBELS, Reading Inventory, and CAASPP data, 3) Collaborate, plan and respond with best practice, 4) Specialists like Speech Therapist, Resource Specialist, Intervention Specialist, Counselor, and 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

All Students

Timeline

Beginning of the Year, Middle of the Year, and End of the Year

Person(s) Responsible

Principal, Vice Principal, Teachers & Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

1.13 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

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Principal, and Vice Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

AVID Professional Development

Strategy/Activity 14

1.14 Teachers will implement the organizational component of AVID to support all learners. Every student will have:

Binders 4th-6th
Dividers 4th-6th
Planners 3rd-6th
Folder K-2nd
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Principal

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	Title I
Budget Reference	4300 Materials
Description	AVID Materials

Strategy/Activity 15

1.15 Kindergarten teachers will assess students' letter naming and letter sounds three times a year (Illuminate).

Students to be Served by this Strategy/Activity

Kindergarten

Timeline

August 2022 - May 2023

Person(s) Responsible

Kindergarten Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

1.16 We will strengthen our PBIS three-tiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. Progress monitor every 3-4 months using the Tiered Fidelity Inventory and create action plans.

Students to be Served by this Strategy/Activity

All Students

Timeline

August, November, February & May

Person(s) Responsible

PBIS Coach & PBIS Team

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

PBIS Signage

Strategy/Activity 17

1.17 All teachers and site administrators will implement Caring School Community, a yearlong, schoolwide social-emotional learning program that provides comprehensive support to our staff to: 1) build caring relationships, 2) directly teach social skills, 3) integrate SEL and academic learning, 4) use classroom management strategies, and 5) implement student-centered discipline.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SEL Program

Strategy/Activity 18

1.18 District administration will increase mental health clinician's hours to support Tier 2 and Tier 3 students with their mental health needs.

Students to be Served by this Strategy/Activity

Tier 2 & Tier 3 Students

Timeline

August 2022 - May 2023

Person(s) Responsible

SELPA Director

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Mental Health

Strategy/Activity 19

1.19 All teachers and site administrators will create a culture of reading by motivating, monitoring, and managing students' independent reading practice with Accelerated Reader.

Students to be Served by this Strategy/Activity

3rd - 6th Grade

Timeline

August 2022 - August 2023

Person(s) Responsible

Teachers, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount

7,500

Source

Title I

Budget Reference

5875 Technology Licenses

Description

Accelerated Reader License

Strategy/Activity 20

1.20 Ampact will provide 3 full-time tutors to assist with K-2 literacy.

Students to be Served by this Strategy/Activity

K - 2nd Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Ampact Tutors

Strategy/Activity 21

1.21 Office staff will order student planners/agendas for 3rd-6th grade students and communication folders for kindergarten through 2nd grade students for home and classroom use.

Students to be Served by this Strategy/Activity

K - 6th Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal, Principal's Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1,200
Source	Title I
Budget Reference	5715 Print Shop
Description	Student Planners
Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	Nicky Folders

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

K-6th Grade Mathematics iReady Universal Screener
3rd-6th Grade CAASPP Mathematics

LCAP Goal

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

Basis for this Goal

This goal is based on disaggregated data from 2021 CAASPP assessments and 2022 Dreambox predictive insights data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd - 6th Grade CAASPP Mathematics	11% met standards in 2020-21	16% meeting standards 2021-22
K - 6th Grade Mathematics iReady Universal Screener	Did not administer in 2022	Establish baseline in 2023

Planned Strategies/Activities

Strategy/Activity 1

2.1 All K-6 teachers will administer the Universal Screener - Math iReady assessment to correlate the students' proficiency to the California Common Core State Standards.

Students to be Served by this Strategy/Activity

K - 6th Grade Students

Timeline

August, January & May

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

iReady

Strategy/Activity 2

2.2 All K-6 students will have access to LUSD's adopted supplemental math curriculum Dreambox, a learner-driven and adaptive learning tool. Teachers will set and monitor goal of 8 lessons per week.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Dreambox

Strategy/Activity 3

2.3 MTSS Data Conferences: 1) Provide release time for teachers and administration, 2) Analyze universal screeners iReady and CAASPP Math data, 3) Collaborate, plan and respond with best practice, 4) Specialists like Speech Therapist, Resource Specialists, Intervention Specialist, Counselor, and Nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child. Students' progress will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect on students' progress quarterly.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of Year, Middle of Year, End of Year

Person(s) Responsible

Principal, Vice Principal, Teachers & Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

2.4 Teachers will implement the LUSD newly adopted iReady math curriculum in all K-6 classrooms.

Students to be Served by this Strategy/Activity

K - 6th Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

iReady

Strategy/Activity 5

2.5 - 1.0 FTE intervention teacher will provide supplemental math instruction to groups of students as needed. The intervention teacher will consult with staff, parents and others regarding analyses, intervention planning and implementation for students with identified needs. The intervention teacher will use a combination of Building Fact Fluency Kit, SVMl Tasks, i-Ready Classroom Mathematics recommended intervention and/or i-Ready Diagnostic recommended prerequisite lessons. The intervention teacher will attend training provided by our Professional Development Department during the first week of school in 2022-2023.

Students to be Served by this Strategy/Activity

3rd - 6th Grade Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Math Intervention Teacher

Strategy/Activity 6

2.6 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

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

AVID Professional Development

Strategy/Activity 7

2.7 Teachers will implement the organizational component of AVID to support all learners. Every student will have:

Binders 4th-6th
Dividers 4th-6th
Planners 3rd-6th
Folder K-2nd
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

2.8 We will strengthen our PBIS three-tiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. Progress monitor every 3-4 months using the Tiered Fidelity Inventory and create action plans.

Students to be Served by this Strategy/Activity

All Students

Timeline

August, November, February & May

Person(s) Responsible

PBIS Coach & PBIS Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

2.9 All teachers and site administrators will implement Caring School Community, a yearlong, schoolwide social-emotional learning program that provides comprehensive support to our staff to: 1) build caring relationships, 2) directly teach social skills, 3) integrate SEL and academic learning, 4) use classroom management strategies, and 5) implement student-centered discipline.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SEL Program

Strategy/Activity 10

2.10 District administration will increase our mental health clinician's hours to support Tier 2 and Tier 3 students with their mental health needs.

Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 Students

Timeline

August 2022 - May 2023

Person(s) Responsible

SELPA Director

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Mental Health

Strategy/Activity 11

2.11 Three Ampact tutors will work with students in grades 3-6.

Students to be Served by this Strategy/Activity

3rd - 6th Grade Students Below Grade Level

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Ampact Tutors

Strategy/Activity 12

2.12 The San Joaquin County Office of Education's math department will provide a series of professional development sessions on engaging math strategies in addition to four days of coaching on site.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 - May 2023

Person(s) Responsible

Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SJCOE Professional Development

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), Wagner-Holt 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 School Dashboard.

LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP Goal 1)

Basis for this Goal

This goal is based on the most recent ELPI data available on the California School Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator	45% made progress towards English language proficiency in 2019	50% making progress towards English language proficiency in 2022-23

Planned Strategies/Activities

Strategy/Activity 1

3.1 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 goal 1.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Bilingual Paraeducators, Vice Principal & Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

3.2 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

K - 6th Grade Students

Timeline

Quarters 1 & 3

Person(s) Responsible

Teachers, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

K - 2nd Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Amplify/iRead

Strategy/Activity 4

3.4 Universal Access time will be scheduled and protected 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

English Learners

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

3.5 K - 2nd grade 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 specialist 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

K - 3rd Grade Students Plus Students Who Need Additional Tier 2 Support in Early Reading Development

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

3.6 All K-2 Teachers, Intervention Teachers, Special Education Teachers, and Special Education Paraeducators 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

K - 2nd Grade Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers & Paraeducators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

CORE Professional Development

Strategy/Activity 7

3.7 Support staff and site administrators will 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

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

ELA Coaches, Intervention Specialist, CORE Consultant, Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

3.8 MTSS Data Conferences: 1) Provide release time for teachers and admin, 2) Analyze the DIBELS, Reading Inventory, and CAASPP data, 3) Collaborate, plan and respond with best practice, 4) Specialists like Speech Therapist, Resource Specialists, Intervention Specialist, Counselor, and 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

All Students

Timeline

Quarters 1 & 2

Person(s) Responsible

Teachers, Principal, Vice Principal & Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

3.9 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:

1. Objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

3.10 Our bilingual paraeducators will provide instruction to individuals or small groups of limited or non-English speaking students in a classroom, pull-out or other learning environment; prepare or modify instructional materials and perform clerical duties as assigned; translate for parents and teachers as required.

Students to be Served by this Strategy/Activity

English Learners at Levels 1 & 2

Timeline

August 2022 - May 2023

Person(s) Responsible

Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Bilingual Paraeducators

Strategy/Activity 11

3.11 We will strengthen our PBIS three-tiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. Progress monitor every 3-4 months using the Tiered Fidelity Inventory and create action plans.

Students to be Served by this Strategy/Activity

All Students

Timeline

August, November, February & May

Person(s) Responsible

PBIS Coach & PBIS Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

3.12 All teachers and site administrators will implement Caring School Community, a yearlong, schoolwide social-emotional learning program that provides comprehensive support to our staff to: 1) build caring relationships, 2) directly teach social skills, 3) integrate SEL and academic learning, 4) use classroom management strategies, and 5) implement student-centered discipline.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Vice Principal & Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SEL Program

Strategy/Activity 13

3.13 iRead will be utilized with our newcomers, students in the country for 12 months or less.

Students to be Served by this Strategy/Activity

Newcomers

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source LCFF

Description iRead

Strategy/Activity 14

3.14 Site administrators will provide professional development in integrated and designated ELD using the Multi-Tiered System of Support framework. Discuss the differences of integrated and designated ELD with staff while observing and planning teaching strategies to implement.

Students to be Served by this Strategy/Activity

English Learners

Timeline

July 2022 - May 2023

Person(s) Responsible

Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

3.15 Summative ELPAC testing will occur in the location of where designated ELD occurs. In addition, practice ELPAC questions will be analyzed by the staff.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Spring 2023

Person(s) Responsible

Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Wagner-Holt Elementary School will show a 5% increase in parent involvement as measured by attendance at parent/teacher conferences.

LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed. (LCAP Goal 3)

Basis for this Goal

This goal is based on the most recent parent-teacher conference attendance data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent-teacher conference schedules	87% attendance in fall 2021	92% attendance in fall 2022

Planned Strategies/Activities

Strategy/Activity 16

4.1 Our bilingual paraeducators will participate in and provide oral and written translation in parent-teacher conferences, telephone calls and other District communications with limited or non-English speaking students, parents and family members; translate notes, letters and other materials as necessary. Translate for parents and teachers as required.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - May 2023

Person(s) Responsible

Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Source
LCFF

Description

Bilingual Paraeducators

Strategy/Activity 17

4.2 Maintain communication with parents by telephone, home visits, and mail regarding student attendance; screen families for qualifications for program enrollment; provide information to families regarding school and community programs; provide transportation for parents and students as needed; promote parent involvement in school activities; and coordinate parent educational programs.

Students to be Served by this Strategy/Activity

African American Student Group

Timeline

August 2022 - May 2023

Person(s) Responsible

Community Liaison Assistant

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

CLA Activities

Strategy/Activity 18

4.3 Communicate school/community events, schedules, and learning goals/assignments on a weekly basis with families by utilizing our school marquee, Blackboard Connect, PeachJar electronic flyers, ClassDojo, Seesaw, and other organizational tools.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Communication Apps

Strategy/Activity 19

4.4 Provide Jump Into English level 3 classes to parents learning English as a 2nd language.

Students to be Served by this Strategy/Activity

English Learners, RFEP & IFEP Students

Timeline

October 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal & Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	3496
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English
Amount	1000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English

Strategy/Activity 20

4.5 Engage parents as partners in the education of our students by encouraging parent leadership, volunteerism, and participation at schoolwide events.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 31, 2023, Wagner-Holt Elementary School will have 100% 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

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP Goal 1)

Basis for this Goal

This goal is based on our instructional calendar, staff surveys, meeting/conference sign-in sheets/agendas and common planning time reports.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Meeting attendance lists, registration forms, and common planning time reports	35 hours of professional development per teacher/site administrator	40 hours or more of professional development per teacher/site administrator

Planned Strategies/Activities

Strategy/Activity 1

5.1 District ELA, math, instructional technology, SEL, AVID, and PBIS coaches will provide professional development during staff and common planning time meetings, and/or after contracted hours. Consultants will provide professional development during the contracted year.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 - June 2023

Person(s) Responsible

District Coaches & Consultants

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	LUSD Professional Development

Strategy/Activity 2

5.2 Site administrators will provide teachers with release time for additional common planning time to plan and collaborate for student success in the areas of English language arts, mathematics, and English learner progress. This planning and collaboration time will include MTSS Data Conferences as described in goals/actions 1.12, 2.3, and 3.8.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of Year and Middle of Year

Person(s) Responsible

Principal, Vice Principal, and Principal's Secretary

Proposed Expenditures for this Strategy/Activity

Amount	5,262
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Teacher Substitutes
Amount	1,339
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Substitutes

Strategy/Activity 3

5.3 Teachers/site administrators will attend evidence based conferences, workshops, and sessions with guest speakers including AVID professional development opportunities based on site specific needs.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal, Vice Principal, AVID Site Team, Site Leadership Team, and Site PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	5220 Conference
Description	Site Based Professional Development

Strategy/Activity 4

5.4 The San Joaquin County Office of Education's math department will provide a series of professional development sessions on engaging math strategies in addition to four days of coaching on site.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 - May 2023

Person(s) Responsible

Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	SJCOE Professional Development

Strategy/Activity 5

5.5 Provide professional development in integrated and designated ELD using the Multi-Tiered System of Support framework. Discuss the differences of integrated and designated ELD with staff while observing and planning teaching strategies to implement.

Students to be Served by this Strategy/Activity

English Learners

Timeline

July 2022 - May 2023

Person(s) Responsible

Principal & Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

5.6 Create a year long schedule of staff meeting topics including strategies relevant to our school plan goals 1, 2, 3, 4, and 6.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal, AVID Site Team, Site Leadership Team, and Site PBIS Team

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Additional Targeted Support and Improvement

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Wagner-Holt Elementary School will show a 5% decrease in chronic absenteeism for our African American student group.

LCAP Goal

Engagement Goal: LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Basis for this Goal

This goal is based on the chronic absenteeism report in Illuminate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate for African American Student Group	58% Chronically Absent	53% Chronically Absent

Planned Strategies/Activities

Strategy/Activity 1

6.1 Maintain communication with parents by telephone, home visits, and mail regarding student attendance; screen families for qualifications for program enrollment; provide information to families regarding school and community programs; provide transportation for parents and students as needed; promote parent involvement in school activities; and coordinate parent educational programs.

Students to be Served by this Strategy/Activity

African American Student Group

Timeline

July 2022 - June 2023

Person(s) Responsible

Community Liaison Assistant

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Community Liaison Assistant

Strategy/Activity 2

6.2 All teachers and site administrators will implement Caring School Community, a yearlong, schoolwide social-emotional learning program that provides comprehensive support to our staff to: 1) build caring relationships, 2) directly teach social skills, 3) integrate SEL and academic learning, 4) use classroom management strategies, and 5) implement student-centered discipline.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Vice Principal & Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SEL Program

Strategy/Activity 3

6.3 Utilize PBIS (Positive Behavior Interventions and Supports) Tier 2 strategies to identify and create plans of action for habitually truant students including the check-in/check-out (CICO) mentoring program.

Students to be Served by this Strategy/Activity

Habitually Truant Students

Timeline

August 2022 - May 2023

Person(s) Responsible

PBIS Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

6.4 Collaborate regularly with our social-emotional learning team to identify students with chronic absenteeism along with their root causes of absenteeism and provided targeted interventions/supports.

Students to be Served by this Strategy/Activity

Habitually Truant Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal, Vice Principal & SEL Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

6.5 Strengthen our PBIS three-tiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. Progress monitor every 3-4 months using the Tiered Fidelity Inventory and create action plans. Provide incentives/rewards based on school attendance.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers, Vice Principal & Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

6.6 Provide written communications to families about absences including notices and SART/SARB letters; make home visits; and facilitate SART/SARB meetings.

Students to be Served by this Strategy/Activity

Habitually Truant Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Child Welfare and Attendance Advisor, Clerk, Principal, and Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

6.7 Provide small group intervention to students using ELA, math, ELD, SEL, and PBIS strategies.

Students to be Served by this Strategy/Activity

Habitually Truant Students

Timeline

Summer Break, Fall Break, and Spring Break

Person(s) Responsible

Teachers, Principal, and Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	6590
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Intervention
Amount	1675
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	181,665.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	178,169.00	0.00
Title I: Parent Involvement	3,496.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	178,169.00
Title I: Parent Involvement	3,496.00

Preliminary Plan		Final Plan	
	05/17/2022 10:30 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/17/2022 10:30 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/19/2022 10:45 am		
<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
1100 Teacher	Title I	51,025.00
1120 Teacher Temp	Title I	6,590.00
1150 Teacher Sub	Title I	5,262.00
1900 Other Cert Salaries	Title I	51,026.00
3000 Benefits	Title I	40,066.00
4300 Materials	Title I	9,500.00
5220 Conference	Title I	5,000.00
5715 Print Shop	Title I	1,200.00
5800 Prof and Operating/Consultants	Title I	1,000.00
5875 Technology Licenses	Title I	7,500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,496.00

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
Carmelita Goldsby	Principal
Lori Buckland-Lorch	Other School Staff
Lien Nguyen	Classroom Teacher
Debbi Crawford	Classroom Teacher
Mara Minick	Classroom Teacher
Jennifer Rodriguez	Parent or Community Member
Jennifer Cruz	Parent or Community Member
John Carey	Parent or Community Member
Abram Moreno	Parent or Community Member
Rosemary Guidolin	Parent or Community Member

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


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 05/17/2022 03:30 pm.

Attested:

Preliminary Plan		Final Plan	
	05/17/2022 10:30 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/17/2022 10:30 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/19/2022 10:45 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>