LOVE ELEMENTARY
SINGLE PLAN FOR STUDENT
ACHIEVEMENT (SPSA)
2022-23

CDS Code	01-61119-6090047
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Date of SSC Approval	
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

Purpose

Please select the purpose of this plan by **BOLDING** one or more of the following:

BOLD one or more:
Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

Description

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

[add text here]

Resource Inequities

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

[add text here]

Districtwide Goals

Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:
1) Eliminate barriers to student success and maximize learning time
2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
5) Ensure that all students have access to basic services

District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.
- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

⌖ District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		9.1%	9.4%	8.9%	9.1%	8% (March)	9.6%
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	2.6%	2.4%	2.6%	1.3% (March)	1.4%
Graduation % of four-year cohort completing graduation requirements		93.2%		91.9%		93%	
CHKS: % of students reporting 'agree' or 'strongly	5th	86%	82%	85%	74%	82%	81%
	7th	62%		64%		60%	

| agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school | 9th | 60% | | 64% | | 60% | |
| | 11th | 63% | | 64% | | 62% | |

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Leading indicators- number of absentee calls to parents each week
Lagging indicators - student attendance rates

Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

There are several reasons for this problem we have gathered through speaking with our families during our SART process and the result of the wellness survey given to Grade 3-5 students:
- *Some families due to technology barriers did not report legitimate absences such as illness which then became unexcused*
- *Due to family circumstances such as a Love parent taking care of an elder parent, the parent was*

> *unable to take the student to school.*
> - *The wellness survey told us that the student did not feel they belonged in the classroom*
> *The survey also told us that some students felt their classmates did not care about them*

LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

✎ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*		*All our students will have a 95% attendance rate or better for 2022-2023 and reduce chronic absenteeism rate for subgroups.* *(Chronic absent is absent 10 percent or more of the year)*		
📊 **Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal.*		*Examples: chronic absence rates, suspension or office discipline referral rates, interim student focus groups*		
#	⚙️ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Target Student Group(s)** *Based on your data, what student group will your monitor to see if your strategies are successful (AA/Black students, English Learning students, students with IEPs, and/or CCEIS)*	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
1.A1	CLASSROOM LEVEL Teachers will create welcoming classrooms - using trauma informed practices - using Culturally Responsive Practices - having focal students and building partnerships with families - calling or emailing home with genuine concern when a student is absent two days in a row. This practice connects to our core value of caring about our students. - creating frequent student talk opportunities every day to make meaning.	**Attendance on a Bi-monthly at COST.** **Add columns to track who has fallen below 90% attendance.**	SED Latino AA/Black	**Responsible for action: classroom teacher, attendance clerk, parent liaison, COST, Admin team** **Responsible for monitoring: Classroom teacher, COST, Admin team** **Consult/Inform:**

1.A2	SCHOOL WIDE LEVEL ● Our school will refine our attendance protocols and practices. ● Attendance clerk will work with IL and AP and communicate with staff ● Orientation to parent square provided for parents			**Responsible for action:** **Responsible for monitoring:** **Consult/Inform**:
1.A3	FAMILY/COMMUNITY LEVEL Our school leaders will support teachers & families: ● IL will provide teachers with prompts for reaching out to families of absent students. ● IL and PTA Liaison will work with PTA to build upon our Walking School Bus.			**Responsible for action:** **Responsible for monitoring:** **Consult/Inform**:
1.A4	Provide workshops for families: 1) Attendance matters- communicate the importance of relationship between attendance and academic progress 2) How to report absences to school 3) Who to contact if they are having difficulty getting students to school.			

LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

🎯 District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	14.3	-0.9	14.3	-4		
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.8	7	40.5	12.7		
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9		73.2		75.2	
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%		51.9		52.5	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%		56.8%		60.3%	

🔍 Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?

- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Leading indicators: I. Based on our STAR reading proficiency we are growing over time.
Grades 2-5, Star Reading Proficiency

- Fall '18/19: 66.9%
- Fall '21/22: 71.5%
- Winter '21/22: 72.8%

II. Star Reading Current Student Growth Percentile (SGP)

Lagging indicators: SBAC

Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

[add text here]

LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

✎ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. Example: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking.** *Foci- Goal 2: Strategic Plan: Systems and structures for additional student support*

	Measurable Outcomes *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal.*	*Examples: % of students making adequate or better growth in Star, % of students meeting expectation in F&P, walkthroughs around standards based tasks/discourse, etc.*		
#	**Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Target Student Group(s)** *Based on your data, what student group will your monitor to see if your strategies are successful (AA/Black students, English Learning students, students with IEPs, and/or CCEIS)*	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
2.A1	CLASSROOM LEVEL: We will use text that is complex and culturally relevant in service of grade level standards. We will design frequent opportunities for student discourse to make meaning while reading and across disciplines. (Talk Ten) We will support a school environment that is rich in print. Students will have access to sentence frames, academic terminology, anchor charts to facilitate literacy growth. We will focus on teaching strategies and skills that will support learners across all subjects. (UDL)	**Trimesters 1, 2, 3 Reading proficiency will be measured by** ● TK/K assessments ● CCC placement/ mastery ● STAR ● F&P (K-2) ● F&P/TCRWP (3-5 for students in Urgent or Intervention) ●	AA, SPED, EL	**Responsible for action: classroom teacher** **Responsible for monitoring: ILT, Principal, Coach** **Consult/Inform**:
2.A2	CLASSROOM LEVEL We will use reading data to better understand our students as readers. We will use a universal screener as a baseline for all students. We will be able to identify students' needs and plan action steps (phonemic awareness, phonics/decoding, comprehension, vocabulary). We will routinely utilize small groups in classrooms for students to get small group Tier 1 support with their teacher or support staff. We will differentiate instruction with targeted materials and online programs.	Classroom Walkthrough by Leadership team		**Responsible for action: Teacher, IC** **Responsible for monitoring: Principal, Leadership team** **Consult/Inform**:

2.A3	SCHOOL LEADERSHIP LEVEL Provide materials, programs, and implementation support for teachers to achieve goals in 2.A1 and 2.A2. Provide differentiated professional development in collecting reading data and providing small group instruction.			**Responsible for action:** **Responsible for monitoring:** **Consult/Inform:**

LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

● Improve the achievement of English learning students.
● Implement State Standards for English learning students.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	**Site**	**District**	**Site**	**District**	**Site**
EL Reclassification: % of English Learners who were redesignated as RFEP	12%	7.1%	21%	17.5%	14%	9.7%
ELPAC: % of students scoring 'moderately' or	80.8%	85.1%	72.6%	77.8%	84%	

'well developed' *							
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%	5.4%	27%	29.2%	11.5%	11.1%
	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	70%					
	6th-12th	61%		98%		100%	

*to be replaced with growth metric when released spring 2022

LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	

and Trust Survey	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
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Leading indicators: Trust survey,

Identified Need: Using Additional Data to go Deeper

Ask yourself:
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- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

Lagging indicators: Trust survey, ELD Family Needs Survey

LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

✏️ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. Example: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**All families will understand what we are doing on behalf of their child and to partner with families in their child's learning, growth and development. (CCSEIS)**		
📊 **Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal.*	*Examples: Family focus groups, interim surveys, conversations and observations with families, participation at events*		

#	⚙️ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Target Student Group(s)** *Based on your data, what student group will your monitor to see if your strategies are successful (AA/Black students, English Learning students, students with IEPs, and/or CCEIS)*	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
4.A1	Provide clear transparent communication. ● Regularly check in with families via email , parent square or phone. ● Teachers will reach out individually to each family 3x a year. First contact (call, email, face to face) is positive. ● School staff will work with families to use ParentSquare ● Promote and support informational web pages and supports (Love School, PTA, Special Education etc.)	After three weeks of school, all families will report that teachers have reached out to them. Identify and document most effective channels of communication **Short Survey given three times a year?**	AA/Black, EL, Students with IEPS	**Responsible for action: Teachers, Parent Liason** **Responsible for monitoring:** **Consult/Inform:**
4.A2	Share strategies for success with families especially during monthly newsletters and family-centered conferences or workshops. Topics: How to help your child become a skilled reader (Word recognition & language comprehension)			**Responsible for action: Teachers, Parent Liaison** **Responsible for monitoring: Principal** **Consult/Inform:**

4.A3	Provide workshops for families: Possible topics: Literacy, Mathematics Send home survey to identify needs			**Responsible for action:** **Responsible for monitoring:** **Consult/Inform**:

Annual Review

Analysis

Describe the overall implementation of the strategies/activities and the overall effective strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe any major differences between the i~~nt~~ ~~expenditures to~~ implement the strategies/activities to ~~~~

[add text here]

Descri~~be~~ ~~l,~~ the annual outcomes, metrics or strategies/activities to ~~~~s. Identify where those changes can be found in the SPSA.

N/A due to covid interruption, schools are in their first year of implementing goals.

Expenditures to Achieve Site-Specific Goals

MAKE A COPY OF THE TEMPLATE FOR YOUR SITE FOLDER. COMPLETE THE TABLE, THEN PASTE TABLE HERE AND SELECT "LINK" IN CASE YOU MAKE ANY UPDATES IT WILL AUTOMATICALLY UPDATE HERE. SEE "EXAMPLE" TAB IN TEMPLATE FOR AN EXAMPLE.

LOVE ES 2022-23 Expenditure Table

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	**$ 118440.00**
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$ 0
Total amount of federal categorical funds allocated to this school	$ 118440.00 0

Appendix B: School Site Council (SSC) Membership

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

Names of Members	ROLE*
Amy Miller	Chair / Parent
Brandy Asher	Parent
Susanne Heim,	Parent
Albert Lin	Parent
Jennifer Tan	Parent
Mariko Ca	Teacher
Jo Corpuz	Teacher
Ryan Brazil	Teacher
Mikala Royal	Classified
Tina K. Lagdamen	Principal

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1.   The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

Agenda Faculty meeting 4/25/22 : Feedback , recommendation on SPSA

SSC Agenda 4/30/22   : To get input on SPSA

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations? Yes it does.

Appendix C: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
The corresponding Title 1 funded elements of the SPSA above should be highlighted.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX D: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Setting the Stage

1. When and why did the program start?

During the 2014-2015, Haight participated in the Innovative Planning and Development phase, and received approval for Phase III in the 2015-2016 school year.

Haight Elementary already has a history of successfully serving all students, as evidenced by recently earning the Title 1 Achievement Award, which recognizes Title 1 schools that significantly close the achievement gap for its significant subgroups. Through hard work and dedication, Haight School has earned a reputation of being committed to equitable outcomes and effective intervention supports. The school community further enriches the learning experience through support of programs for art docents, garden and go green initiatives, Peacemakers, cross age reading buddies, multi-tiered intervention system and more.

Why the Innovative Plan is important

Given this success, why is Haight applying for an Innovative Plan grant? It's all about equity. We believe that we, as a community, must reach out further to move beyond our already implemented programs that support our vision of a successful Title 1 School that serves Alameda children. The Haight community is pursuing an Innovation grant because our students need access to cutting edge, researched based models of teaching and learning that are cutting edge, innovative, and that address experiential learning. We want to move beyond paper and pencil to provide students with engaging and complex learning experiences that challenge them as well as prepare them for success. To level the playing field among all of Alameda's future citizens, we must provide exceptional access to opportunities and educational experiences that are critical for all children. We believe our Innovative Plan provides the roadmap to creating such a learning environment.

2. What is the vision and mission of the program?

School Theme: EAGLES – Everyone Achieving through Global Learning and Environmental Stewardship

Mission: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore, we must provide our diverse Title I students with engaging, integrated curriculum, personalized learning opportunities, and an empowering school culture that supports the whole child.

Vision: All students will have exceptional 21st century skills empowering them to be deep thinkers, positive, hard-working contributors and leaders in our community, and readiness for any academic and career path.

3. What are the goals of the program?
Our vision is to create a school that focuses on integrated units organized around global learning and STEM to promote rigorous, enthusiastic student learning. Our approach will help students to see the big picture as well as the connections across the curriculum. Students are motivated to be our future problem solvers and they recognize and are motivated by innovations in the areas of science, engineering, math and technology (STEM). They know that STEM related work is essential for solving some of the planet's most vexing problems. We

also believe social emotional learning is an essential support for academic achievement to allow students to be reflective and able to better regulate their emotional responses.

4. What are the student performance expectations resulting from being a different type of program?
The innovative plan focuses on key features of the CCSS such as integrated learning opportunities and deeper thinking skills.   As a result, students will know and be able to meet the rigorous standards of the CCSS. In ELA, integrated units will provide rigorous practice in reading, writing and research. In math, students will need to explain and apply math in real world contexts. We believe that after 3 years of full implementation, we should see improved performance on measures of ELA and Math and on the science CST.

5. How will the program measure progress towards goals?
Data analysis of results on the CAASPP along with local assessment measures and student products measured by a common rubric will demonstrate improved performance by students in ELA, math and Science. Literacy rates, as measured with appropriate assessments, will improve. Math, science and Engineering competencies, as measured with appropriate assessments, will improve. Teachers will also continue to use state summative assessments (CELDT, SBAC, CST Science) and AUSD benchmark assessments (ELS, HFW, HM Leveled Reading Passages, DIBELS fluency, Writing Assessments, Math Benchmark Units).

6. How will the school know that students are learning?
Over the next 2 years, grade-levels will develop Essential Questions and Big Ideas that will be shared as a team to focus student learning through common units. These integrated units will be focused on rigorous common core aligned instruction and backward mapping from the CCSS standards, which define the performance expectations. We will continue to look for meaningful ways to integrate our curriculum with district initiatives and materials, such as FOSS and IBD.

a. What will this look like in the classrooms?

● Haight students will be engaged in more hands-on learning including STEM projects and working with integrated ELA/ELD standards on a daily basis.
● English Language Learners will strengthen their language proficiency and use of academic language through hands-on learning as well as Designated and Integrated ELD instruction.
● Students will have stronger skills for interpersonal communication, collaborative work and solving conflicts peacefully.
● Physical Education, Library and Media/Technology Education, and Music Education will integrate STEM/ELA integrated learning wherever possible.

7. How will the school know whether students are engaged?
As a staff, we will collaborate to define a rubric that provides descriptions of engagement levels

One potential Engagement Rubric:

● Deep Engagement: Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality.
● Engagement: Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task. They do not simply follow directions but actively work to improve the quality of their performance.
● Active Compliance: Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant thought or commitment to quality is not evident.

- Passive Compliance: Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or direction to remain on task.
- Periodic Compliance: Students' attention and participation fluctuates. They appear distractible and stall out easily when questions emerge. May require significant teacher attention and direction.
- Resistance: Students appear blocked, unable or unwilling to participate in learning activities. Classroom management procedures or redesign of learning activities may be required.

    a. What will this look like in the classrooms?
The classroom instruction will be more student-centered, with more integrated, cross-curricular projects. Students will be actively engaging with one another addressing rigorous essential questions, engaging in critical thinking through collaboration on answering essential questions and communicating and presenting their ideas publically. Students will be regularly demonstrating their level of performance for the 4C's – collaboration, communication, critical thinking and creativity.

8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance? Data analysis of results on the CAASPP along with local assessment measures and student products measured by a common rubric will demonstrate improved performance by students in ELA, math and Science. Literacy rates, as measured with appropriate assessments, will improve. Math, science and Engineering competencies, as measured with appropriate assessments, will improve. Teachers will also continue to use state summative assessments (CELDT, SBAC, CST Science) and AUSD benchmark assessments (ELS, HFW, HM Leveled Reading Passages, DIBELS fluency, Writing Assessments, Math Benchmark Units).

9. How will the program encourage parental and community input and involvement?
- Providing parent workshops on CCSS, grade level standards and how to support students at home
- Increase in the number of school-wide community events will increase that share and celebrate student learning.
- Parent surveys about student engagement, social emotional learning and levels of student effort and persistence.

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?

   Our Innovative Plan will address student needs and support high achievement in important ways: It provides a clearer sense of purpose toward a common vision of teaching and learning at Haight. It sets high expectations for academic performance as well as college/career readiness. It will build on the strength of our diversity by embedding a global/multiple perspective analysis in the learning. It will use authentic questions to drive the inquiry and problem solving process. It will shift the focus from teacher centered to student centered. It will focus on the importance of relationships as part of a successful learning environment. It will employ the best practices for instruction. It will increase the professional culture by supporting greater collaboration between teachers, administration, and staff.

2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?

CCSS focus on deeper skills and rigorous application of reading, writing, communicating, research, conceptual understanding, problem solving and application of math to real world problems. Our innovative plan has this approach at the center:

- Students will engage in integrated, cross discipline inquiry to investigate the world beyond one's own immediate environment and engage age-appropriate research.
- They will address authentic, multi-discipline questions to engage in deeper learning.
- They will come to recognize perspectives, others' and one's own, while articulating and explaining such perspectives thoughtfully and respectfully.
- They will experience the important value of appreciating the contributions of all people and developing an understanding their own racial and cultural identity
- They will learn to communicate ideas effectively with diverse audiences, bridging geographic, linguistic and cultural barriers.
- They will view themselves as problem solvers and contributors to the world.

3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
Successfully closing the achievement gap by meeting the needs of all students has been a hallmark at Haight Elementary for the past decade. With a commitment to continuous improvement, Haight has adjusted and refined its academic and behavioral model of instruction and intervention over the years. As a result, Haight is one of few Title 1 schools in the state to successfully meet yearly AYP and API and has been named a Title 1 Achievement School multiple years.

Recognizing the importance of providing support for both academic and behavioral needs, Haight has developed a robust model utilizing a team approach that takes advantage of all the expertise of the staff. The model addresses two important areas of need:
Strategy 1: "Just right" tiered language development instruction every day for every student and every teacher in grades 1–5.
Strategy 2: Collaborative support and intervention services deployed for both strategic and intensive students for both academic and behavioral needs.

4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
Haight's staff has been acknowledged consistently for their commitment to high expectations for students through the annual award of the Title 1 Achievement Award. Haight is the only Title 1 school that applied for Innovative Plan because of the school's long commitment to going beyond to encourage high levels of student engagement and closing the achievement gap. To support increased differentiation, we have are also integrating technology and have acquired sets of 6 ipads for every k-2 classroom and sets of 6 chrome books for grades 3-5 to share. We will continue to explore blended learning as model in classrooms that will feature small group rotations, including a technology rotation and adaptive software for language arts and math such as Successmaker. Utilizing in-house support, teachers will be trained to integrate chrome books and ipads into daily instruction to support more personalized learning opportunities for students.

5. To what extent do teachers analyze data collaboratively? Evidence?
Grade level teams meet regularly with the Title 1 Specialist, English Language Development Specialist and the Specialized Academic Instruction specialist. Together, teachers and specialists look at scores from CELDT, district benchmark testing, report card grades, and standardized state testing. Student needs are discussed and groups of students are created considering both their instructional and behavioral needs. As students make

progress or do not respond to intervention, the team reconvenes and can flexibly shift students to a group that better meets their needs. There is also a high level collaboration and coordination of Haight's SST (Student Support Team) and CAMP (Collaborative Academic Motivation Program), which is composed of a dedicated group of specialists who collaborate closely to provide an effective and dynamic 3-tiered Response to Intervention Model. SST and BIT meetings allow us to prioritize students most in need of support and develop both academic and behavioral intervention plans to meet their needs. Teachers have again approved a waiver to increase collaboration time 2 Wednesdays per month to support this level of progress monitoring and adjustments based on assessments.

Theory of Action
1. Given the current reality, what is the Theory of Action?
We believe:
*If w*e transform the teaching and learning at Haight by engaging our students in deeper learning experiences that require critical thinking, solving complex problems, and working collaboratively

And, If we address these **3 Essential Elements**:
- provide an relevant, *engaging curriculum* that integrates *global learning with STEM problem solving and*
- we support the whole child by focusing on the equally important area of social emotional learning and
- *we personalize* and differentiate students' learning experiences to meet their individual needs,

Then Love students will
- develop mastery of the content of the Common Core State Standards
- develop their competencies for communication, collaboration, critical thinking, and creativity,
- value diversity and develop skills for global competency
- become positive, hard working contributors to their community and world
- be engaged learners, ready for an academic path in middle and high school and beyond, including STEM (Science, Technology, Engineering and Math).

2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
Given the fluctuation in local assessments and data collection and the relatively new CAASPP assessment system, we are currently challenged to define SMARTe goals. By next year, we should have clearer targets and benchmark assessment to monitor student performance. We will be exploring the use of the IABs and Formative assessment system to provide ongoing progress monitoring for student performance.

3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?
Successfully closing the achievement gap by meeting the needs of all students has been a hallmark at Haight Elementary for the past decade. With a commitment to continuous improvement, Haight has adjusted and refined its academic and behavioral model of instruction and intervention over the years. As a result, Haight is one of few Title 1 schools in the state to successfully meet yearly AYP and API and has been named a Title 1 Achievement School multiple years. Similar to question 1 above, when we have a clearer assessment system with aligned benchmarks we will be able to establish targets. Two years of CAASPP testing will provide more insight and we hope to become proficient at utilizing IABs and Formative assessments to progress monitor student performance.

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
With only one year of CAASPP data on a new and rigorous state assessment, it is difficult to determine whether our scores are the result of skill gaps or adjusting to a new format of online testing. Once we have our 2nd year results for CAASPP, we will be able to determine trends in our data. In the meantime, it's clear we need a deeper analysis of our results, especially by claim, in order to align our teaching and learning opportunities to the demands of the CCSS and CAASPP. Based on 1 year of results, math appears to be an area of greatest need. With the adoption of CCSS aligned math materials, we should be able to better target students with skills gaps in Math. For both grades 4 and 5, the lowest scoring area for math was for Claim 1: The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. As a staff, we will need to delve into the released test items to clarify what students must know and be able to demonstrate for this claim. We have a significant achievement gap with only 22% of our Hispanic and African American students scoring proficient for Math.

For ELA, both grades 4th and 5th grade scored lowest for Claim 1: The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity. Our work with IBD should support students to know and be able to cite evidence through close reading. However, IBD-like experiences have not been developed to allow grades K-2 to build up the precursor skills for close reading. We will continue to explore curriculum materials that can augment our current adoption. We will pilot materials from Junior Great Books as a possible bridge. We'll continue to look at online resources such as Newsela and Read Works for materials and lessons more aligned to the CCSS.

Through our innovative plan, we will also address the Common Core standards and engage students in deeper learning experiences through integrated global learning units and engineering extensions to our FOSS kits. Given the disparity in our student performance data on the Science CST, we have targeted science achievement as a school-wide goal and believe we will be able to increase student engagement for science through the integration of engineering and technology.   By focusing on hands-on STEM and other projects, more of the instructional day will be student centered which will allow students to develop their skills for working in groups to problem solve and think critically as well. It will further develop their academic voice and the skills of communication, collaboration, and creativity. We had one professional development presentation about the framework of UDL (Universal Design for Learning) this year, which we will build upon to improve and optimize teaching and learning to meet the diverse needs of our students. We believe addressing the range of needs for engagement, representation and action/expression of learning will improve academic outcomes for all students.

Comment on the allocation and usage of resources based on data analysis:
Our Innovative plan allocates the biggest percentage of funds to our .6 teacher coach because we believe that student performance will improve if our teaching practices improve. We believe student centered learning through hands-on experiences will improve student engagement, deeper thinking and group skills and provide authentic purposes for reading, writing, communicating and explaining STEM concepts. Other expenditures include subscription to professional development resources for global learning, technology acquisition for more personalized learning.

2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

3. What effective strategies are used to evaluate student learning and engagement?

We have the structure in place with our approved waiver to support more teacher collaboration time for discussing student performance. We also hope to use title 1 funds to provide monthly half-day release time for grade levels to examine student data and adjust their teaching. Currently, our assessment system and benchmarks are not fully aligned with CCSS. Our goal is to provide staff development to our teachers to utilize the Digital Library resources and IABs to develop formative assessments and to better progress monitor. With the new adoption of math materials, we will be better able to monitor student learning of Math CCSS.

4. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set.
   Teachers are receiving coaching support for both FOSS and Math. The new math adoption and access to ongoing coaching will provide much needed professional development to address Math CCSS. Further professional development on the Digital Library and staff use of EADMS and Schoolzilla will help teachers to routinely use data to drive instructional changes.

5. How are teachers provided feedback on instructional practices to improve instruction?
   We hope to use title 1 PD funds to allow teachers to be released to observe each other teach. Regular classroom visits and collaboration time allow for teachers to share best practices. The evaluation process also provides an opportunity to give feedback on instructional practices. We are exploring videotaping as a means to capture teaching and learning and provide feedback.

6. How is the program's theme integrated into your teacher practices and learning outcomes?
   The overall school has the look and feel of a globally focused environment. The STEM lab as a dedicated portable encourages teachers to commit to hands-on learning and notebooking for science and we have added an engineering curriculum that focuses on design thinking. Students have more opportunities to engage in CCSS aligned integrated units of study, which increase levels of student engagement for learning.

Findings and The Road Ahead
1. Identify and discuss significant accomplishments.
   Most teachers have a cultural corner in their room and have integrated the region focus in at least 1 unit. All classrooms are visiting the STEM lab weekly, ensuring routine hands on learning using FOSS or Engineering is Elementary. We will have a Global Learning week in May to showcase our work on global learning. We will have a STEM museum during Open House in May. Parents have noted the changes and been vocally supportive of the plan's focus.

   What learning and surprises emerged?
   In our first year of implementation, pockets of work emerged in our 3 areas of focus. We allowed teachers to pick one focus to begin to implement this year. We have a cadre of teachers focused on global learning, another on STEM learning and a 3rd on mindfulness. It's been interesting to see where each of our 3 foci has taken root. By allowing teachers to choose where to focus first, we have allowed leadership to develop in all 3 areas and teachers are driving the work. Parents, especially our ELAC, have appreciated the focus on connecting home culture to school and the opportunities for STEM learning and technology integration. It is still challenging to manage multiple initiatives and go deep. We are revamping our 'Waiver Wednesday' to ensure more focused work on the 3 areas of the plan. Title 1 PD funds have allowed us to provide training in mindfulness and Toolbox Learning before the end of this year to strengthen our 'whole child' initiative.

2. Identify and discuss the areas that need improvement. Why?
   We currently have uneven implementation across the school of both our innovative plan and district-aligned work. The challenge of 'initiative fatigue' continues to affect the depth and quality of implementation. With

EL Achieve, PBIS as well as ongoing IBD, FOSS, Fountas and Pinnell, we still feel pulled in many directions. We also do not have an aligned assessment system that provides meaningful student data to monitor student achievement. Most grade levels collaborate effectively but others still operate mostly independently.

3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
We will further refine our rubric for implementation to better define growth in each area of our plan. We need to utilize the Digital Library tools to help monitor student performance. We have refined our 'Waiver Wednesdays' by targeting the 3 areas of our plan as the focus for the entire year. We need to have more accountability for increasing the outcomes of grade level collaboration.

COMPONENT 9: SAFETY NET

Haight School has a pro-active set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:

•   Incoming K students are screened in May by a K interview to assess academic and developmental readiness.

•   All students (grades K-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.

•   New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly basis. The ELD teacher provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.

•   An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students are grouped 4 days a week for targeted intervention in ELA. Finally, students visit the RS or SDC program (tier 3 intervention) as a guest.

•   Interventions are intensive, flexible, and research based instructional programs. These programs include SIPPS and Making Connections.

•   Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.

•   Positive study skills are taught in a variety of ways, including note taking skills, long-term projects, school assignment calendars and goal setting/behavior contracts with students.

English Learners: English Learners comprise 30% of our total school population. We will continue with the following:

- Daily ELD instruction based on ADEPT proficiency levels.

- ELD para push-in and pullout support.

- CBET class and School Smart Academy for new EL families to learn about US schools and how to help their children with school.

- ELAC parent meetings held regularly throughout the school year.

Social: As a result of the Comprehensive Needs Assessment, we know that students are not feeling safe and respected by their fellow students. We will:

• Implement a school wide anti-bullying curriculum.

• Utilize the class meetings as prescribed in the Caring Schools Community curriculum.

• Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence are offered services from our second year psych intern. Referrals are based on teacher and administrative input.

• When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.

• Responsible older students assist with student jobs. These include student council, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor.

COMPONENT 10; COORDINATION AND INTEGRATION

Intervention Team, made up by the Title 1 Specialist, ELD Specialist, Special Education Staff and the School Counselor, meet regularly to discuss student needs and look at academic and social interventions across the site. Student Study Team meeting weekly as needed to discuss students' academic and social needs, developing academic and social interventions and monitoring student progress. Behavior Intervention Team meeting as needed to develop support plans for students.

• Tiered Intervention currently occurs 4 days a week for grades K-5 coordinated by the Title 1 Teacher and supported by the Title 1 para.

• Learning Center provides support and full inclusion with the goal of having every child in the Least Restrictive Environment (LRE). Resource and full inclusion paraprofessionals provide in class support to students.

Academic Conferences provide every teacher with sub release time to discuss the students they are most concerned about and to coordinate support resources to meet those needs.

Programs and materials are purchased to support Tier 2 and Tier 3 interventions. Teachers are encouraged to attend trainings and to collaborate for various intervention/curriculum programs.

• The principal and teachers attended RtI, PBIS and ILT training. The CCSS team attended AUSD provided training. Training is brought back to staff through monthly staff meetings designated for professional development.

2022-23 SPSA Expenditures Table

For each stratgy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implemetn these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1	Magnet/ Innovative
			$34,263.00	$109,620.00	$98,165.00

Summary of Expenditures to Achieve Site-specific Goals

| Strategy/ Activity Number(s) | Target Student Group(s) | Expenditure Amount | | | | | Expenditure Type | Description |
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	PTA/ Donation/After School Program grant		
2.A1	SED, ELL			$6,480.00					Books , other reference materials
2.A1	All students			$10,000.00					Materials,supplies-Instruction
2.A1	All students			$6,480.00					Materials,supplies-School adminis
4.A1	UND/EL/SED				$44,630.00			Salary +Benefit	Bilingual para-Spanish (0.88FTE)
4.A2	UND/EL/SED				$11,585.00			Salary +Benefit	Parent Liaison (0.25 FTE)
2.A2	UND/EL/SED				$48,192.00			Salary +Benefit	Specialize instructor _Tier 2/Literacy
2.A3	All students				$6,757.00			Materials, supplies	
2.A2	Els/SED/SWD				$7,276.00			180/daily Sub pay = 40 sub days	
								for assessment , planning	
2.A3	All students				$6,757.00			Materials & Supplies-Instruction	
	All Student					$76,821.00		Science teacher	
	TOTAL			$32,960.00	$118,440.00	$76,821.00			

KEY	FOR TABLE	HINTS
		Object Code Hints
Expenditure Types	Certificated Salary	(1000s)
	Classified Salary	(2000s)
	Benefits	(3000s)
	Materials/Supplies	(4000s)
	Services	(5000s)
Target Student Group(s)	All Students	
	SED Students	Socioeconomically Disadvantaged
	SWD	Students with Disabiilties
	ELL	English Language Learners
	UND	Unduplicated (EL and SED)
	Foster Students	
	Homeless Students	
	Varies	List one or more subgroups by race/ethnicity
	Other	

Love Elementary School
2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1.   The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2.   The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3.   The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

__x_ School Advisory Committee for State Compensatory Education Programs

_X__ English Learner Advisory Committee

____ Community Advisory Committee for Special Education Programs

____ Other (list)

4.   The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5.   This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6.   This school plan was adopted by the school site council on: .

Attested:
Tina K. Lagdamen

Tina K. Lagdamen
Tina K. Lagdamen

5/25/22_____
_____   _____
Typed name of school principal   Signature of school principal   Date

_Amy Miller _____   Amy Miller   5/25/22 5/25/22 _____
_____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Signature: _*Amynns*_____
Amy Miller [Jun 1, 2022 17:36 PDT]
Email: amymiller1518@gmail.com