



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

This school plan, developed by the Los Molinos Elementary School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Los Molinos Elementary	19 73445 6014278	April 21, 2022	June 9, 2022

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to support the achievement and progress of all students, including our English Learners, SED, students with disabilities, and our homeless/foster student groups. Our school will maintain high expectations for all students by maintaining high achievement and showing progress in ELA, math, and improved attendance, with special attention to our students groups such as English Learners, SED, students with disabilities, and homeless/foster youth, through a detailed school plan. These are our school goals:

- 1). ELA Indicator/School Dashboard: For 2022, increase by +2 points or more from 2019 levels:
 - School-wide: from 80% in 2019 to 82% in 2022
 - English Learner: from 43% in 2019 to to 45% in 2022
 - Low Income: from 73% in 2019 to 75% in 2022
- 2). District ELA Interim Assessments: Increase the percent of grade K-5th students that meet/exceed grade level ELA standards from: 3 of 6 grade levels at 53% or better on DIA #1 in 2020-21 to 4 or more of 6 grade levels meeting/exceeding benchmark at 55% or better in 2021-22.
- 3) Math Indicator/School Dashboard: For 2022, increase by +2 points from 2019 levels for student groups: schoolwide, low income, and English learner.
CAASPP/SBAC Mathematics: Increase the percent of students scoring Standard Met/Exceeded by +2% or more for each of the following student groups:
 - schoolwide: From 78% in spring 2019 to 80% or higher in Spring 2022.
 - Low Income: From 64% in spring 2019 to 66% or higher in Spring 2022.
 - English Learner: From 40% in spring 2019 to 42% in Spring 2022.
- 4) District Math Interim Assessments: Increase the percent of K-5th grade students that meet/exceed grade level Math benchmarks from: 4 of 7 grade levels meeting/exceeding benchmark at 70% or better in 2020-21 to 6 or more of 7 grade levels meeting/exceeding benchmark at 70% or better in 2021-22.
- 5) EL Goals
 - 65 % of all students will make positive growth on ELPAC Test
 - 44 % of all English Learners will score Met or Exceeded on CAASPP
 - 10% % of all English Learners will be reclassified
- 6) Overall Average Daily Attendance (ADA) will meet 98% goal

School Vision and Mission

We at Los Molinos Elementary School believe that all students come with a desire for learning and a belief that all things are possible. We foster critical thinking through diverse opportunities, shared decision making, and mutual respect. We prepare our students for the future through.

School Profile

Los Molinos is located in Hacienda Heights, CA in the Hacienda La Puente School District. Los Molinos serves approximately 511 students ranging from grades TK-5th grade. The school has approximately 53% are students who are socioeconomically disadvantaged. Varied ethnicities are represented by our student body. The population is made up of approximately 63.8 % Hispanic, 24% Asian, 4.8% White and 3.2% Filipino. There are 85 students in the English Learner Program. Los Molinos participates in the class size reduction program with a 24:1 ratio in TK-3. We serve students in general education, specialized academic instruction, and resource specialists programs. We meet the needs of all students through a Multiple Tiered Response to Intervention approach in both academic and behavior settings.

Los Molinos has received numerous awards including the California Gold Ribbon, National Blue Ribbon, and California Distinguished School of Excellence.

Students are serviced in 1 of 22 classes at Los Molinos with 100% of the staff highly qualified. The level of parental involvement at Los Molinos is very high, with a strong PTA, SSC/SDM, ELAC and school volunteer program.

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District Adopted Core Curriculum 2022-23

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.74%	0.8%	1.18%	4	4	6
Asian	23.05%	24.3%	23.87%	124	126	121
Filipino	3.16%	3.3%	3.35%	17	17	17
Hispanic/Latino	66.17%	63.8%	60.75%	356	331	308
Pacific Islander	0%	%	%	0		
White	4.83%	5.2%	5.52%	26	27	28
Multiple/No Response	0.74%	1.2%	2.17%	4	6	11
Total Enrollment				538	519	507

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	130	115	130
Grade 1	85	86	73
Grade 2	82	88	85
Grade3	80	80	84
Grade 4	91	70	72
Grade 5	70	80	63
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	538	519	507

Student Enrollment
Enrollment By Student Groups (EL, SED, SWD, Foster, Homeless)

2018-19

Subgroup	Enrollment
English Learners	85
Foster Youth	1
Homeless Youth	17
Migrant Education	0
Students with Disabilities	46
Socioeconomically Disadvantaged	270
All Students	507

2019-20

Subgroup	Enrollment
English Learners	49
Foster Youth	1
Homeless Youth	12
Migrant Education	0
Students with Disabilities	35
Socioeconomically Disadvantaged	247
All Students	538

2020-21

Subgroup	Enrollment
English Learners	57
Foster Youth	2
Homeless Youth	19
Migrant Education	0
Students with Disabilities	38
Socioeconomically Disadvantaged	196
All Students	519

Conclusions based on this data:

1. EL numbers has increased in the last 3 years from 2018-2022 from 49 to 85
2. SED student group has continued to increase from 247 in 2020 students to 270 students 2022
3. Total enrollment has continued to decrease from 519 in 2021 to 507 students in 2022

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	49	57	85	9.1%	11.0%	16.8%
Fluent English Proficient (FEP)	45	41	29	8.4%	7.9%	5.7%
Reclassified Fluent English Proficient (RFEP)	17	0	10	30.4%	0.0%	2.0%

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2018-19

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	13	0	0	0	13	0	13
01	10	0	0	0	10	0	10
02	8	0	0	0	8	3	11
03	10	2	0	0	12	7	19
04	1	7	0	0	8	9	17
05	1	1	0	3	5	3	8

2019-20

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	18	0	0	0	18	0	18
01	11	0	0	0	11	2	13
02	7	0	0	0	7	5	12
03	3	2	0	0	5	5	10
04	1	1	0	1	3	11	14
05	0	2	0	3	5	10	15

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	26	0	0	0	26	0	26
01	8	0	0	0	8	0	8
02	12	0	0	0	12	3	15
03	4	2	0	0	6	5	11
04	0	3	0	0	3	6	9
05	0	2	0	0	2	9	11

Conclusions based on this data:

1. The number of EL students "at risk" has decreased from 2020
2. There has been an increase EL students in primary grades TK-3
3. There is a need to increase the number of students for reclassification

School and Student Performance Data

Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
519	37.8	11.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	11.0
Foster Youth	2	0.4
Homeless	19	3.7
Socioeconomically Disadvantaged	196	37.8
Students with Disabilities	38	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian or Alaska Native		
Asian	126	24.3
Filipino	17	3.3
Hispanic	331	63.8
Two or More Races	6	1.2
Native Hawaiian or Pacific Islander		
White	27	5.2

Conclusions based on this data:

1. Our English Learning student group has increased

2. Our Socioeconomically Disadvantage student group has increase

3. Our student enrollment has decreased

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	Green	Blue
English Learners	Green	Blue	None	None	Blue	Blue
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Blue	None	None	Green	Green
Students with Disabilities	Orange	Blue	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Blue	None	None	Blue	Blue
Filipino	None	None	None	None	None	None
Hispanic	Orange	Green	None	None	Green	Blue
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Conclusions based on this data:





1. All students are scored the Blue Performance Level in math.
2. All students scored Green Performance Level in English Language Arts.
3. Chronic Absenteeism scored a Orange Level in all groups, except English Learners and Asian group.
4. Socioeconomically Disadvantaged group scored a lower performance band in math.

Overall Performance

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

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate	Suspension Rate  Blue
Mathematics  Blue	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. English Language Arts is at a Green Performance Level.
2. Math is at a Blue Performance Level.
3. Chronic Attendance is at an Orange Performance Level.

School and Student Performance Data

Academic Performance English Language Arts

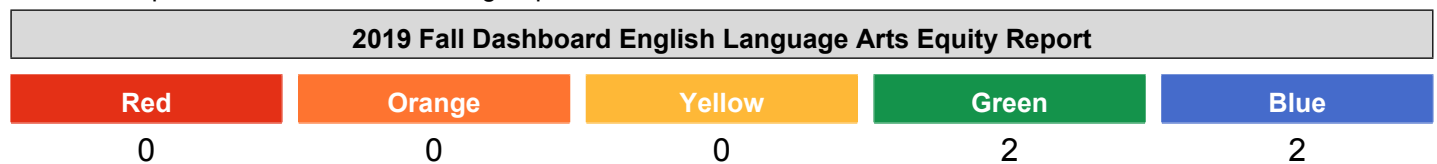
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 65.9 points above standard Declined -5.9 points 229	 Blue 56.2 points above standard Increased ++3.2 points 41	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 40.7 points above standard Declined Significantly -22.3 points 92	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  Blue 98.9 points above standard Increased ++5.7 points 47	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Green 57.6 points above standard Declined -7.3 points 162	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0.6 points above standard Increased ++7.4 points 16	Reclassified English Learners 91.9 points above standard Declined -6.8 points 25	English Only 67.1 points above standard Declined -8.5 points 183
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Conclusions based on this data:

- English Only Students scored 67.1 points above standard but there was a decline of 8.5 points, which moved us to the Green Level.
- English Learners scored 0.6 points above standard and increased 7.4 points from previous year, which moved them to the Blue Level.
- English Learners, who are in the Asian Group, scored 98.9 points above standard and increased 5.7 points from previous year, which moved them to the Blue Level.

School and Student Performance Data

Academic Performance Mathematics

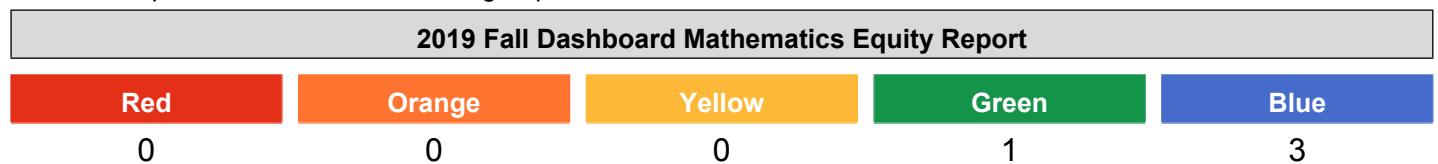
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 52.7 points above standard Maintained ++2.1 points 229	English Learners  Blue 51.5 points above standard Maintained ++1.7 points 41	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Green 31.3 points above standard Declined -7.4 points 92	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 93.6 points above standard Increased ++3.8 points 47	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Blue 42.2 points above standard Increased ++5.1 points 162	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 6.9 points below standard Declined -3.6 points 16	Reclassified English Learners 88.9 points above standard Maintained -1.4 points 25	English Only 52.3 points above standard Maintained ++2.2 points 183
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Conclusions based on this data:

1. All students scored in the Blue section in math.
2. English Learners, Asian group, and Hispanic group scored in the Blue section in math.
3. The socioeconomically disadvantaged group scored 31.3 points above the standard.

School and Student Performance Data

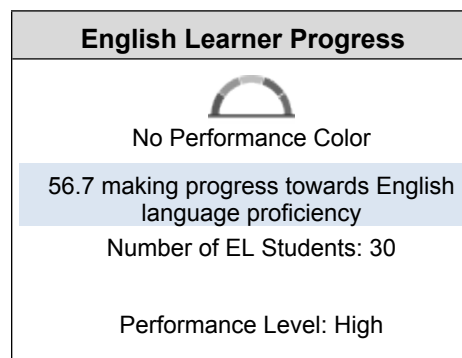
Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.3		16.6	

Conclusions based on this data:

- 56.7 % of English Learners are making progress towards English language.
- 16.6 % of English Learners maintained ELPI level 4.
- The performance level is High.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

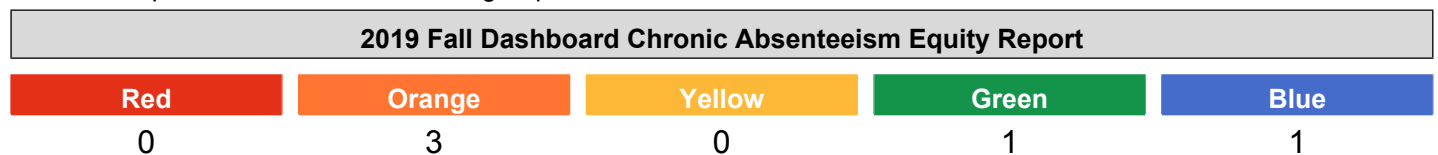
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 6.2 Increased +1.8 546	 Green 4.8 Maintained -0.2 62	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 7.9 Increased +2.9 228	 Orange 17.9 Increased +10.1 39

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Blue 1.9 Declined -1.3 106	Filipino  No Performance Color 0 Maintained 0 18
Hispanic  Orange 8 Increased +3 377	Two or More Races  No Performance Color 16.7 Increased +7.6 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color 0 Declined -5.3 27

Conclusions based on this data:

1. There was been an improvement of 1.3 % of Chronic Absenteeism in the Asian group.
2. Our Chronic Absenteeism for our school is 6.2%.
3. There was an increase of Chronic Absenteeism of 1.8% yielding an Orange Level.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

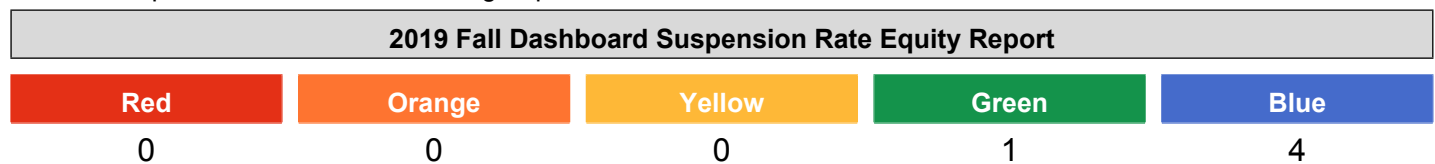
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2 Maintained +0.2 559	English Learners  Blue 0 Maintained 0 64	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color Less than 11 Students - Data Not 4	Socioeconomically Disadvantaged  Blue 0 Maintained 0 233	Students with Disabilities  Blue 0 Maintained 0 40

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 6	American Indian	Asian  Blue 0 Maintained 0 112	Filipino  No Performance Color 0 Maintained 0 18
Hispanic  Green 0.3 Increased +0.3 383	Two or More Races  No Performance Color 0 Maintained 0 12	Pacific Islander	White  No Performance Color 0 Maintained 0 28

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.2

Conclusions based on this data:

1. Our suspension rate level falls in BLUE.
2. There was an increase of .02% in 2019, but still have maintained the BLUE level over time.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	95	79		94	0		94	0		98.9	0.0	
Grade 4	74	67		72	0		72	0		97.3	0.0	
Grade 5	64	79		64	0		64	0		100	0.0	
Grade 11												
All Grades	233	225		230	0		230	0		98.7	0.0	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2488.			50.00			30.85			13.83			5.32		
Grade 4	2541.			58.33			23.61			11.11			6.94		
Grade 5	2577.			59.38			20.31			10.94			9.38		
Grade 11															
All Grades	N/A	N/A	N/A	55.22			25.65			12.17			6.96		

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.32			36.17			8.51		
Grade 4	40.28			52.78			6.94		
Grade 5	57.81			29.69			12.50		
Grade 11									
All Grades	51.30			39.57			9.13		

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.43			53.19			6.38		
Grade 4	58.33			34.72			6.94		
Grade 5	60.94			32.81			6.25		
Grade 11									
All Grades	51.74			41.74			6.52		

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.17			59.57			4.26		
Grade 4	36.11			61.11			2.78		
Grade 5	39.06			57.81			3.13		
Grade 11									
All Grades	36.96			59.57			3.48		

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.55			48.94			8.51		
Grade 4	45.83			50.00			4.17		
Grade 5	53.13			39.06			7.81		
Grade 11									
All Grades	46.52			46.52			6.96		

2019-20 Data:

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

Conclusions based on this data:

1. The socioeconomic disadvantaged group and English Learners are the groups that needs more support in ELA compared to the rest of the student population.
2. Overall, 79% of students in 3rd-5th grade scored Standard Met or Standard Exceeded.
3. Overall, 42 % of English Learners scored Standard Met or Standard Exceeded.

4. All grade need to focus on listening, research/ inquiry, and writing.
5. Overall, 73% of students who are socioeconomically disadvantaged scored Standard Met or Standard Exceeded.

School and Student Performance Data

CAASPP Results Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	95	79		95	0		95	0		100	0.0	
Grade 4	74	67		72	0		72	0		97.3	0.0	
Grade 5	64	79		63	0		63	0		98.4	0.0	
Grade 11												
All Grades	233	225		230	0		230	0		98.7	0.0	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2480.			38.95			35.79			16.84			8.42		
Grade 4	2555.			50.00			34.72			11.11			4.17		
Grade 5	2571.			46.03			30.16			22.22			1.59		
Grade 11															
All Grades	N/A	N/A	N/A	44.35			33.91			16.52			5.22		

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54.74			38.95			6.32		
Grade 4	69.44			23.61			6.94		
Grade 5	52.38			41.27			6.35		
Grade 11									
All Grades	58.70			34.78			6.52		

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.16			43.16			13.68		
Grade 4	47.22			43.06			9.72		
Grade 5	38.10			50.79			11.11		
Grade 11									
All Grades	43.04			45.22			11.74		

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.79			34.74			9.47		
Grade 4	66.67			26.39			6.94		
Grade 5	53.97			42.86			3.17		
Grade 11									
All Grades	58.70			34.35			6.96		

2019-20 Data:

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

Conclusions based on this data:

1. Overall, more than 78% of students in 3rd- 5th grades scored Standard Met or Standard Exceeded.
2. Problem Solving & Modeling/Data Analysis is the area of weakness.
3. Overall, more than 40 % of English Learner students scored Standard Met or Standard Exceeded.
4. Overall, more than 64% of students who are economically disadvantaged scored Standard Met or Standard Exceeded.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1450.6	1451.2		1454.2	1443.3		1441.7	1469.3		13	31	
1	*	*		*	*		*	*		9	8	
2	*	1568.8		*	1561.8		*	1575.3		5	11	
3	*	*		*	*		*	*		8	7	
4	*	*		*	*		*	*		7	*	
5	*	*		*	*		*	*		5	*	
All Grades										47	62	

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	35.48		76.92	41.94		7.69	9.68		0.00	12.90		13	31	
1	*	*		*	*		*	*		*	*		*	*	
2	*	63.64		*	36.36		*	0.00		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	31.91	35.48		42.55	41.94		8.51	12.90		17.02	9.68		47	62	

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	29.03		76.92	45.16		7.69	12.90		0.00	12.90		13	31	
1	*	*		*	*		*	*		*	*		*	*	
2	*	81.82		*	18.18		*	0.00		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	38.30	45.16		34.04	38.71		10.64	6.45		17.02	9.68		47	62	

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	41.94		53.85	16.13		30.77	32.26		0.00	9.68		13	31	
1	*	*		*	*		*	*		*	*		*	*	
2	*	45.45		*	54.55		*	0.00		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	19.15	32.26		44.68	20.97		19.15	37.10		17.02	9.68		47	62	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	35.48		46.15	51.61		0.00	12.90		13	31	
1	*	*		*	*		*	*		*	*	
2	*	72.73		*	27.27		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	44.68	51.61		38.30	38.71		17.02	9.68		47	62	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	25.81		84.62	51.61		0.00	22.58		13	31	
1	*	*		*	*		*	*		*	*	
2	*	81.82		*	18.18		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	29.79	43.55		46.81	41.94		23.40	14.52		47	62	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	29.03		92.31	58.06		0.00	12.90		13	31	
1	*	*		*	*		*	*		*	*	
2	*	72.73		*	27.27		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	25.53	38.71		57.45	48.39		17.02	12.90		47	62	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	51.61		46.15	35.48		0.00	12.90		13	31	
1	*	*		*	*		*	*		*	*	
2	*	63.64		*	36.36		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	34.04	40.32		48.94	41.94		17.02	17.74		47	62	

2019-20 Data:

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

Conclusions based on this data:

1. Overall language there has been an increase in levels 3 and 4 showing growth in English development
2. Oral language domain is the strongest area for ELs
3. Writing domain is the weakest area for EL's

School and Student Performance Data

Reclassification Rate 2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Molinos Elementary	19734456014278	519	57 (11.0 %)	41 (7.9 %)	0 (0.0 %)
<u>District Total:</u>		0	3,126 (18.0 %)	4,425 (25.5 %)	273 (8.4 %)
<u>County Total:</u>		1,390,300	235,329 (16.9 %)	380,592 (27.4 %)	17,510 (6.8 %)
<u>State Total:</u>		6,002,523	1,062,290 (17.7%)	1,311,273 (21.8%)	79,667 (6.9%)

Conclusions based on this data:

1. Need to increase the number of students being reclassified.
2. Enrollment has decreased for 2022 and the number of EL students has increased from 57 to 85
3. Monitor closely students who have been reclassified

K-12 ELA District Interim Assessment Results for 2021-22

2020-21 ELA DIA #1 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	TK-K	42	24	1	4	71
	1	22	24	35	6	87
	2	48	28	5	2	83
	3	19	22	16	20	77
	4	1	18	18	30	67
	5	0	3	27	40	70

2020-21 ELA DIA #2 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	TK-K	67	3	1	1	72
	1	46	28	6	7	87
	2	56	20	5	2	83
	3	2	13	27	34	76
	4	2	16	24	25	67
	5	0	9	35	33	77

2020-21 ELA DIA #1 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	English Learners (ELs)	18	10	4	6	38
	Student with Disabilities (SWD)	5	6	10	12	33
	Socio-economically Disadvantaged (SED)	46	42	31	39	158
	Homeless	3	5	2	6	16
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2020-21 ELA DIA #2 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	English Learners (ELs)	23	7	3	7	40
	Student with Disabilities (SWD)	10	6	5	11	32
	Socio-economically Disadvantaged (SED)	63	26	30	41	160
	Homeless	3	2	8	3	16
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2021-22 ELA IAB DIA #1 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos ES	TK-K	20	21	7	17	65
	1	30	7	19	16	72
	2	33	20	15	9	77
	3	46	14	8	12	80
	4	20	15	17	14	66
	5	36	15	6	3	60

2021-22 ELA IAB DIA #1 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos ES	English Learners (ELs)	22	7	8	17	54
	Student with Disabilities (SWD)	6	9	10	10	35
	Socio-economically Disadvantaged (SED)	87	52	51	44	234
	Homeless	3	5	3	2	13
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

** Data for less than 11 students is not displayed to protect the anonymity of the students.*

Conclusions based on this data:

- 93% of TK and Kinder students scored standard met/exceeded
- 92% of second grade students scored standard met/exceeded

3. English Learner student group 75% scored standard met/exceeded
4. SED student group 56% scored standard met/exceeded
5. SWD student group scored 50% standard met/exceeded

K-12 Math District Interim Assessment Results for 2021-22

2020-21 Math DIA #1 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	TK-K	40	5	2	1	48
	1	70	9	6	2	87
	2	62	16	4	1	83
	3	32	21	15	8	76
	4	16	19	15	17	67
	5	5	12	24	34	75

2020-21 Math DIA #2 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	TK-K	62	6	2	0	70
	1	1	69	11	6	87
	2	58	14	11	0	83
	3	11	13	28	23	75
	4	10	16	18	23	67
	5	3	20	27	25	75

2020-21 Math DIA #1 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	English Learners (ELs)	27	7	2	2	38
	Student with Disabilities (SWD)	14	3	3	9	29
	Socio-economically Disadvantaged (SED)	79	24	22	22	147
	Homeless	*	*	*	*	*
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2020-21 Math DIA #2 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos Elementary	English Learners (ELs)	29	4	2	5	40
	Student with Disabilities (SWD)	15	7	2	8	32
	Socio-economically Disadvantaged (SED)	72	29	26	29	156
	Homeless	4	4	4	3	15
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2021-22 Math IAB DIA #1 Results - Grade Level

School	Grade Level	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos ES	TK-K	48	6	8	3	65
	1	31	9	7	1	48
	2	52	16	7	2	77
	3	42	24	13	5	84
	4	33	14	14	10	71
	5	31	14	14	3	62

2021-22 Math IAB DIA #1 Results - Student Groups

School	Student Groups	# Standard Exceeded	# Standard Met	# Standard Nearly Met	# Standard Not Met	Total # Tested
Los Molinos ES	English Learners (ELs)	38	7	5	3	53
	Student with Disabilities (SWD)	11	9	9	5	34
	Socio-economically Disadvantaged (SED)	126	47	41	19	233
	Homeless	8	1	2	1	12
	Foster	*	*	*	*	*
	Migrant	*	*	*	*	*

** Data for less than 11 students is not displayed to protect the anonymity of the students.*

Conclusions based on this data:

1. In grades TK- 2nd students scored over 90% in standard met/exceeded
2. In grade 4-5 student need to increase students in math

3. EL student group scored 83% of standard met/exceeded
4. Both SED and SWD students scored 65-69% of standard met/exceeded

2021-22 RFEP Monitoring Report

2017-18

2018-19

2019-20

2020-21

document RTI₂ support on RFEF Monitoring Tool.

							Test Scores			Grades Monitored
							Criteria 1	Criteria 2 (Most Recent DIA)		
							2020-21	2020-21		Final Spring
Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2017-Spring 2021)	SWD	ICAM 2021 Level	DIA #1	DIA #2	
[REDACTED]	Gordon	3	1610777	R	09/27/2019	No	N/A	4	4	
[REDACTED]	Cora	3	1616812	R	05/21/2019	Yes	N/A	3	3	
[REDACTED]	Kaitlyn	3	1610776	R	09/27/2019	No	N/A	4	4	
[REDACTED]	Jacob	4	1608515	R	09/27/2019	No	2	3	N/A	
[REDACTED]	Stephany	4	1604631	R	09/27/2019	No	2	2	N/A	
[REDACTED]	Ethan	4	1607915	R	11/08/2018	No	2	2	N/A	
[REDACTED]	Valerie	5	1022487	R	11/08/2018	Yes	2	1	N/A	
[REDACTED]	Aidan	5	1604185	R	11/08/2018	No	2	1	N/A	
[REDACTED]	Yijing	5	1603881	R	01/29/2018	No	2	3	N/A	
[REDACTED]	Zara	5	1604857	R	01/29/2018	No	4	2	N/A	

Conclusions based on this data:

1. 10 students are on R-FEP list that need to be monitored
2. 8 out of 10 students has made significant progress
3. 2 of the 8 students will need to be closely monitored and intervention will need to take place

D, F, I By Most Current Grading Period (Middle & High Schools only)

Conclusions based on this data:

- 1.

Comprehensive Needs Assessment Components

Please refer to Instructions from the Table of Contents.

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents and Teachers provided input by participating in an LCAP Survey Activity. Groups that gave input include: Leadership Team Members, School Site Council, Parents from a Coffee with the Principal Meeting, ELAC, and all teachers from the school site. The following are recurring responses of our school needs:

Intervention after school or during the day provided by an interventionist or teacher is needed for students who need additional support in English Language Arts, ELD, and math.

Engaging technology are needed to support ELA and math (Lexia, AR, and Dreambox).

Piano classes and clubs in support of PE, art, and other enrichment opportunities are needed to improve school climate and attendance.

Continue to have an Office Assistant is needed to continue to support manning our school and address Chronic Absenteeism.

Continue to have Site Supervision Aides are needed to contribute to a safe climate and environment for students.

Classroom Observations

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

Students in primary grades have returned to in person instruction and teachers have implemented routines and procedures for students along with using the 16 strategies of proactive classrooms. Strategies use were visual schedules for students, engagement strategies such as white boards, think pair share, and . Students continued to use Canvas, and teachers use digital practices such as Google slides, Think Central, McGraw Hill, Lexia, and Dreambox. K-2 teachers focused on foundational skills and closed gaps in students learning by using small group intervention when possible. Students who were struggling with academics or "at risk" we implemented SFT process and students participated in Tier 2 intervention by participating in tutoring groups throughout the day and/or after school. Teachers worked closely with students in reading, writing, and math throughout the year.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups (former HLP Strategy 1)

There is a need for grade level teams to identify students who are at risk of poor achievement in English Language Arts, math, English Language Development, and Chronic Absenteeism. Teachers will use CAASPP data and District Interim Assessment data to identify students who need Tier 1 and Tier 2 Academic Achievement support. There is also a need for Tier 2 supports by using small group tutoring during the day in Language Arts and Math.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials (former HLP Strategy 2)

During weekly PLCs, teachers will monitor progress of students through multiple measures such as Formative Common Assessments, AR STAR reading assessments, benchmark assessments, and other school based assessments.

Core Curriculum reteach/ intervention materials will be used to plan and reteach Tier 1 intervention students in their classrooms

Students in grades K-5 will participate in school wide computer based programs such as Accelerated Reader Program and Lexia to increase reading fluency and comprehension. Teachers will monitor and guide students' selection of grade level appropriate texts and AR comprehension testing to increase reading comprehension skills.

Teachers will implement 30 minutes daily of Universal Access time to utilize informal formative assessments to identify ability levels to differentiate instruction to meet the diverse needs of students.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff (former HLP Strategy 3)

Teacher will focus on essential learnings of each grade level. Teachers will attend site based professional development to focus on ELA CCSS instructional strategies, including Fetzer strategies for writing.

Teachers will be released from class for full or half days to work on planning and implementation of ELA strategies including Performance Tasks, Project Based Learning Activities and the integration of technology into their lessons.

Teachers will attend Professional Development as provided by our school site and/ or district in the areas which include core subjects ELA, Math, Science, ELD, and technology (Canvas, Lexia, Dreambox, etc.).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (former HLP Strategy 4)

Teachers will receive Professional Development in newly adopted programs based on need, including Canvas, Lexia, Dreambox.

Teachers will attend site based professional development to focus on ELA CCSS instructional strategies including Fetzer strategies and CCSS standards.

Principal will provide ongoing formal and informal observations of teachers and provide feedback and instructional assistance. Teachers will complete IDP's and lesson reflections.

Teacher collaboration by grade level (K–8) and department (grades 9-12) (former HLP Strategy 5)

Teachers will meet bi-weekly to analyze data, plan for next steps for students who are struggling.

Continue to teach students to understand writing rubrics expectations, graphic organizers, use of Thinking Maps.

Teachers will meet to assess and monitor progress on grade level goals, analyze student data and plan Tier 1 and Tier 2 intervention.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High) (former HLP Strategy 6)

TK will participate in kindergarten team activities to assist with their transition and other Thematic events.

All 5th grade students will attend a Middle School Orientation to assist smooth transition to middle school.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

30 minutes of daily English Language Development Instruction for designated English Language Learners and in integrated ELD students will become proficient in writing and reading comprehension of expository text.

Extended learning activities (former HLP Strategy 12)

Various programs will offer classes for students to enroll in throughout the year, including robotics, Young Rembrandts, sports clubs, homework club.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards (former HLP Strategy 7)

Various programs will offer classes for students to enroll in throughout the year, including Youth Science Center, Young Rembrandts and more.

Site SFT meetings will be scheduled as needed by Teacher and Principal to address arising needs in students and create Tier 1 and Tier 2 Intervention Strategies as needed.

Evidence-based educational practices to raise student achievement of identified student groups (former HLP Strategy 8)

Teachers to implement 8 Mathematical Practices on a daily basis in all classrooms.

Differentiated instruction for small groups needing re-teaching and front loading of concepts.

4 E's - Engage, Explore, Explain, Extend and Evaluate strategies will be implemented in all classrooms.

Universal Access time to address student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (former HLP Strategy 9)

Students will have extra time to work on homework and get help as needed in after school programs offered throughout the year.

Principal will meet with SSC and ELAC members five times a year to discuss program implementation and receive advice for planning/budgeting and school improvements.

Teachers and Community to advise and get feedback on effectiveness of implementation of school programs and evaluation of school per District LCAP and District
Parent Education classes offered through the district with various themes.
Coffee with the Principal is planned for every other month.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs (former HLP Strategy 10)

Teachers and Community to advise and get feedback on effectiveness of implementation of school programs and evaluation of school per District LCAP and District.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (former HLP Strategy 11)

Intervention in ELA & math for grades TK -5 will be provided for Under-Performing students by teachers afterschool and interventionist during the school day.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on interim or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)
4. Assessment tools used (e.g., Professional Learning Community (PLC) analysis protocols, Academic Program Survey, English Learner Subgroup Self-Assessment, inquiry questions developed by staff, Guiding Questions, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data	4. Assessment Tools Used
10/5/21	Teachers/Leadership Team	Shared end of year data with teachers and leadership team which included DIA #1 and DIA #2 2021. Discussion took place regarding grade level data and student group data. Teachers were asked to answer questions in regards to the data shared amongst their grade level teams and to make new goals for the new school year.	Data from DIA #1 and #2 grade level data and student groups. Used the data analysis protocol, Here's what, So what, Now what format
1/27/22	SSC #3	Review of data from DIA #1 ELA and Math, ELD Benchmarks, LEXIA, ELA Wonders Unit Assessments Mastery Connect charts were used and data was discussed to see if we met SPSA goals for DIA #1. IAB scores were also collected and reviewed by each grade level.	DIA #1, ELA and Math, ELD Benchmarks, LEXIA and ELA Wonders Unit Assessments, and IAB's for 3-5 grade students in ELA and Math
2/8/22	Teachers/Leadership Team	Review of data from DIA #1 ELA and Math, ELD Benchmarks, LEXIA, ELA Wonders Unit Assessments Mastery Connect charts were used and data was discussed to see if we met SPSA goals for DIA #1. IAB scores were also collected and reviewed by each grade level.	DIA #1, ELA and Math, ELD Benchmarks, LEXIA, ELA Wonders unit assessments and IAB's for grades 3-5 ELA and Math
3/16/22	SSC #4	Review of SPSA goals and reporting data and expenditures.	
3/30	ELAC #4	ELD needs assessment reviewing ELD Benchmarks	Mastery Connect charts were used to show EL progress met standard/exceeded standard

4/12/22	Teachers/Leadership Team	SPSA needs assessment and data used was DIA's, Common Assessments, and IAB's in ELA and Math	Used data analysis protocol, Here's what, so what, now what

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities as part of the required Comprehensive Needs Assessment. With district/site support staff and school staff, consider the *Resource Inequities Suggested Reflection Questions* resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

2. Which inequities are priorities for the school to address?

3. How will the school address these inequities?

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February	<ul style="list-style-type: none"> Review current status of 2021-22 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2022-23 Needs Assessment & summarize conclusions for all students & student groups Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS Budget development for 2022-23 SPSA (preliminary budget estimates) Engage educational partners in the process – Staff, LT, PLCs, SSC, ELAC, students, community
March	<ul style="list-style-type: none"> Continue to review 2021-22 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2022-23 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2022-23 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2022-23 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies Consider advisement from ELAC regarding development of EL plan in SPSA
April	<ul style="list-style-type: none"> Continue to review 2021-22 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2022-23 SPSA to ensure educational partners' engagement and legal SSC approval SSC approval of 2022-23 SPSA documented in SSC minutes 2022-23 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 29, 2022
May	<ul style="list-style-type: none"> MESBP feedback/checklist/rubric on all SPSAs – May 2 – May 20, 2022 (LEA reviews & monitors SPSAs to ensure FPM compliance)
June	<ul style="list-style-type: none"> Recommend 2022-23 SPSAs for Board of Education Approval – June 9, 2022
August/Sept	<ul style="list-style-type: none"> Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2022-23 SPSA Begin 2021-22 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2022 CAASPP, DIA #2 & Summative ELPAC results
October	<ul style="list-style-type: none"> Complete 2021-22 SPSA Annual Evaluation in DTS with SSC Revise SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using Sept. revised Title I funding allocation Revise 2022-23 SPSA Title I allocation in DTS SSC approval of SPSA revisions documented in SSC minutes & email MESBP when DTS revisions are completed – by October 28, 2022
November/ December	<ul style="list-style-type: none"> Continue 2022-23 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

2. Description of SSC and ELAC/Other Advisory Group Involvement in SPSA Process:

California *Education Code (EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. **All HLPUSD Schools utilize the above SPSA timeline to guide their annual process.**

The SPSA involves a continuous development, implementation, and monitoring cycle. The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. **SSC and ELAC meeting agendas and minutes include the following steps of this continuous cycle:**

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. ELAC and other advisory groups/stakeholders provide input to the SPSA and district LCAP.
4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp Title I allocations match SPSA planned Title I expenditures.
5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
6. Recommend the SPSA to the local governing board.
7. Receive local governing board approval and implement the plan.
8. Monitor and evaluate effectiveness of the implementation.

Annual Evaluation

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal.

ANALYSIS

Describe the action plan goal/objectives, whether the goals/objectives were met/not met, and the data sources reviewed.

English Language Arts

English Language Arts Action Plan Goals/Objectives	Met?		Data sources reviewed
	Yes	No	

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

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

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.

Math

Math Action Plan Goals/Objectives	Met?		Data sources reviewed
	Yes	No	

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

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

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.

English Learner

English Learner Action Plan Goals/Objectives	Met?		Data sources reviewed
	Yes	No	

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

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

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.

School Climate

School Climate Action Plan Goals/Objectives	Met?		Data sources reviewed
	Yes	No	

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

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

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.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Subgroups -Professional Development – Implementation of Standards -PLC Implementation -Implementation of District 7 Goals for Instruction -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Parent Participation	-Seek Parent Input in Decisions -Promotion of Parent Participation	-SDM/SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Subgroups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Integrated & Designated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of District Interims & Local Assessments and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Implementation of District 7 Goals for Instruction -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Research Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Student Engagement	-Attendance Rates -Chronic Absenteeism Rates -MS/HS Dropout Rates -HS Graduation Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral RtI & MTSS - Tiered Interventions -Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures/District 7 Goals -Extra-curricular & Enrichment Activities -Credit Recovery	Strategy 2, 4, 5, 6, 7, 8, 9, 10, 12	Goal 2
School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral RtI/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment	Strategy 3, 5, 8, 9, 10, 11	Goal 5

Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Student Subgroups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Physical Fitness Test, California Healthy Survey	Strategy 2, 3, 5, 7, 8, 9, 10	Goal 2

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards

Revised February 2021



Hacienda La Puente Unified School District
District Goals for Student Achievement
Single Plan for Student Achievement (SPSA)
2022-23

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: *All students and student groups will progress toward, meet or exceed the expected annual outcomes for ELA as established in the district's Local Control and Accountability Plan (LCAP) for the following:*

1. **ELA Indicator/School Dashboard:** For 2023, increase by +4 points or more from 2019 levels for student groups: Districtwide, low income, English learner, foster youth, Students with Disabilities, and homeless youth.
2. **CAASPP/SBAC ELA:** Increase the percent of students scoring *Standard Met/Exceeded* by +3% or more for each of the following student groups:
 - Districtwide: From 55% in Spring 2019 to 58% or higher in Spring 2023.
 - Low Income: From 49% in Spring 2019 to 52% or higher in Spring 2023.
 - English Learner: From 18% in Spring 2019 to 21% or higher in Spring 2023.
3. **District ELA Interim Assessments:** In grades K-11, increase the percent of students scoring *Standard Met/Exceeded* on DIA #1 by 3% in 2022-23.

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: *All students and student groups will progress toward, meet or exceed the expected annual outcomes for Mathematics as established in the district's Local Control and Accountability Plan (LCAP) for the following:*

1. **Math Indicator/School Dashboard:** For 2023, increase by +4 points from 2019 levels for student groups: Districtwide, low income, English learner, foster youth, and Students with Disabilities.
2. **CAASPP/SBAC Mathematics:** Increase the percent of students scoring *Standard Met/Exceeded* by +3% or more for each of the following student groups:
 - District-wide: From 42% in Spring 2019 to 45% or higher in Spring 2023.
 - Low Income: From 35% in Spring 2019 to 38% or higher in Spring 2023.
 - English Learner: From 18% in Spring 2019 to 21% in Spring 2023.
3. **District Math Interim Assessments:** In grades K-8, increase the percent of students scoring *Standard Met/Exceeded* on DIA#1 by 3% in 2022-23. In grades 9-11, increase the percent of students scoring *Above Standard* on DIA #1 by 3% in Integrated I, Integrated II, or Integrated III in 2022-23.

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: *All students and student groups will progress toward, meet or exceed the expected annual outcomes for English Learners as established in the district's Local Control and Accountability Plan (LCAP) for the following:*

1. **Annual ELPAC:** For 2023, increase the percent of English learners who made progress toward English proficiency measured by the ELPAC, from 50.9% in Spring 2019 to 53.5% in Spring 2023.
2. **EL Progress in Learning English:**
 - **Grades K-5:** Increase progress on Wonders ELD Assessments #1: 25% or more K-5 ELs will meet/exceed the 70% benchmark in at least 1 of 3 levels (Emerging, Expanding, Bridging) for 2022-23.
 - **Grades 6-12:** Maintain APPEL 2.0 progress monitoring measures: 33% or more of grade 6-12 ELs will score at met/exceeded levels on at least 2 of 3 writing genres in 2022-23.
3. **English Learner Reclassification Rates:** Increase the districtwide reclassification rate to 16% or higher in 2022-23.

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. **Suspension Rate Indicator/School Dashboard:** For 2022-23, decline from 2019-20 rates by -0.3% or greater for student groups: Districtwide, low income, English learners, foster youth, and Students with Disabilities.
2. **Suspension Incidents:** Districtwide, the number of student suspension incidents will decrease to 400 or fewer in 2022-23.
3. **Expulsions:** Maintain Districtwide expulsion rate of no higher than 0.05% in 2022-23.
4. **Response to Intervention:** Fall Universal Screening results collected from all sites will reflect 5% or fewer students At-Risk districtwide for 2022-23.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. **Graduation Rate Indicator/School Dashboard:** For 2023, maintain High status for student groups: Districtwide, low income, SWD; English Learners and foster youth increase by 0.1- 0.5% from 2019 rates.
2. **Graduation Rates:** District cohort graduation rates will maintain at 96.5% (2021 rate) or higher in 2023.
 - **English Learner:** Cohort graduation rate will maintain from 91.9% (2021 rate) or higher in 2023.
 - **Low Income:** Cohort graduation rate will maintain from 95.9% (2021 rate) or higher in 2023.
 - **Students with Disabilities:** Cohort graduation rate will maintain from 88.7% (2021 rate) or higher in 2023.
3. **High School Dropout Rates:** The district high school cohort dropout rates will be maintained at low levels at 1.6% or lower for 2022-23.
 - **English Learner:** Maintain at 1.9% or lower in 2023.
 - **Low income:** Maintain at 1.9% or lower in 2023.
 - **Students with Disabilities:** Maintain at 2.7% or lower in 2023.
4. **Middle School Dropout Rates:** Reduce/Maintain the adjusted number of grade 7 and grade 8 dropouts to 1 or fewer in each grade.
5. **Attendance Rates:** Districtwide, attendance rates will maintain or increase to:
 - **TK-8:** From 90.3% in 2021-22 (March 2022 report); to increase to 95% or higher in 2022-23.
 - **9-12:** From 90.8% in 2021-22 (March 2022 report); to increase to 95% or higher in 2022-23.
6. **Chronic Absenteeism:** The 2022-23 district average chronic absenteeism rate will decrease to 10% or lower in 2022-23.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K-12, including low income, English Learners, and foster your, will achieve at high levels on ELA performance assessments in preparation to meet college admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes for ELA as established in the district's Local Control and accountability Plan (LCAP) for the following:

1. ELA indicator/School Dashboard: For 2023, increase by +4 points or more from 2019 levels for student groups: Districtwide, low income, English learner, foster youth, students with Disabilities, and homeless youth.
2. CAASPP/SBAC ELA: Increase the percent of student scoring Standard Met/Exceeded by +3% or more for each of the following student groups:
 - Districtwide: From 55% in Spring 2019 to 58% or higher in Spring 2023.
 - Low Income: From 49% in Spring 2019 to 52% or higher in Spring 2023
 - English Learner: From 18% in Spring 2019 to 21% or higher in Spring 2023
3. District ELA Interim Assessments: in grades K-11, increase the percent of student scoring Standard Met/Exceeded on DIA #1 by 3% in 2022-23

School Goal - ELA

1. Increase percent of students scoring Standard Met/Exceeded by + 3% in DIA #1 53% to 56%
2. Increase ELA indicator/Dashboard by +3% from the following:
 - School-wide 80%-82% in 2022, in 2023 increase +3% from 82% to 85%
 - English Learner student group 45% with an increase of +3% in 2023 to 48%
 - Low income student group 73% with an increase of +3% in 2023 to 75%

Identified Need

There is a need to provide intervention for student groups scoring in the bottom 25% in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District ELA Interim Assessments	In DIA #1 Increase standard met/exceeded by 3% for 2022-23	65% to 68% of students standard met/exceeded
ELA Indicator/California School Dashboard	2% increase on ELA Dashboard from School wide	82% school-wide, 45% in EL, 75% SED

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	80%, EL 43%, SED 73% in 2019	
Pre-post diagnostic data from Lexia	Increase student usage of Lexia from 60%	65%-70% student usage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students who are at risk or struggling in academic achievement, including English Learners and low income students.

Activity

Grade level teams identify students who are at risk of low academic achievement. Teachers will use site based data such as CAASPP for grades 3-5 and District Interim Assessment data to identify students needs for additional Tier 1 and Tier 2 Academic Achievement support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students who are at risk of low academic achievement, including English Learners and low income students.

Activity

2a. During weekly PLCs, Teachers will Monitor Progress of students through multiple measures such as Common Assessment, AR STAR reading assessments, formative and benchmark assessments and identify the learning needs of the students not meeting or at-risk of not meeting academic standards. Teachers will be released by substitutes to plan in grade level groups.

2b. Teachers will utilize results from Curricular assessments and interim assessments to monitor quality of implementation of core program and for use in data analysis and direct instruction.

2c. Core Curriculum reteach/intervention materials will be used to plan and reteach Tier 1 intervention students in their classrooms.

2d. All students in grades K-5 will participate in school wide Computer Based Accelerated Reader Program and Lexia to increase reading fluency and comprehension. Teachers will monitor and guide students' selection of grade level appropriate texts and AR comprehension testing to increase Reading Comprehension Skills.

2e. Teachers will implement 30 minutes daily of Universal Access time to utilize informal formative assessments to identify ability levels to differentiate instruction to meet the diverse needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
6021	LCFF S&C Contracted Services 2d. Accelerated Reader Program will be purchased to support reading fluency and comprehension.
0	District Funded Contracted Services 2d. Lexia Program to increase reading fluency and comprehension
4000	Title I, Part A Teacher Release Time-Subs (Including benefits) 2a. Subs for teachers analyzing data and planning instruction.

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students who are at risk of poor academic achievement, including English Learners and low income students.

Activity

3a. Teachers will meet in grade level teams and/or in their Leadership Teams to work in PLC to support students' learning and progress. They will work over the summer and get paid hourly, and will be released by substitutes during the school year for full or half days to work on planning and implementation of ELA strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

2000

Source(s)

LCFF S&C
Teacher Release Time-Subs (Including benefits)
Teachers will meet in grade level teams and/or in their Leadership Teams to work in PLC to support students' learning and progress. They will work over the summer and get paid hourly, and will be released by substitutes during the school year for full or half days to work on planning and implementation of ELA strategies.

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, including student groups, English Learners and low income students.

Activity

4a. All teachers will attend district /site offered professional development to focus on Common Core Standard implementation, technology integration, the implementation of all core curriculum, and instructional strategies such as 8 Mathematical Practices, Kagan Strategies, and strategies for English Language Learners at no cost.

4b. Principal will provide ongoing formal and informal observations of teachers and provide feedback and instructional assistance. Teachers will complete IDP's and lesson reflections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, including student groups English Learners and low income students.

Activity

5a. Teachers will be given time to collaborate in their grade level teams to analyze data and plan instruction during early release days which is part of contractual time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, including student groups, English Learners and low income students.

Activity

6a. TK will participate in kindergarten team activities to assist with their transition and other Thematic events.

6b. All 5th grade students will attend a Middle School Orientation to assist with their transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 7 - Extended learning activities (former HLP Strategy 12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, including English Learners and low income students.

Activity

- 7a. Intervention/tutoring will take place during the school day to meet the needs of underperforming students who struggle with ELA foundational skills and reading comprehension.
- 7b. Students will be given opportunity to learn art history from a variety of artist through Art Masters.
- 7c. Teachers will use small group after-school tutoring for under performing students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)**Source(s)**

14,400

Title I, Part A
Classified Instructional/Support Staff (Including Benefit)
7a. Intervention/tutoring will take place during the school day to meet the needs of underperforming students who struggle with ELA foundational skills and reading comprehension

6141

LCFF S&C
Contracted Services
7b. Students will be given opportunity to learn art history from a variety of artist through Art Masters.

3520

Title I, Part A
Certificated Staff (Including benefits)
7c. Teachers will use small group after-school tutoring for their students

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards (former HLP Strategy 7)**Students to be Served by this Strategy**

(Identify All Students and/or one or more specific student groups)

All students and student groups, English Learners and Low Income

Activity

8a. Supplemental reading books that enhance informational/expository reading for under performing students who are struggling in reading comprehension.

8b. Site SFT coordinator to meet struggling student needs and supports.

8c. Instructional supplemental supplies

8d. Instructional supplemental supplies, such as replenishing document readers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2000	Title I, Part A Books (Excluding core textbooks) 8a. Supplemental reading books that enhance informational/expository text.
500	LCFF Basic Teacher Workshop/Additional Hrs (Including benefits) 8b. SFT site coordinator to schedule meetings for struggling students to meet their needs and give supports.
9652	LCFF Basic Supplemental Supplies .8c. Instructional supplemental supplies such as novels for novel study for each classroom
5000	LCFF S&C Supplemental Supplies 8d. instructional supplemental supplies such document readers and other items to replenish
	None Specified Supplemental Supplies
	None Specified Contracted Services

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups (former HLP Strategy 8)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students and student groups, English Learners and low income

Activity

9a. Gradual Release/3 R's-Rigor, Relevance, Relationships model using Curricular Materials.

9b. Differentiated Instruction for small groups needing re-teaching and front loading of concepts.

9c. Implementation of 5 E's Instructional Strategies (Engage, Explore, Explain, Extend, Evaluate)

9d. 30 minutes of daily English Language Development Instruction for designated English Language Learners

9e. Non-Fiction expository informative texts will be used for teachers at least 50% of the time for teachers to integrate into instructional program to improve student's comprehension of technical texts.

9f. Teachers will implement interactive academic vocabulary charts on Focus walls to provide students with expanded list of vocabulary based on semantic and syntactic grammatical structure.

9g. Kindergarten teachers will administer universal screening to incoming kindergarten students to identify areas of strengths and need to inform planning and class placement decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

2016

Source(s)

LCFF S&C

Teacher Workshop/Additional Hrs (Including benefits)

9g. Teachers administer testing of incoming students to plan for incoming classes.

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students (former HLP Strategy 9)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

10a. Summer Reading Challenge Program: School will register students to participate in Scholastic reading challenge. Students will be challenged to read a minimum number of minutes through the summer and receive incentive by school PTA for completion. This will reduce regression in the summer. No cost to school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs (former HLP Strategy 10)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

11a. Principal will meet with SSC 6-7 times during the school year. SSC is responsible for developing, approving, monitoring, and evaluating the SPSA. ELAC members five times a year. ELAC monitors EL student progress and provide feedback to SSC for EL planned improvements in SPSA.

11b. Back to School Night in the Fall and Open House in the Spring of each year will be used to welcome families and inform parents of grade level expectations and school functions.

11c. Parent Education classes and workshops will be offered to parents at least once a month with a focus on How to Help your Child at Home, and How to Be Involved in the School, How to Support Students with Learning, and Safe Ways to use Technology and Social Media at no cost.

11d. Principal will meet with all stakeholders - Parent Groups, Teachers and community to advise and get feedback on effectiveness of school programs per District LCAP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
1171	Title I Parent Involvement 11a. Paper copies, refreshments, incentive raffles for parent participation in SSC

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards (former HLP Strategy 11)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students.

Activity

12a. After school intervention in reading skills and reading comprehension; Intervention in the area of ELA will be taught by teachers to students at risk of not meeting academic standards.

12b. Various programs will offer fee-based classes for students to enroll in throughout the year, including Windtree, Young Rembrandts, and Youth Science

12c. Professional Development for teachers who attend teacher conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
6261	Title I, Part A Professional Development (Conferences & Workshops) 12c. Give teachers opportunity to attend a teacher conference to help under-performing students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes for Mathematics as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. Math Indicator/School Dashboard: For 2023, increase by +4 points from 2019 levels for student groups: Districtwide, low income, English learner, foster youth, and Students with Disabilities.
2. CAASPP/SBAC Mathematics: Increase the percent of students scoring Standard Met/Exceeded by +3% or more for each of the following student groups:
 - District-wide: From 42% in Spring 2019 to 45% or higher in Spring 2023.
 - Low Income: From 35% in Spring 2019 to 38% or higher in Spring 2023.
 - English Learner: From 18% in Spring 2019 to 21% in Spring 2023.
3. District Math Interim Assessments: In grades K-8, increase the percent of students scoring Standard Met/Exceeded on DIA#1 by 3% in 2022-23. In grades 9-11, increase the percent of students scoring Above Standard on DIA #1 by 3% in Integrated I, Integrated II, or Integrated III in 2022-23.

School Goal - Math

1. Increase percent of students scoring Standard Met/Exceeded by 3% from 70% to 73% in DIA #1
2. On CAASPP Increase by +4%
 - School-wide 84% Met/Exceed
 - EL from 45% Met/Exceed
 - SED 70% Met/Exceed

Identified Need

There is a need to provide intervention for student groups scoring in the bottom 25% in Math and build math fluency

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Math Interim Assessmen	In DIA #1 Increase standard met/exceeded by 3% for 2022-23	82% of students met/exceeding standard in DIA 1 school-wide
Math Indicator in California Dashboard	Increase 2% for student groups from 2019	2% increase school-wide 78% to 80% English Learner 40% to 42%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SED from 64% to 66%
Increase usage of Dreambox intervention program	Each grade level increase usage from 20%	Increase usage to 40% usage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 7 - Extended learning activities (former HLP Strategy 12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

7a. All students and student groups, EL and low income.

7b. Students in grades 3rd-5th grade will have opportunity for coding in class

Activity

7a. Intervention teacher will be hired to work with small pull-out groups of students needing additional support in Mathematics.

7b. For students in 3rd-5th will have access to coding to help in student achievement in math such as math calculations, use of number grids, and algorithms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
15,015	Title I, Part A Certificated Staff (Including benefits) 7a. Math interventionist will assist in small group intervention for student struggling in math.
12,740	Title I, Part A Contracted Services 7b. Coding for students to help in math achievement such as math calculations, use of number grids, and algorithms

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes for English Learners as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. Annual ELPAC: For 2023, increase the percent of English learners who made progress toward English proficiency measured by the ELPAC, from 50.9% in Spring 2019 to 53.5% in Spring 2023.
2. EL Progress in Learning English:
 - Grades K-5: Increase progress on Wonders ELD Assessments #1: 25% or more K-5 ELs will meet/exceed the 70% benchmark in at least 1 of 3 levels (Emerging, Expanding, Bridging) for 2022-23.
 - Grades 6-12: Maintain APPEL 2.0 progress monitoring measures: 33% or more of grade 6-12 ELs will score at met/exceeded levels on at least 2 of 3 writing genres in 2022-23.
3. English Learner Reclassification Rates: Increase the districtwide reclassification rate to 16% or higher in 2022-23.

School Goal - English Learners

1. 67 % of all students will make positive growth on ELPAC Test
2. 43% of all English Learners will score Met or Exceeded on CAASPP
3. 10% of all English Learners will be reclassified

Identified Need

There is a need to support EL students in reclassification

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	45.71% scored well developed on the ELPAC in 2019	Increase from 45.7% to 48% in well developed level on ELPAC 2022
California Dashboard for EL student group	Increase 2% from 43% in CAASPP	Increase% to 45% in 2022-23 CAASPP
Reclassification rates	Increase reclassification rates from 10%	Increase reclassifications from 10% to 12% for 2022-23 school year

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

English Learner Goal must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

Meet with teachers to conduct data analysis on ELD Benchmarks to identify focus areas, develop ELD goals and instructional goals to meet the needs of English Learners both in integrated and designated ELD.

Progress will be monitored by grade level teachers and data discussed for "at risk" LTEL students in DIA and CAASPP results for 3-5 grade students and for students who have been reclassified.

ELPAC data will be used to group students by language ability for daily designated and integrated language instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
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Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

Meet in PLC grade level teams to review assessment results including ELPAC, EL benchmarks, and interim assessments/ site based common assessments. Identify essential ELD standards, monitor progress calibrate student work samples, determine needs for re- teaching, inform instruction, and design intervention. Special attention will be given to any LTEL , EL and RFEP monitoring, and support for reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

Teachers will attend ongoing District Provided ELA/ELD Professional Development

Site Professional Development during monthly staff meetings to include ELD curriculum, ELD Monitoring, ELD Strategies, ELD Progress Reporting, Reclassifications

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

4a. Principal to conduct class visits and observations and will provide immediate, constructive feedback to teachers to ensure full implementation of Daily designated and integrated ELD instruction. Conduct observations during ELD designated time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

English Learners

Activity

- 5a. Teachers will plan collaboratively on a weekly basis for full implementation of EL curriculum at no cost.
- 5b. Teachers will use SDAIE and GLAD strategies during content areas in integrated instruction to support English Language acquisition for EL students.
- 5c. Teachers and Principal will articulate EL goals to students and parents to increase student achievement in both ELD and ELPAC during ELAC meetings and parent conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

English Learners

Activity

- 6a. Teachers will share data of students in ELD in transition meetings from 5th to middle school and TK to Kindergarten.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 7 - Extended learning activities (former HLP Strategy 12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

7a. Site SFT meetings will be scheduled as needed by Teacher and Principal at to address LTEL students and EL students who are underperforming to create a plan for Tier 1 and Tier 2 Intervention supports.
EL students will be identified "at risk" and given extra support in tutoring and small group instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards (former HLP Strategy 7)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

8a.All ELD teachers to implement 30 minutes of designated ELD instruction daily utilizing SDAIE strategies and adopted Curriculum.

8b.Teachers will utilize an array of visuals, realia and manipulatives to enhance instruction, to deepen student's understanding and strengthen ELD practices, including calendars, charts, graphs, Thinking Maps, vocabulary cards, white boards, plastic sleeves, realia and manipulatives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

Title I, Part A
Supplemental Supplies
See ELA Strategy 8c

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups (former HLP Strategy 8)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

9a. Principal will meet with parents throughout the year in parent meetings such as Coffee with the Principal to communicate, inform and educate parents about the following: importance of regular attendance, reclassification, intervention, how help your child at home. Funds will be used for workshops/conferences, materials, and refreshments/ snacks for these meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

Title I Parent Involvement
Supplemental Supplies

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students (former HLP Strategy 9)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

10a Students will have opportunity to participate in after school tutoring and working with an interventionist.

10b. Parent workshops through Adult Education will be offered to parents to assist in helping struggling students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs (former HLP Strategy 10)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

11a. Parents who participate in ELAC will help in needs assessment for our EL student group, data will be shared, and SPSA will be reviewed. Current programs will be discussed on how EL students attain curriculum. Parents will evaluate our EL program.
11b. Parents will be asked to be representatives at the district level to participate in DELAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards (former HLP Strategy 11)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

English Learners

Activity

12 a. Purchase of instructional materials and supplies to support classroom learning, school programs/ events, and student activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

LCFF Basic
Supplemental Supplies
See ELA Strategy 8c and 8d

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate and Engagement

LEA/LCAP Goal

Goal for School Climate: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. Suspension Rate Indicator/School Dashboard: For 2022-23, decline from 2019-20 rates by -0.3% or greater for student groups: Districtwide, low income, English learners, foster youth, and Students with Disabilities.
2. Suspension Incidents: Districtwide, the number of student suspension incidents will decrease to 400 or fewer in 2022-23.
3. Expulsions: Maintain Districtwide expulsion rate of no higher than 0.05% in 2022-23.
4. Response to Intervention: Fall Universal Screening results collected from all sites will reflect 5% or fewer students At-Risk districtwide for 2022-23.

Goal for School Engagement: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

PROGRESS INDICATORS: All students and student groups will progress toward, meet or exceed the expected annual outcomes as established in the district's Local Control and Accountability Plan (LCAP) for the following:

1. Graduation Rate Indicator/School Dashboard: For 2023, maintain High status for student groups: Districtwide, low income, SWD; English Learners and foster youth increase by 0.1- 0.5% from 2019 rates.
2. Graduation Rates: District cohort graduation rates will maintain at 96.5% (2021 rate) or higher in 2023.
 - English Learner: Cohort graduation rate will maintain from 91.9% (2021 rate) or higher in 2023.
 - Low Income: Cohort graduation rate will maintain from 95.9% (2021 rate) or higher in 2023.
 - Students with Disabilities: Cohort graduation rate will maintain from 88.7% (2021 rate) or higher in 2023.
3. High School Dropout Rates: The district high school cohort dropout rates will be maintained at low levels at 1.6% or lower for 2022-23.
 - English Learner: Maintain at 1.9% or lower in 2023.
 - Low income: Maintain at 1.9% or lower in 2023.
 - Students with Disabilities: Maintain at 2.7% or lower in 2023.
4. Middle School Dropout Rates: Reduce/Maintain the adjusted number of grade 7 and grade 8 dropouts to 1 or fewer in each grade.
5. Attendance Rates: Districtwide, attendance rates will maintain or increase to:
 - TK-8: From 90.3% in 2021-22 (March 2022 report); to increase to 95% or higher in 2022-23.
 - 9-12: From 90.8% in 2021-22 (March 2022 report); to increase to 95% or higher in 2022-23.
6. Chronic Absenteeism: The 2022-23 district average chronic absenteeism rate will decrease to 10% or lower in 2022-23.

School Goal - School Climate

To maintain a safe, positive, caring school environment where students want to be at school every day. Also make students aware of the importance of being in school every day on time and support students

Identified Need

1. Improve chronic absence rates from 4.2 % to 2.2%
2. Have extra-curricular options for students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance metric on California Dashboard	Increase or maintain 90% attendance school-wide	90% attendance school-wide.
Chronic absenteeism	Reduce chronic absenteeism rate of 12% by 3%	Decrease chronic absences to 9%
Fall Universal Screener	Based on on Universal Screener in the fall should reflect 5% or fewer at-risk	Decrease from 8% to 5% in Fall Universal Screener students at risk

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

SSC will review results from school climate survey and discuss perception of the campus. Team will make recommendations to the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

2a Office Assistant will be hired to work with teachers to identify students with attendance issues and develop improvement plan with parents and students who have excessive absences and tardies and continue with SART/SARB process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

16,796

Source(s)

LCFF S&C

Classified Instructional/Support Staff (Including Benefit)

2a. Office Assistant will support staff in identifying students with chronic absences.

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

The importance of ADA and impact of student absences will be shared with staff monthly

Universal Screener results will be shared with staff to continue Tier 2 and Tier 3 support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

Each month we will have a character trait to focus on and staff members will nominate students for demonstrating that character trait as it aligns to behavior expectations for monthly awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

Monthly MTSS team meetings to be held to collaborate and monitor progress of effective Positive Behavior Intervention Supports and promoting a positive school climate.
Principal will share importance of Attendance during ELAC meetings, SSC meetings and in Coffee with the Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

Collaborate and conduct strategic articulation across grade levels during PLC Team meetings with TK and Kinder and 5th grade with middle school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
Strategy 7 - Extended learning activities (former HLP Strategy 12)	
Students to be Served by this Strategy (Identify All Students and/or one or more specific student groups)	
All students	

Activity
7a. Students will use Homework folders to transport school fliers and notifications.
7b. Students in 2nd through 5th grades will take keyboarding classes as an extended learning activity to focus on VAPA, while improving engagement and attendance.
7c. Students will have the opportunity to participate in after-school activities such as basketball, Cross Country, and Science Olympiad, Lego League.
7d. Teacher will design school yearbook.
7e. The Service/Maintenance will be paid for as well as Copies Rental/Lease Replacement of copiers/ printers as needed.
7f. Print shop orders will be placed to provide student copies of black-line instructional masters from the core program and supplemental materials
7g. 3rd-5th grade students will use homework agendas as a communication tool with parents
7h. Principal will provide ongoing communication regarding school activities and instruction through a monthly bulletin, phone blasts, Facebook, Parent Square, and Marquee.
7i. All students in grades TK-5 will participate in a Winter or Spring Program. Kindergarten and 5th grade students will participate in promotion ceremonies at the end of the year.
7j. 5th grade students will attend end of the year field trip to recognize achievements.
7k. School will continue with leadership club and involving our student body
7l. Communication for parents utilizing a webmaster
7m. Art Master Coordinator to prepare supplies needed for art lessons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
5000	LCFF Basic Contracted Services 7b. Students in 2nd through 5th grades will take keyboarding classes as an extended learning activity to focus on VAPA , while improving engagement and attendance.
960	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7c. Science Coach will be hired to prepare students for the Science Olympiad.
480	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7l. Webmaster to help maintain and communicate with community
6421	LCFF Base Equipment/Replacement (\$5,000+ per item) 7e. The Service/Maintenance will be paid for as well as Copies Rental/Lease
5500	LCFF Base Supplemental Supplies 7f. Print shop orders will be placed to provide student copies of blackline instructional masters from the core program and supplemental materials.
1500	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 7m. Art master coordinator to prep material for art lessons.
2000	LCFF Base Non-Capitalized Equipment (\$500-\$4,999 per item) Other expenses (such as replacement of copiers/ printers as needed).

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards (former HLP Strategy 7)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

Principal will conduct Trimester assemblies to recognize student achievement, Perfect Attendance, and Citizenship.
Incentives to increase positive behavior and improve attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

2560

Source(s)

LCFF Base
Supplemental Supplies
Incentives to improve attendance and support
Positive Behavior Intervention and Support (PBIS).

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups (former HLP Strategy 8)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

The school will work with Adult Education to conduct monthly Parent Education classes to provide parents information about student achievement, behavior support, CCSS, etc..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students (former HLP Strategy 9)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

- 10a. Site Supervision Aides will be hired to assist with student achievement and involvement to create a safe and positive and school climate.
- 10b. Office Assistant will be hired to assist with attendance and engagement of students.
- 10c. The school will collaborate with law enforcement to participate in school wide events such as the Fall Festival and Red Ribbon Week at no cost.
- 10d. Parent Education classes and workshops will be offered to parents at least once a month with a focus on How to Help your Child at Home, and How to Be Involved in the School, How to Support Students with Distance Learning, and Safe Ways to use Technology and Social Media at no cost.
- 10e. Office manager extra hours for office work such as school registrations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
11946	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 10a. Site supervision aides will assist with student achievement and involvement to create a safe and positive and school climate.
16796	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10b. Office Assistant will assist with attendance and engagement of students.
2000	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10e. Office manager to prepare registration documentation for incoming families

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs (former HLP Strategy 10)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

Students will learn about recycling, plant growth and composting through maintenance of the Organic Garden parent/ community volunteers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards (former HLP Strategy 11)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students

Activity

All students in grades K-5 will participate in a Winter/Spring Program at no cost to school. Kindergarten and 5th grade students will participate in promotion ceremonies at the end of the year at no cost.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Title I Funds Provided to the School Through the Consolidated Application	\$59107
Total Title I Funds Budgeted for SPSA actions and strategies to meet the goals in the SPSA	\$59107
If the school is identified for CSI, the total CSI funds provided to the school	\$
Total CSI funds budgeted for SPSA actions and strategies to meet goals in the SPSA	\$

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 (\$)
Title I Parent Involvement	\$1,171.00
Title I, Part A	\$57,936.00

Subtotal of additional federal funds included for this school: \$59,107.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF Base	\$16,481.00
LCFF Basic	\$28,598.00
LCFF S&C	\$58,210.00

Subtotal of state or local funds included for this school: \$103,289.00

Total of federal, state, and/or local funds for this school: \$162,396.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	16,481.00
LCFF Basic	28,598.00
LCFF S&C	58,210.00
Title I Parent Involvement	1,171.00
Title I, Part A	57,936.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,171.00
Books (Excluding core textbooks)	2,000.00
Certificated Staff (Including benefits)	18,535.00
Classified Instructional/Support Staff (Including Benefit)	63,438.00
Contracted Services	29,902.00
Equipment/Replacement (\$5,000+ per item)	6,421.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	2,000.00
Professional Development (Conferences & Workshops)	6,261.00
Supplemental Supplies	22,712.00
Teacher Release Time-Subs (Including benefits)	6,000.00
Teacher Workshop/Additional Hrs (Including benefits)	3,956.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracted Services	District Funded	0.00
Equipment/Replacement (\$5,000+ per item)	LCFF Base	6,421.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF Base	2,000.00
Supplemental Supplies	LCFF Base	8,060.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Basic	13,446.00
Contracted Services	LCFF Basic	5,000.00
Supplemental Supplies	LCFF Basic	9,652.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF Basic	500.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	35,592.00
Contracted Services	LCFF S&C	12,162.00
Supplemental Supplies	LCFF S&C	5,000.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	2,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	3,456.00
	Title I Parent Involvement	1,171.00
Supplemental Supplies	Title I Parent Involvement	0.00
Books (Excluding core textbooks)	Title I, Part A	2,000.00
Certificated Staff (Including benefits)	Title I, Part A	18,535.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	14,400.00
Contracted Services	Title I, Part A	12,740.00
Professional Development (Conferences & Workshops)	Title I, Part A	6,261.00
Supplemental Supplies	Title I, Part A	0.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	4,000.00

Expenditures by Goal

Goal Number**Total Expenditures**

Goal 1 - ELA
Goal 2 - Math
Goal 3 - English Learner
Goal 4 - School Climate

62,682.00
27,755.00
0.00
71,959.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: Employee Name:	
Funding Resource: Title I Percent FTE:	Funding Resource: Percent FTE:

2021-2022 School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Lauren Felton				X	
Melissa Valencia				X	
Josh Keaton				X	
Marissa Kovall				X	
Walter Hsu		X			
Lorena Natera		X			
Mary Alaniz			X		
Amy Chen				X	
Ilene Galdamez		X			
Erika Terrazas	X				
Numbers of members of each category:	1	3	1	5	

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2021-2022 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Erika Terrazas	X			
Monica Jaramillo			X	
Youngmi Kim			X	
Mays Eesa			X	
Numbers of members of each category:				

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

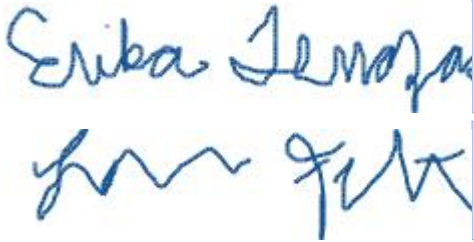
The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: April 21, 2022

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'Erika Terrazas' and the bottom signature is 'Lauren Felton'. Both signatures are written in a cursive, flowing style.

Principal, Erika Terrazas on April 21, 2022

SSC Chairperson, Lauren Felton on April 21, 2022

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students to be Served: Indicate in this box which students will benefit from this evidence-based intervention by indicating “All Students” or listing one or more specific student group(s) to be served. (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Using Evidence to Create Next Generation High Schools <https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Contributing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Action Plan and Strategy.

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, “continuing” to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered “new” to question #4, write “NA”


10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

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Hacienda La Puente MIGRANT EDUCATION PROGRAM



2022-23



Migrant Education Program Purpose

- Goal is to ensure migrant students:
 - reach high academic standards
 - graduate with a high school diploma/high school equivalency
 - are prepared for responsible citizenship, college or career
- Supplemental Services
 - Health Services
 - Nutrition
 - Supplemental Instruction
 - Parent Involvement

Health & Nutrition




Free Health Services

- Vision
- Dental
- Other Health Services



Free School Lunch!!





Supplementary Instructional Services

Regular School Year

- K-8 Integrated Literacy Academy – designated school site
- Speech and Debate (6th - 12th)
- Academic Counseling (8th - 12th)
- Apex A-G (9th – 12th credit recovery)
- Parent Workshops / GED Prep Classes
- Regional Parent Advisory Council
- Academic Field Trip
- Individual Learning Plans

Summer School Year

- Regional Summer Offerings such as:
 - Technology and Music
 - Speech and Debate (6th - 12th)
 - GED Parent Classes
 - Academic Field Trip

Regional Services

► College Access Programs

- Leadership Institute, Cal State Long Beach
- PACE, UC Riverside
- Leadership Institute, Cal State Channel Islands

► College Workshops and Conferences

- *Adelante Mujer Latina*
- *Adelante Young Men*

Migrant Students are Eligible for Scholarships!

Migrant Education Program, SGV Consortium
Congratulations, RPAC Scholarship Recipients!

Joanna Coronado
Duarte HS, DUSD

Vanessa Escalante
Baldwin Park HS, BPUSD

Attending Citrus College

Attending Cal State,
San Bernardino

¡Felicidades, ganadores de becas RPAC!

Maria Rodriguez
La Puente HS, HLPUSD

Javier Fonseca
Garey HS, PUSD

Attending Cal State,
Los Angeles

Attending United
Education Institute

Parent Involvement

- Regional PAC
- Parent Ed. Workshops
- Parent Conferences and Leadership Institutes
- Proyecto Avanzando
 - High School Equivalency Certificate



Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (school-wide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

These are not aligned to HLP Strategies. Need to align. HLP will provide.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement.

Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Staffing and Professional Development

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of Schoolsite Council members in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in Title I programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies and Activities HLP will work on this needs work

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Evaluation

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p>Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p>Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p> <p>Targeted Assistance (TAS) Program: Part of the comprehensive school plan. Funded supplemental services are provided only to students identified as Title I eligible, i.e., those students failing or most at-risk of failing to meet achievement standards based on multiple academic measures.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p>LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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