



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 Mesa Robles 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
Mesa Robles	CA	April 26, 2023	June 8, 2023

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
This plan represents the actions to be taken to raise the academic performance of students and improve the school’s educational program particularly for those students grades 3-8 that are not

performing proficient at the California State Test Language Arts and Math: ELL, SED, SWD and K-2 students not performing proficient in ELA & Math District Interim Assessments.

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.

This plan presents data results from the prior school year. Then a school-wide comprehensive needs assessment is created to find possible reasons for students' academic performance. Based on those findings, stakeholders create goals and plans of action. Such a plan is required for the allocation and expenditure of funds allocated by the federal, state, and local funding programs. This plan also contains all the mandated components required like Student Data results from the prior school year, Needs Assessment report and findings, School District as well as school goals for Student Achievement, activities planned to meet achievement goals budget allocations, mandated parental Involvement activities, Duty statement for Title I funded positions, School Site Council and ELAC member's lists, and approval signatures of the plan.

School Vision and Mission

Mesa Robles school is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, rigorous, leveraging technology, and sensitive to the individual community we serve.

Mesa Robles' mission is to provide all students a positive learning environment with high expectations to reach academic goals and build a character with an emphasis on respect, responsibility, safety, citizenship, and character.

School Profile

Mesa Robles School is a unique kindergarten through eighth-grade school in the hills of Hacienda Heights, a suburb of Los Angeles County. The home of the Mustangs opened its doors in 1964. Mesa Robles' mission is to provide all students with a positive learning environment with high expectations to reach academic goals and build character with an emphasis on respect, responsibility, safety, citizenship, and personality. Mesa is known for being a high-achieving school and has a reputation for producing consistently good academic, performing arts, and STEM programs. Through the combined efforts of all stakeholders, Mesa is an engaging and welcoming place to learn. Mesa Robles has a dedicated staff, with 50% working at the school for fifteen or more years. Mustang pride runs deep across generations. There is strong parent involvement at Mesa, with many volunteers dedicating their time to support our school in the classrooms and enrichment events such as assemblies, fundraisers, and middle school activities. These are attributed to our dedicated Parent Teacher Organization (PTO). With students from kindergarten to eighth grade, upwards of 1,150 pupils arrive daily to pursue knowledge, socialize, and grow.

Mesa's dedicated staff facilitates exemplary academic and enrichment programs. According to the California Dashboard, Mesa Robles consistently scores at or above on state and local benchmarks. Results from The California Assessment of Student Performance and Progress (CAASPP) over the past five years show a 2.86% increase in ELA and a 5.89% increase in Math of students meeting or exceeding the standard. Mesa Robles is 50.7 points above average in English Language Arts (ELA) CAASPP results and 42.4 points above standard in Math CAASPP recent results. In 2018, Mesa Robles began implementing New Pedagogies for Deep Learning (NPDL). NPDL encompasses the "Six C's": Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. Teachers collaborate between and across grade levels to create and facilitate lessons that incorporate real-life experiences leading to problem-solving.

School climate and student safety are top priorities at Mesa Robles. The school participates in Multi-Tiered Systems of Support (MTSS), focusing on Response to Intervention (RTI) for behavior and academics. The principal and two assistant principals maintain a progressive school discipline plan. The counselor and Teacher on Special Assignment (TOSA) provide social, emotional, and academic support in collaboration with the classroom teachers. Mesa's kindergarten through eighth-grade Associated Study Body (ASB) works with Where Everybody Belongs (WEB) to promote a positive school and community culture with various philanthropic programs. A program particular to Mesa Robles is the school-wide behavior incentive program called "Huts" and "Colleges." Groups collectively work to earn points for behavior aligned with the schools' pillars of safety, respect, and responsibility. This system encourages students to become collaborative contributing citizens, which creates confident and tenacious academic leaders all over campus. Over the past two years, Mesa has added several teacher-led enrichment after-school clubs such as Gardening, Chess, Speech and Debate, Drama, Art, Spanish, Percussion, Bullet Journaling, and Homework Help. These hands-on, engaging clubs promote other avenues of creativity, build relationships among students with common interests, and create a more well-rounded Mesa community.

Mesa Robles School strives to continue to learn and grow. Within the last few years, we have received recognition for several statewide awards: The distinguished Golden Ribbon School Award in 2015, the Title I Academic Achievement Award School in 2016, the California Distinguished School Award in 2018 and 2020, and the 2022 California Pivotal Practice (CAPP) Award. In 2021, U.S. News ranked Mesa Robles among the top 10% of Best schools in California (top 5% for middle schools and top 12% for elementary schools). Mesa Mustangs have a tradition of excelling in various programs offered to our student body. Our robotics team has been recognized internationally and earned the "Teamwork Award" for several years in regional competitions. Mesa Robles also has multi-award-winning instrumental and vocal ensembles at local, regional, and state levels. Over the years, Mesa's Elementary and Middle Science Olympiad teams have earned multiple local and state awards. The Speech and Debate team has won regional awards and has qualified for state and national competitions in 2022 and 2023. We also celebrate success with our sports, which have won several league championships, including basketball, flag football, volleyball, soccer, softball, and cross country.

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District Adopted Core Curriculum 2023-24

District Adopted Core Curriculum 2023-24

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.09%	0%	1	1	0
African American	0.5%	0.55%	0.61%	5	6	7
Asian	52.0%	54.90%	53.97%	572	594	619
Filipino	2.5%	2.22%	1.92%	27	24	22
Hispanic/Latino	37.8%	36.23%	36.62%	416	392	420
Pacific Islander	0.2%	%	0%	2		0
White	5.4%	3.79%	3.84%	59	41	44
Multiple/No Response	0.5%	0.65%	0.96%	5	7	11
Total Enrollment				1,100	1082	1147

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	81	68
Grade 1	70	76	82
Grade 2	79	70	76
Grade3	75	92	77
Grade 4	75	78	103
Grade 5	86	81	102
Grade 6	203	192	229
Grade 7	216	196	204
Grade 8	223	216	206
Total Enrollment	1,100	1,082	1,147

Conclusions based on this data:

1. The student population has continued to increased by 65 students from 21-22 to 22-23.
2. The Asian (53.97%) and Hispanic (36.62%) are the largest subgroups.
3. Over the last three years, there has been a decline in the number of kindergarten students enrolled.
4. For the 22-23 school year, 4th-7th grade had an increase in student enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	151	195	209	13.70%	18.0%	18.2%
Fluent English Proficient (FEP)	331	293	290	30.10%	27.1%	25.3%
Reclassified Fluent English Proficient (RFEP)	22	22		14.6%	10.10%	

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

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	13	0	0	0	13	0	13
01	23	0	0	0	23	0	23
02	16	0	0	0	16	13	29
03	5	0	0	0	5	18	23
04	0	7	0	1	8	23	31
05	1	6	0	8	15	21	36
06	11	2	3	14	30	69	99
07	6	0	1	11	18	54	72
08	5	0	0	4	9	57	66

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	35	0	0	0	35	0	35
01	23	0	0	0	23	0	23
02	13	0	0	0	13	0	13
03	14	5	0	0	19	12	31
04	4	16	0	0	20	13	33
05	1	9	0	0	10	21	31
06	4	4	12	0	20	59	79
07	3	2	20	0	25	51	76
08	6	5	19	0	30	74	104

2021-22

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	35	0	0	0	35	0	35
01	23	0	0	0	23	0	23
02	13	0	0	0	13	0	13
03	14	5	0	0	19	12	31
04	4	16	0	0	20	13	33
05	1	9	0	0	10	21	31
06	4	4	12	0	20	59	79
07	3	2	20	0	25	51	76
08	6	5	19	0	30	74	104

Conclusions based on this data:

1. Our ELL numbers have increased within the last 3 school years.
2. Over the last 3 years, the number of students reclassified has significantly decreased.
3. Over the last 3 years, the number of students reclassified has decreased
4. Over the last 3 years, the number of at-risk has increased each year.
5. Over the last 3 years, the number of LTELs increased.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,082	55.1	18.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mesa Robles.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	18.0
Foster Youth		
Homeless	12	1.1
Socioeconomically Disadvantaged	596	55.1
Students with Disabilities	57	5.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.6
American Indian	1	0.1
Asian	594	54.9
Filipino	24	2.2
Hispanic	392	36.2
Two or More Races	7	0.6
Pacific Islander		
White	41	3.8

Conclusions based on this data:

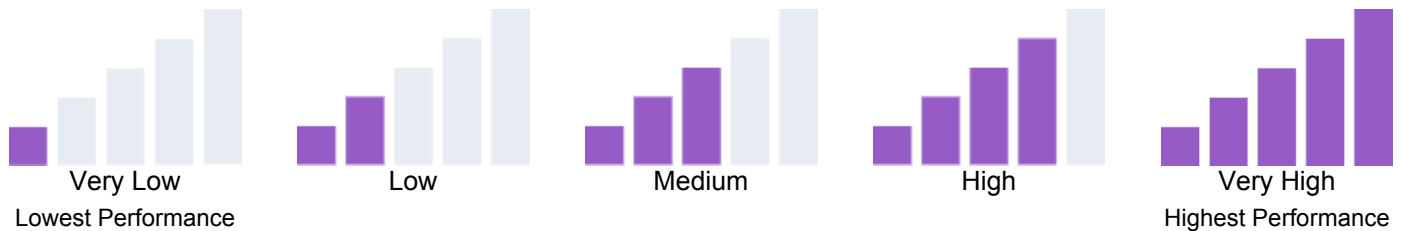
- | | |
|----|---|
| 1. | 55.1% (596 students) of student population are SED. |
| 2. | 18 % (195 students) of student population are English Learners. |
| 3. | Students with Disabilities make up 5.3%(57 students) of the student population. |
| 4. | 54.9 % (594 students)of the student population are Asian. |
| 5. | 36.2% (392 students) of the student population are Hispanic. |

School and Student Performance Data

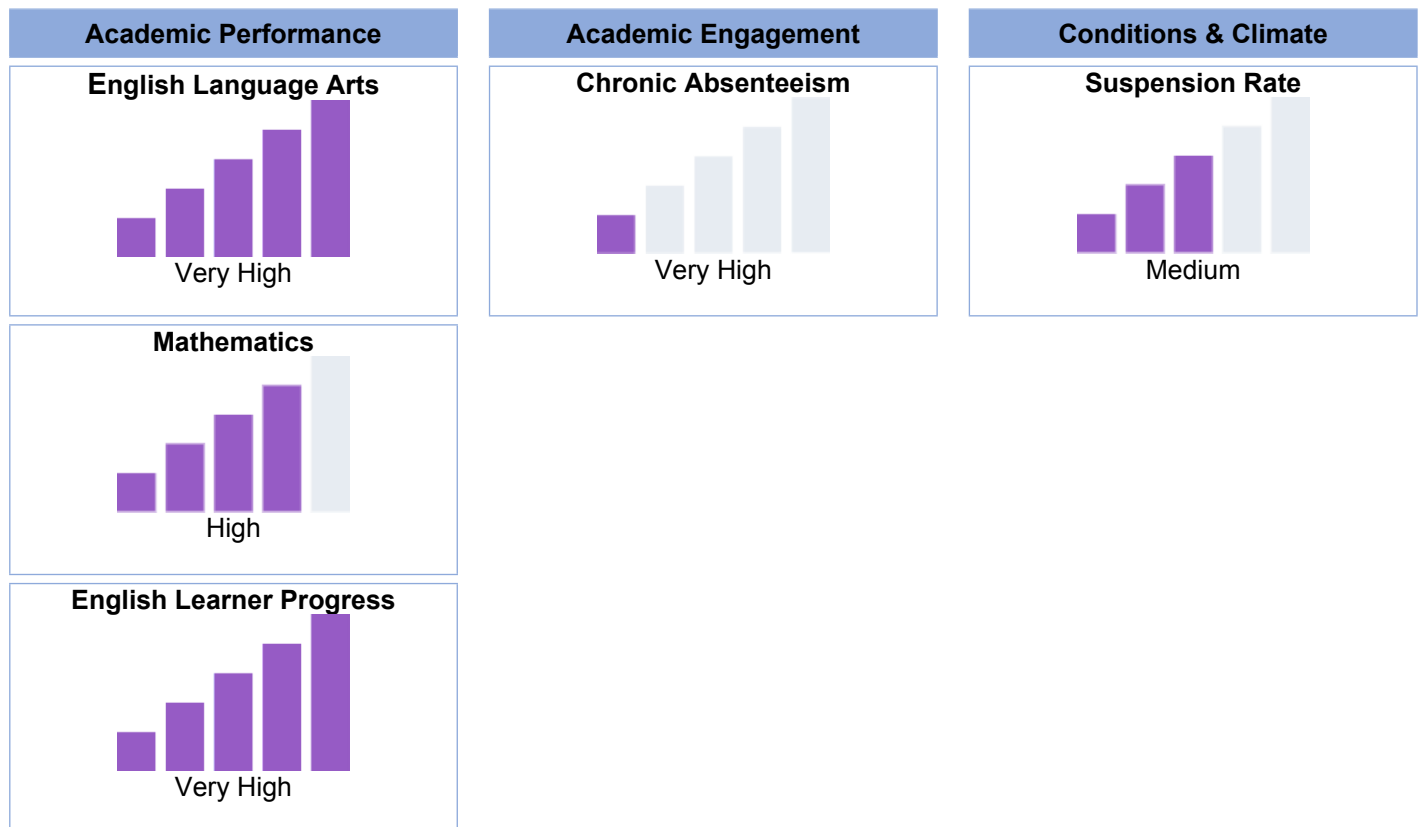
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Academic performance for ELA is very high.
2. Academic progress English Learner Progress is very high.
3. Academic progress for Mathematics is high.

4. Chronic absenteeism is very high, this needs to be addressed.

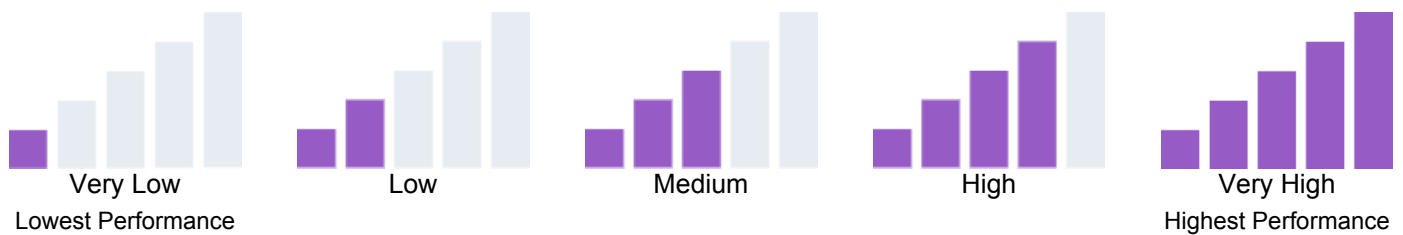
5. Suspension rate is at a medium level.

School and Student Performance Data

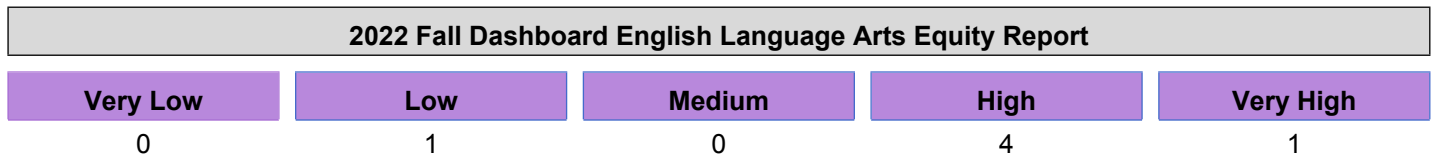
Academic Performance English Language Arts

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

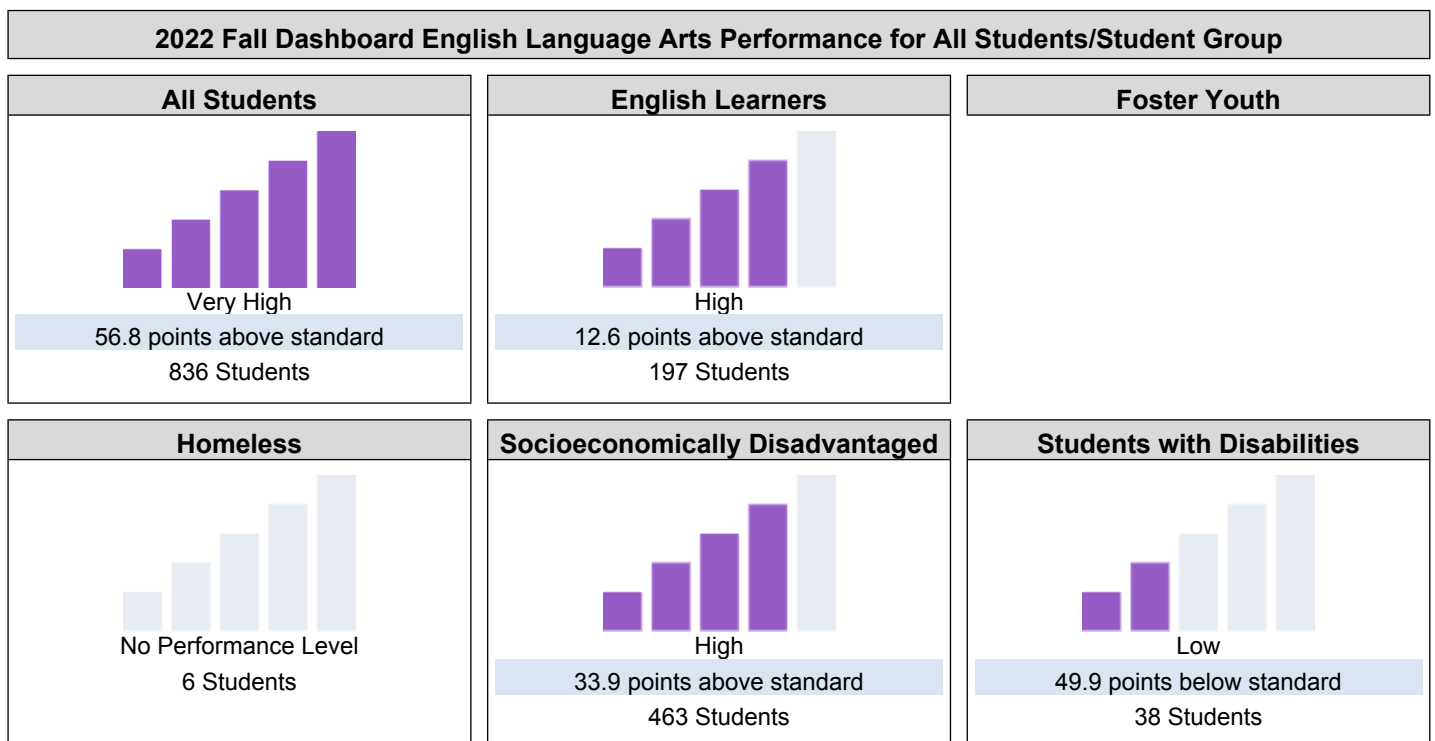
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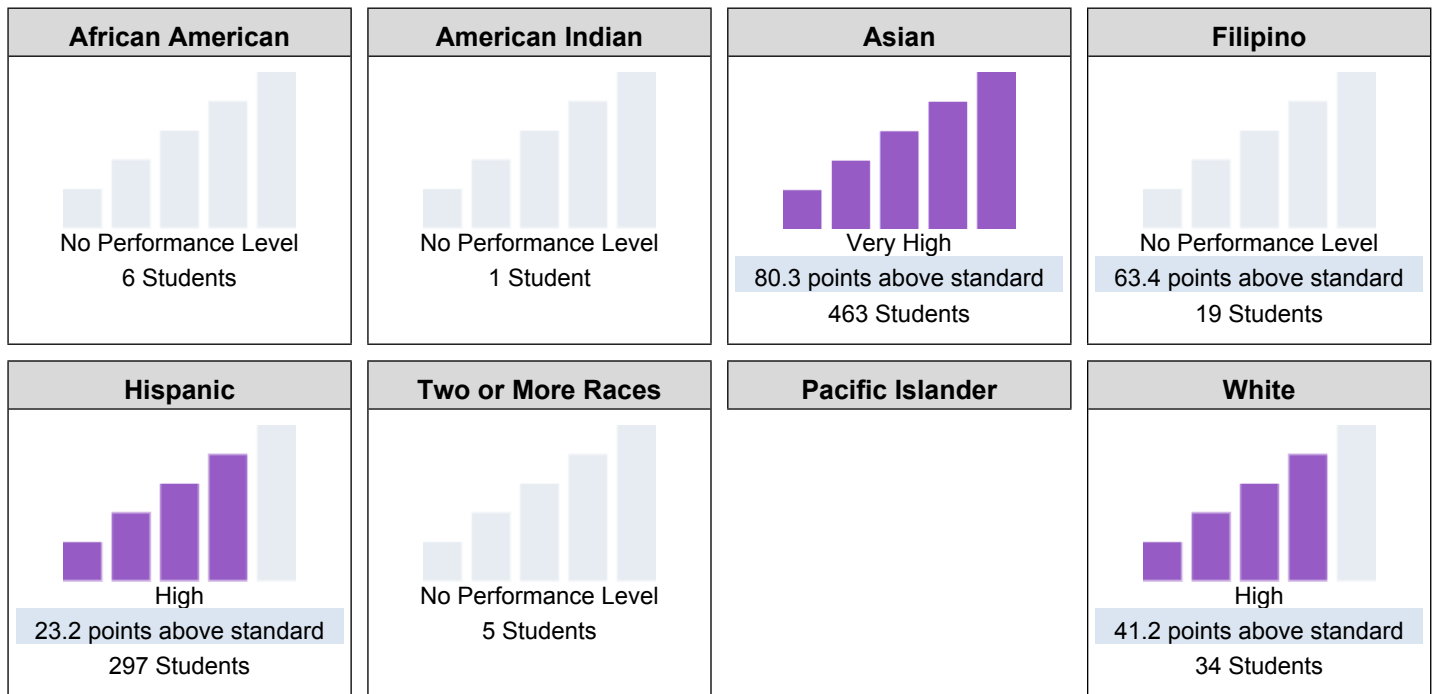
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.0 points below standard 107 Students	81.1 points above standard 90 Students	54.8 points above standard 447 Students

Conclusions based on this data:

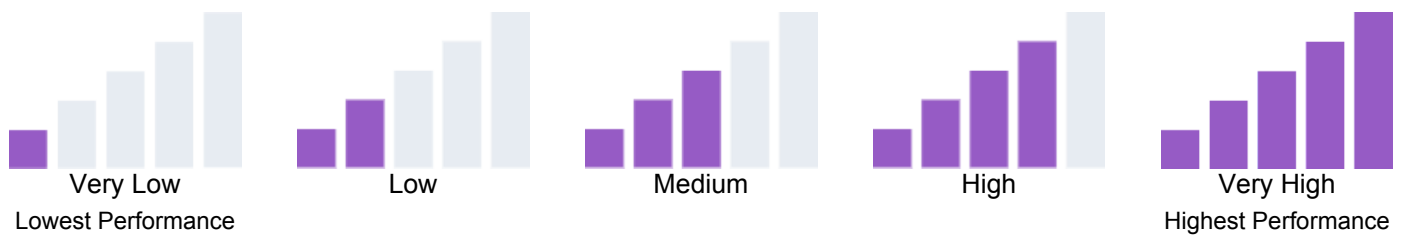
1. Reclassified English Learners (81.1 points) score higher above the standard than English only students (54.8 points)
2. The Asian subgroup scores very high above the standard (80.3 points above) and the White subgroup scores high above the standard (41.2 points above standard).
3. The Hispanic subgroup scores high above the standard (23.2 points above).
4. The SED subgroup scores high above the standard (33.9 points above).
5. The SWD subgroups scores low below the standard (49.9 points below standard).

School and Student Performance Data

Academic Performance Mathematics

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

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



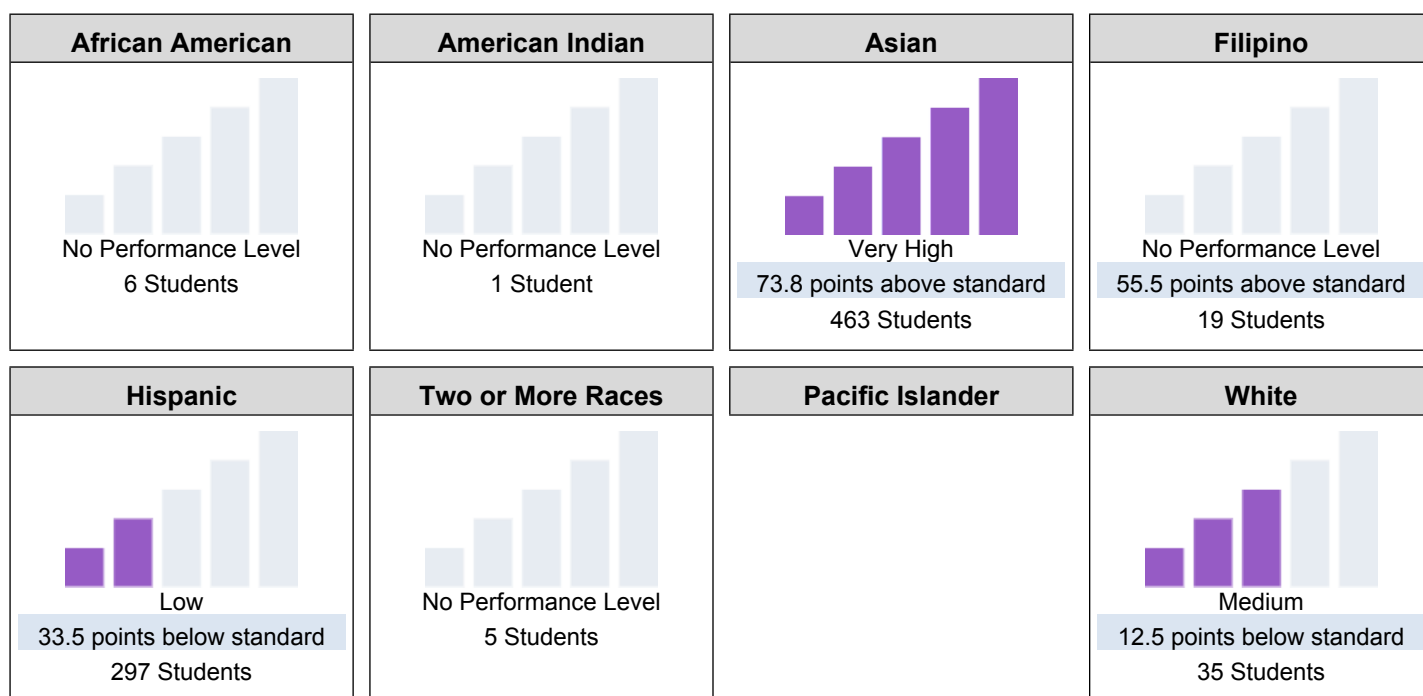
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	2	1	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>29.9 points above standard</p> <p>837 Students</p>	<p>High</p> <p>11.3 points above standard</p> <p>197 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>6 Students</p>	<p>High</p> <p>5.1 points above standard</p> <p>464 Students</p>	<p>Low</p> <p>62.5 points below standard</p> <p>38 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
33.9 points below standard 107 Students	65.2 points above standard 90 Students	15.7 points above standard 447 Students

Conclusions based on this data:

- Overall, all students scored High (29.9 points above standard) for Mathematics. (837 students)
- English Learner students scored High (11.3 points above standard) for Mathematics. (197 students). Current ELs scored lower (33.9 points below standard) than reclassified ELs (65.2 points above standard) and English Only students (15.7 points above standard).
- SED students scored High (5.1 points above standard) for Mathematics. (463 students)
- SWD students scored Low (62.5 points below standard) for Mathematics. (19 students)
- The Asian subgroup scored very High (73.8 points above standard), the Hispanic subgroup scores Low (33.5 points below standard), and the White subgroup scored Medium. (12.5 points below standard).

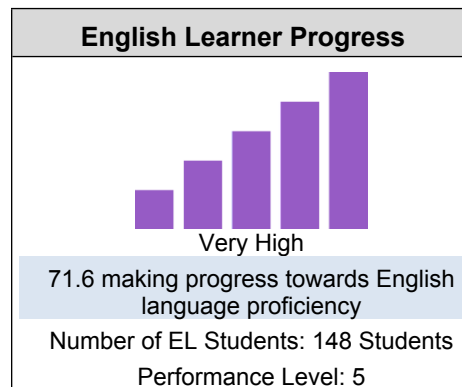
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.1%	22.3%	15.5%	56.1%

Conclusions based on this data:

1. Overall, English Learners score Very High on progress towards English language proficiency (71.6 out of 148).
2. 56.1% of EL students progressed at least one ELPI Level.
3. 15.5% of students maintained the ELPI level 4.
4. 22.3% of EL students maintained ELPI level 1, 2L, 2H, 3L, or 3H.
5. 6.1% of EL students decreased one ELPI level.

School and Student Performance Data

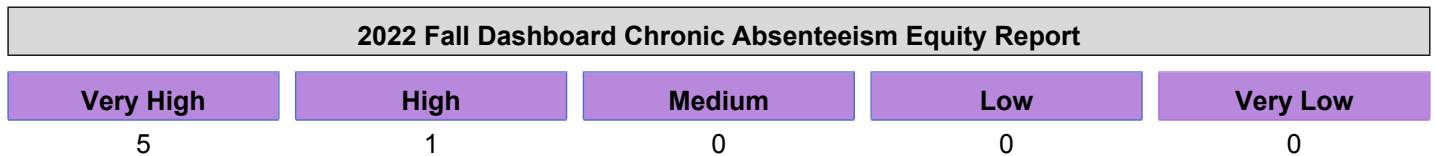
Academic Engagement Chronic Absenteeism

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

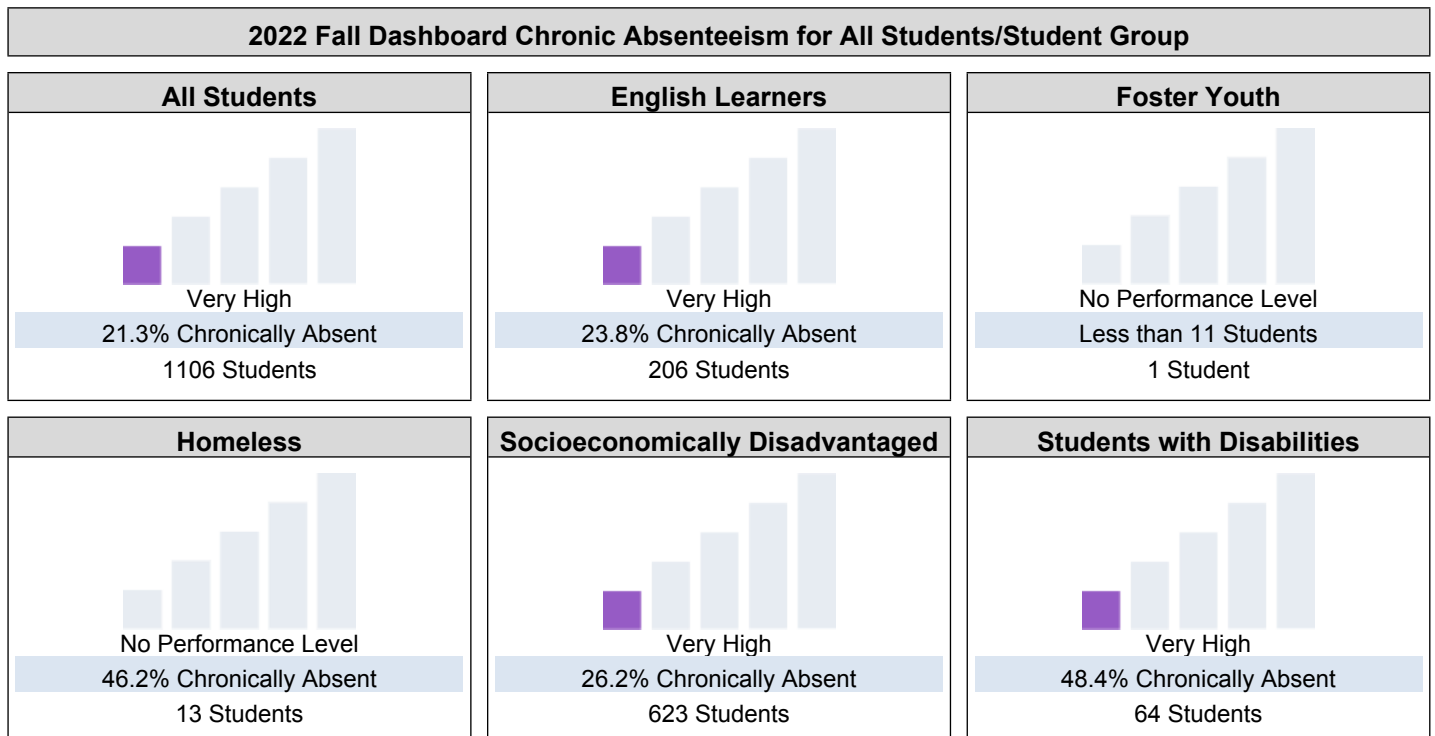
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



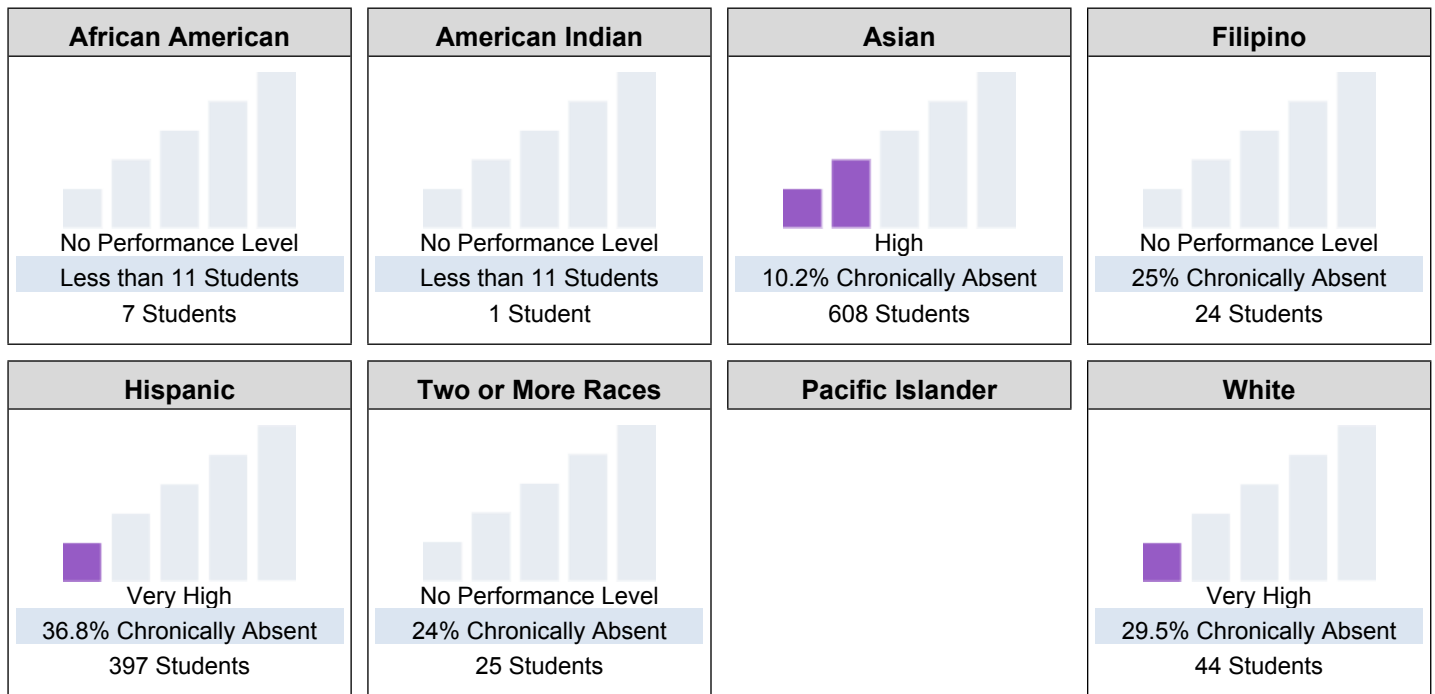
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

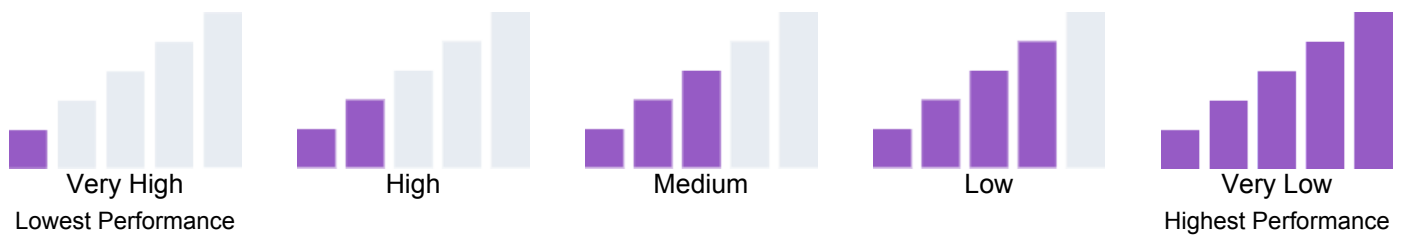
1. Overall, for all students chronic absenteeism is Very High (21.3% Chronically Absent).
2. Chronic Absenteeism for English Learners is Very High (21.3% Chronically Absent), SED is Very High (26.2% Chronically Absent), and SWD is Very High (48.4% Chronically Absent).
3. Chronic absenteeism for the Asian subgroup is High (10.2% Chronically Absent).
4. Chronic absenteeism for the Hispanic subgroup is High (36.8% Chronically Absent).
5. Chronic absenteeism for the White subgroup is High (29.5% Chronically Absent).

School and Student Performance Data

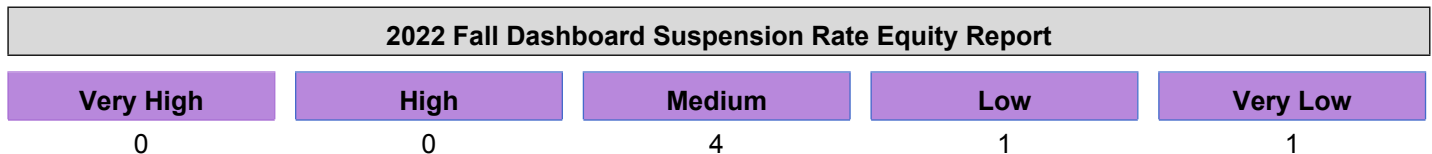
Conditions & Climate Suspension Rate

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

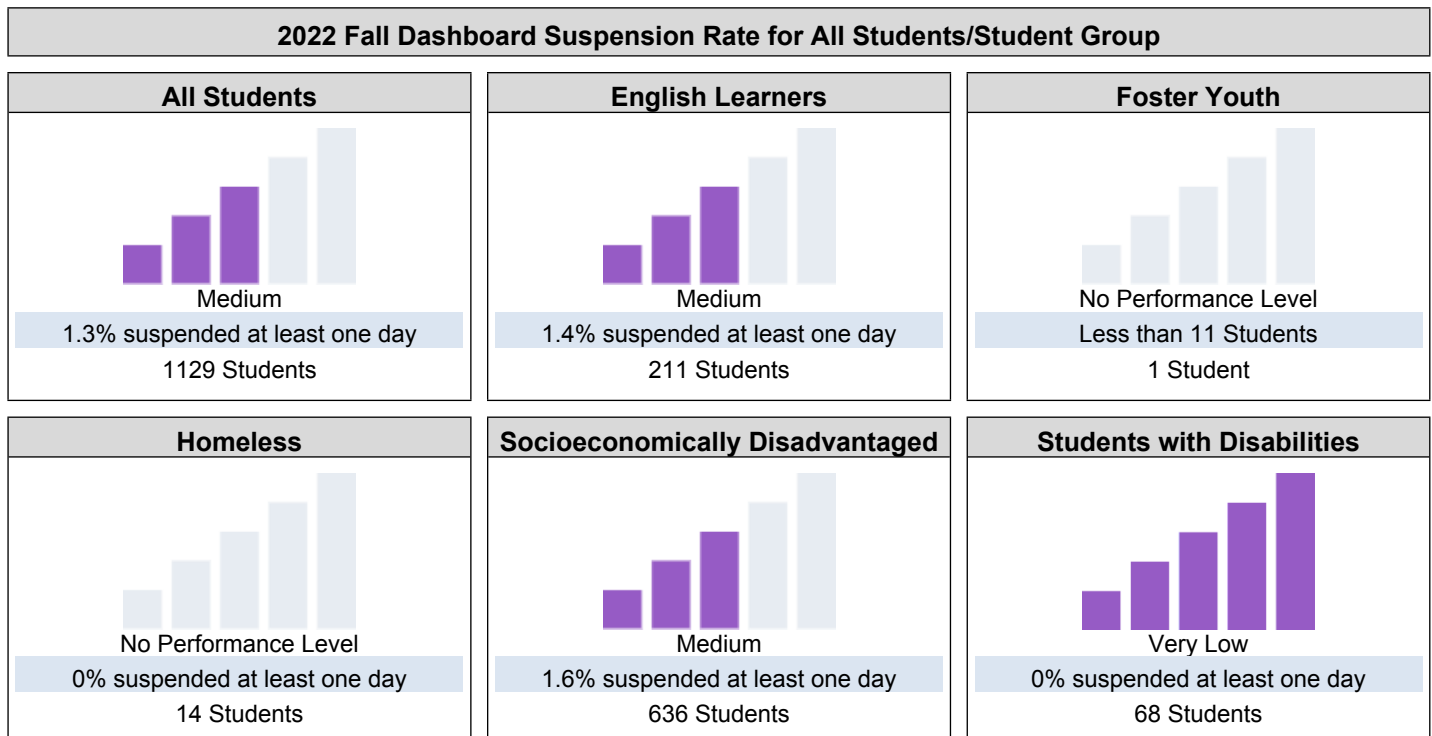
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



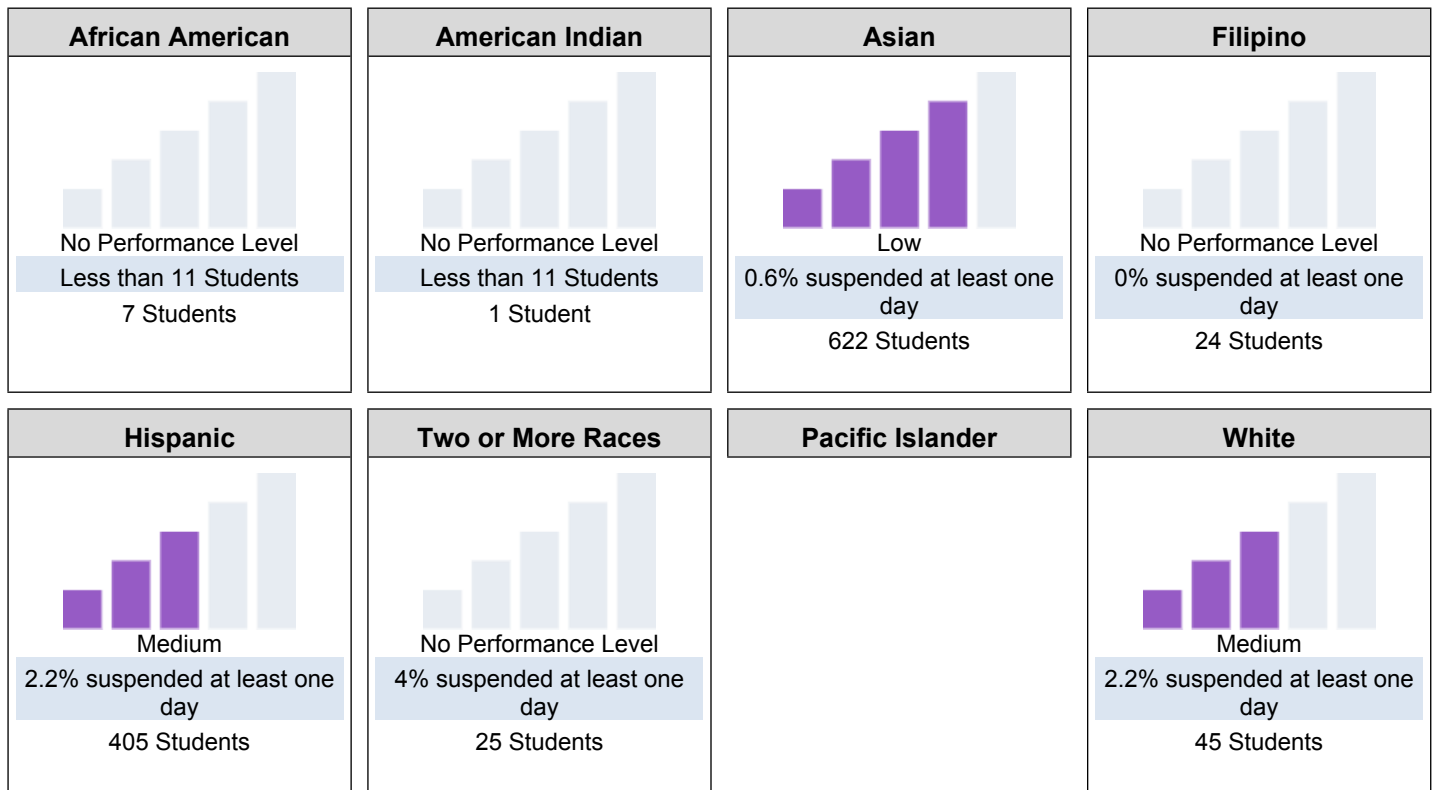
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates for all students is at the medium performance level.
2. Suspensions for the SID subgroup was very low.
3. Suspension rates for EL and SED were both at the medium level.
4. Suspension rates for Asian was very low.
5. Suspension rates form Hispanic and white subgroups were at the medium level.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	91		0	89		0	89		0.0	97.8	
Grade 4	74	78		0	77		0	77		0.0	98.7	
Grade 5	87	86		0	85		0	85		0.0	98.8	
Grade 6	200	192		0	191		0	191		0.0	99.5	
Grade 7	215	200		0	199		0	199		0.0	99.5	
Grade 8	221	216		0	214		0	213		0.0	99.1	
All Grades	870	863		0	855		0	854		0.0	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2487.			48.31			24.72			16.85			10.11	
Grade 4		2504.			41.56			27.27			9.09			22.08	
Grade 5		2534.			37.65			22.35			18.82			21.18	
Grade 6		2580.			39.27			30.89			18.32			11.52	
Grade 7		2613.			36.68			41.71			12.06			9.55	
Grade 8		2638.			41.78			36.15			14.08			7.98	
All Grades	N/A	N/A	N/A		40.28			32.90			14.87			11.94	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.45			53.93			5.62	
Grade 4		31.17			50.65			18.18	
Grade 5		30.59			56.47			12.94	
Grade 6		31.41			56.02			12.57	
Grade 7		31.66			58.29			10.05	
Grade 8		37.09			50.70			12.21	
All Grades		33.72			54.57			11.71	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.83			52.81			12.36	
Grade 4		23.38			58.44			18.18	
Grade 5		35.29			45.88			18.82	
Grade 6		38.74			49.21			12.04	
Grade 7		41.71			48.74			9.55	
Grade 8		43.19			47.42			9.39	
All Grades		38.41			49.53			12.06	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.98			74.16			7.87	
Grade 4		23.38			68.83			7.79	
Grade 5		25.88			67.06			7.06	
Grade 6		26.70			66.49			6.81	
Grade 7		22.11			71.86			6.03	
Grade 8		26.76			67.14			6.10	
All Grades		24.36			68.97			6.67	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.83			55.06			10.11	
Grade 4		31.17			58.44			10.39	
Grade 5		25.88			61.18			12.94	
Grade 6		36.13			56.02			7.85	
Grade 7		40.20			52.76			7.04	
Grade 8		46.01			49.30			4.69	
All Grades		37.94			54.22			7.85	

Conclusions based on this data:

1. Overall, the Writing domain has the largest percentage of students performing below grade level 12.06%, but the Writing domain also has the largest percentage of students above standard, 38.41%.
2. Overall, the Listening domain has the largest percentage of students performing below grade level 6.67% and the Listening Domain has the most percentage of students scoring at or near the standard, 68.97%.
3. Overall, Research/ Inquiry has 37.94% above standard and 54.22% at or near standard.
4. Overall, 26.87% of all students score at nearly met or not met, 73.13% of students met or exceeded standards.

5. Overall, 26.96% of 3rd grade, 31.17% 4th grade, 40% 5th grade, 29.84% of 6th grade, 21.6% of 7th grade and 22.06% of 8th grade students scored nearly met or not met.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	91		0	89		0	89		0.0	97.8	
Grade 4	74	78		0	77		0	77		0.0	98.7	
Grade 5	87	86		0	85		0	85		0.0	98.8	
Grade 6	200	192		0	192		0	192		0.0	100.0	
Grade 7	215	200		0	200		0	200		0.0	100.0	
Grade 8	221	216		0	213		0	213		0.0	98.6	
All Grades	870	863		0	856		0	856		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2492.			49.44			35.96			7.87			6.74	
Grade 4		2524.			41.56			27.27			19.48			11.69	
Grade 5		2522.			31.76			20.00			18.82			29.41	
Grade 6		2571.			38.54			21.35			20.31			19.79	
Grade 7		2581.			32.50			23.50			24.00			20.00	
Grade 8		2632.			43.19			20.66			19.72			16.43	
All Grades	N/A	N/A	N/A		39.02			23.60			19.51			17.87	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		64.04			29.21			6.74	
Grade 4		49.35			38.96			11.69	
Grade 5		27.06			47.06			25.88	
Grade 6		44.27			36.98			18.75	
Grade 7		38.50			43.00			18.50	
Grade 8		44.60			41.31			14.08	
All Grades		43.81			39.84			16.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.57			50.56			7.87	
Grade 4		35.06			49.35			15.58	
Grade 5		27.06			45.88			27.06	
Grade 6		27.60			49.48			22.92	
Grade 7		29.50			55.00			15.50	
Grade 8		35.21			52.11			12.68	
All Grades		32.01			51.17			16.82	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.31			47.19			4.49	
Grade 4		44.16			40.26			15.58	
Grade 5		25.88			51.76			22.35	
Grade 6		30.73			58.33			10.94	
Grade 7		27.50			55.50			17.00	
Grade 8		38.03			46.95			15.02	
All Grades		34.35			51.40			14.25	

Conclusions based on this data:

1. Overall performance on the Math CAASPP for all students, Not Met or Nearly Met is (37.38%) and Met or Exceeded (62.62%).
2. For the Concepts & Procedures Claim, 16.36% scored below standard, 39.84% at or near standard, and 43.81% above standard. 5th grade has the the most students scoring Not or Nearly Met (72%). 3rd grade has the most students at Met or Exceeded (65%).
3. For the Problem Solving & Modeling/ Data Analysis Claim, 16.82% scored below standard, 51.17% at or near standard, and 32.41% above standard. This claim has the most students overall scoring below standard. 5th grade (72%), 6th grade (71%), 7th grade (70%), 8th grade (64%), 4th grade (64%), and 3rd grade (58%).
4. For the Communicating Reasoning Claim, 14.25% scored below standard, 51.40% at or near standard, and 34.35% above standard. 5th grade has 73% of students scoring Not Met or Nearly Met. 7th grade has 72% of students scoring Not Met or Nearly Met.
5. Students scoring Not Met or Nearly Met in 3rd grade (14.61%), 4th grade (31.17%), 5th grade (48.23%), 6th grade (40.1%), 7th grade (44%), and 8th grade (36.15%). 5th grade has t he largest number of students not meeting Math standards on CAASPP test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1462.0	1441.0		1471.6	1430.9		1439.1	1464.4		22	37	
1	1517.7	1508.5		1481.6	1498.4		1553.2	1518.3		13	23	
2	1516.6	*		1491.8	*		1540.8	*		16	10	
3	1482.9	1522.9		1459.1	1517.8		1506.1	1527.6		17	17	
4	*	1543.2		*	1548.2		*	1537.7		7	18	
5	1519.5	1531.6		1519.0	1520.3		1519.4	1542.5		13	11	
6	1540.6	1552.1		1535.9	1549.1		1544.7	1554.7		26	21	
7	1549.5	1576.2		1552.1	1576.2		1546.4	1575.8		28	26	
8	1542.5	1594.4		1543.5	1617.1		1541.1	1571.3		11	27	
All Grades										153	190	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	21.62		36.36	51.35		22.73	16.22		13.64	10.81		22	37	
1	38.46	34.78		30.77	43.48		30.77	8.70		0.00	13.04		13	23	
2	37.50	*		50.00	*		12.50	*		0.00	*		16	*	
3	5.88	35.29		23.53	41.18		58.82	17.65		11.76	5.88		17	17	
4	*	50.00		*	33.33		*	16.67		*	0.00		*	18	
5	7.69	36.36		69.23	45.45		15.38	9.09		7.69	9.09		13	11	
6	11.54	33.33		57.69	57.14		26.92	0.00		3.85	9.52		26	21	
7	28.57	50.00		35.71	34.62		21.43	11.54		14.29	3.85		28	26	
8	18.18	55.56		36.36	18.52		45.45	22.22		0.00	3.70		11	27	
All Grades	21.57	40.00		43.14	40.00		28.10	13.16		7.19	6.84		153	190	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	27.03		22.73	35.14		27.27	24.32		13.64	13.51		22	37	
1	38.46	56.52		30.77	17.39		30.77	13.04		0.00	13.04		13	23	
2	43.75	*		37.50	*		18.75	*		0.00	*		16	*	
3	5.88	52.94		47.06	41.18		23.53	0.00		23.53	5.88		17	17	
4	*	61.11		*	38.89		*	0.00		*	0.00		*	18	
5	53.85	45.45		30.77	45.45		7.69	0.00		7.69	9.09		13	11	
6	34.62	61.90		46.15	28.57		15.38	0.00		3.85	9.52		26	21	
7	50.00	57.69		25.00	34.62		14.29	3.85		10.71	3.85		28	26	
8	27.27	62.96		36.36	25.93		36.36	7.41		0.00	3.70		11	27	
All Grades	37.25	52.11		33.99	32.63		20.26	7.89		8.50	7.37		153	190	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	18.92		22.73	51.35		31.82	18.92		9.09	10.81		22	37	
1	38.46	30.43		30.77	43.48		23.08	21.74		7.69	4.35		13	23	
2	37.50	*		37.50	*		18.75	*		6.25	*		16	*	
3	17.65	11.76		17.65	58.82		41.18	23.53		23.53	5.88		17	17	
4	*	16.67		*	38.89		*	33.33		*	11.11		*	18	
5	7.69	9.09		15.38	54.55		61.54	18.18		15.38	18.18		13	11	
6	7.69	14.29		42.31	52.38		30.77	23.81		19.23	9.52		26	21	
7	10.71	15.38		32.14	42.31		32.14	38.46		25.00	3.85		28	26	
8	0.00	25.93		27.27	33.33		45.45	37.04		27.27	3.70		11	27	
All Grades	18.30	20.00		30.07	46.32		33.99	26.32		17.65	7.37		153	190	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	40.54		59.09	48.65		13.64	10.81		22	37	
1	30.77	47.83		61.54	34.78		7.69	17.39		13	23	
2	31.25	*		68.75	*		0.00	*		16	*	
3	35.29	76.47		58.82	17.65		5.88	5.88		17	17	
4	*	72.22		*	27.78		*	0.00		*	18	
5	30.77	36.36		61.54	54.55		7.69	9.09		13	11	
6	30.77	38.10		50.00	52.38		19.23	9.52		26	21	
7	7.14	34.62		75.00	61.54		17.86	3.85		28	26	
8	0.00	33.33		100.00	55.56		0.00	11.11		11	27	
All Grades	24.18	45.79		65.36	45.79		10.46	8.42		153	190	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	13.51		45.45	59.46		18.18	27.03		22	37	
1	38.46	52.17		46.15	30.43		15.38	17.39		13	23	
2	31.25	*		62.50	*		6.25	*		16	*	
3	0.00	46.67		64.71	46.67		35.29	6.67		17	15	
4	*	38.89		*	61.11		*	0.00		*	18	
5	69.23	72.73		15.38	18.18		15.38	9.09		13	11	
6	53.85	70.00		42.31	25.00		3.85	5.00		26	20	
7	75.00	70.83		17.86	25.00		7.14	4.17		28	24	
8	54.55	73.08		45.45	19.23		0.00	7.69		11	26	
All Grades	46.41	51.37		40.52	37.70		13.07	10.93		153	183	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	21.62		68.18	70.27		18.18	8.11		22	37	
1	53.85	39.13		38.46	43.48		7.69	17.39		13	23	
2	31.25	*		56.25	*		12.50	*		16	*	
3	17.65	11.76		52.94	64.71		29.41	23.53		17	17	
4	*	22.22		*	55.56		*	22.22		*	18	
5	7.69	27.27		69.23	45.45		23.08	27.27		13	11	
6	19.23	14.29		34.62	61.90		46.15	23.81		26	21	
7	21.43	26.92		35.71	65.38		42.86	7.69		28	26	
8	18.18	37.04		45.45	37.04		36.36	25.93		11	27	
All Grades	20.92	26.32		49.67	56.32		29.41	17.37		153	190	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.55	67.57		36.36	24.32		9.09	8.11		22	37	
1	46.15	30.43		38.46	65.22		15.38	4.35		13	23	
2	56.25	*		43.75	*		0.00	*		16	*	
3	11.76	41.18		82.35	58.82		5.88	0.00		17	17	
4	*	33.33		*	50.00		*	16.67		*	18	
5	0.00	36.36		92.31	54.55		7.69	9.09		13	11	
6	23.08	33.33		73.08	61.90		3.85	4.76		26	21	
7	17.86	15.38		71.43	80.77		10.71	3.85		28	26	
8	0.00	7.41		100.00	92.59		0.00	0.00		11	27	
All Grades	26.14	35.45		67.32	59.26		6.54	5.29		153	189	

Conclusions based on this data:

1. Performance scores for all students Overall: level 4-- 40%, level 3- 40%, level 2-13.16%, and level 1 6.84%
2. Overall, more students performed at level 4 in oral language (52.11%) than written language (20%).
3. The same percentage of students scored level 1 for both oral and written language (7.37%).
4. The reading domain has the most students scoring at the beginning level (17.37%) and least amount of students scoring well developed (26.32%).
5. Beginning levels for Listening (8.42%), Speaking (10.93%), and Writing (5.29%)

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Mesa Robles	19734456014294	1,104	137 (12.4 %)	346 (31.3 %)	58 (36.2 %)
<u>District Total:</u>		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

2021-22

2021-22 HLPUSD Reclassification Rate by School			
School	# of new RFEP (from Ellevation 10/5/ 2021-10/4/ 2022)	# of EL (from 2021-22 DataQuest)	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Mesa Robles	22	195	10.10%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

- for the 2020-21 ad 2021-22 school years, Mesa Robles had a higher reclassification rate than the district.
- For the 22-23 school year, 51 students in grade K-8 have been reclassified.
- There was in increase from 20-21 to 21-22 school year in the number of EL students (137 to 195 students).

K-12 ELA SMAP Results for 2022-23

2022-23 ELA (Reading) SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	All Students	139	160	219	328	296	1142
	K	4	10	13	19	20	66
	1	16	12	18	14	22	82
	2	10	10	9	22	25	76
	3	8	11	7	21	29	76
	4	8	11	18	35	31	103
	5	8	10	23	30	31	102
	6	39	38	37	67	48	229
	7	25	28	38	57	54	202
	8	21	30	56	63	36	206

2022-23 ELA (Reading) SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	English Learners (ELs)	50	36	31	29	10	156
	Student with Disabilities (SWD)	35	16	13	16	8	88
	Socio-economically Disadvantaged (SED)	93	95	125	170	108	591
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

2022-23 ELA (Reading) SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	All Students	149	166	225	299	281	1,120
	K	5	9	11	19	20	64
	1	16	14	11	16	20	77
	2	9	15	17	19	15	75
	3	11	10	9	24	22	76
	4	10	12	22	36	24	104
	5	6	20	18	28	27	99
	6	40	31	41	57	57	226
	7	31	28	45	47	52	203
	8	21	27	51	53	44	196

2022-23 ELA (Reading) SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	English Learners (ELs)	61	35	28	23	10	157
	Student with Disabilities (SWD)	33	20	10	10	10	83
	Socio-economically Disadvantaged (SED)	101	104	125	147	105	582
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. SMAP 2 has 10 EL more students or 5% more of EL students scoring in the low to low average range (1-40%ile) than SMAP 1. 55% of ELs scored in the low to low average range (1-40%ile) on SMAP 2. Students performed better on SMPA 1 than SMAP 2.

2. SMAP 1 has 58% of SWD students scoring in the low to low average range (1-40%ile). SMAP 2 has 64% of SWD students scoring in the low to low average range (1-40%ile). Students performed better on SMAPA 1 than SMAP 2.
3. SMAP 1 has 58% of SWD students scoring in the low to low average range (1-40%ile). SMAP 2 has 64% of SWD students scoring in the low to low average range (1-40%ile). Students performed better on SMAPA 1 than SMAP 2.
4. Overall on SMAP 1, 26.2% of all students (299/1142) scoring in the low to low average range (1-40%ile), as compared to 28.1% of all students (315/1120) scoring in the low to low average range (1-40%ile) on SMAP 2.
5. Overall on SMAP 1, 54.6% of all students (624/1142) scoring in the high to high average range (60+ %ile), as compared to 28.1% of all students (580/1120) scoring in the high to high average range (60+ %ile) on SMAP 2.

K-12 Math SMAP Results for 2022-23

2022-23 Math SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	All Students	117	145	197	271	410	1140
	K	4	7	11	9	34	65
	1	11	8	15	21	26	81
	2	4	11	7	19	35	76
	3	10	3	16	14	33	76
	4	8	7	23	36	29	103
	5	8	17	8	31	38	102
	6	29	39	46	45	70	229
	7	21	26	36	47	72	202
	8	22	27	35	49	73	206

2022-23 Math SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	English Learners (ELs)	34	29	32	35	26	156
	Student with Disabilities (SWD)	31	20	11	13	11	86
	Socio-economically Disadvantaged (SED)	75	89	108	144	174	590
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

2022-23 Math SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	All Students	146	155	211	286	349	1,147
	K	5	6	7	20	28	66
	1	12	14	17	14	26	83
	2	10	12	7	28	20	77
	3	9	8	14	24	21	76
	4	9	12	27	33	23	104
	5	13	10	14	26	39	102
	6	37	31	47	64	50	229
	7	25	35	38	39	69	206
	8	26	27	40	38	73	204

2022-23 Math SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Mesa Robles School	English Learners (ELs)	40	30	33	33	23	159
	Student with Disabilities (SWD)	38	14	15	14	7	88
	Socio-economically Disadvantaged (SED)	95	93	122	141	148	599
	Homeless	*	*	*	*	*	16
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. On SMAP 2, there were 24 more SED students who scored in the Low to Low Average (1-40%ile) than on SMAP 1. Students performed better on SMAP 1 than SMAP 2.
2. On SMAP 2, there was 1 more SWD students who scored in the Low to Low Average range (1-40%ile) than on SMAP 1. Students performed better on SMAP 1 than SMAP 2.

3. On SMAP 2, there were 7 more EL students who scored in the Low to Low Average (1-40%ile) than on SMAP 1. Students performed better on SMAP 1 than SMAP 2.
4. On SMAP 1, 22.98% of all students scored in the Low to Low Average (1-40%ile) On SMAP 2, 26.24% of students scored in Low to Low Average (1-40%ile). Students performed better on SMAP 1 than SMAP 2.
5. On SMAP 1, 59.7%% of all students scored in the High average to high (61%ile +) On SMAP 2, 55.4% of students scored in High average to high (61+%ile).

RFEP Monitoring Report

(To upload files, convert to .bmp, .png, .gif, .jpg, or .jpeg)

2022-23 RFEP Progress Monitoring Data Report

MESA ROBLES K-5

Current School

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

• Complete Grades Monitoring section for ALL RFEP students listed.

• For students not making adequate progress based on 3 or more criteria, document RTI support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's/C's, 4's/2's

Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or I's

Test Scores

Criteria 1	Criteria 2	Criteria 3
2022	2022	Grades Monitoring: K-5 ELA (reading, writing, listening, speaking) (pr. 6-12)

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
Column5	Column6	Column7	Column8	Column9	Column10	Column11				
RFEP	01/31/2022	no	N/A	3	YES	YES				
RFEP	05/02/2022	no	N/A	3	YES	YES				
RFEP	05/10/2022	no	N/A	4	YES	YES				
RFEP	01/29/2022	no	N/A	N/A	No CUM	YES				
RFEP	05/02/2022	no	N/A	4	YES	YES				
RFEP	01/23/2022	no	N/A	4	YES	YES				
RFEP	05/02/2022	no	N/A	4	YES	YES				
RFEP	05/02/2022	no	N/A	4	YES	YES				
RFEP	05/02/2022	no	N/A	4	YES	YES				
RFEP	05/02/2022	no	4	N/A	YES	YES				
RFEP	11/05/2019	no	4	N/A	YES	YES				
RFEP	03/08/2019	no	3	N/A	YES	YES				
RFEP	11/05/2019	no	4	N/A	YES	YES				
RFEP	11/05/2019	no	4	N/A	YES	YES				
RFEP	02/07/2022	no	3	N/A	YES	YES				
RFEP	05/08/2020	no	3	N/A	YES	YES				
RFEP	06/25/2021	no	N/A	N/A	No CUM	YES				
RFEP	11/05/2019	no	4	N/A	YES	YES				
RFEP	11/05/2019	no	4	N/A	YES	YES				
RFEP	10/08/2019	no	4	N/A	YES	YES				
RFEP	02/07/2020	no	3	N/A	YES	YES				
RFEP	02/07/2020	no	2	N/A	YES	YES				

2022-23 RFEP Progress Monitoring Data Report

MESA ROBLES MS

Current School

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or I's

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	Test Scores		Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							Criteria 1	Criteria 2 (Most Recent DIA)	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
							2022	2022		
		6		RFEP	05/30/2019	no	2	N/A	NO CUM	YES
		6		RFEP	05/01/2020	no	1	N/A	YES	NO
		6		RFEP	10/23/2018	no	3	N/A	YES	YES
		6		RFEP	04/06/2019	no	3	N/A	YES	YES
		6		RFEP	10/16/2019	no	4	N/A	YES	YES
		6		RFEP	12/05/2018	no	4	N/A	YES	YES
		6		RFEP	10/01/2018	no	3	N/A	YES	YES
		6		RFEP	02/07/2022	no	2	N/A	YES	YES
		6		RFEP	12/05/2018	no	4	N/A	YES	YES
		6		RFEP	04/06/2019	no	4	N/A	YES	YES
		6		RFEP	05/06/2019	no	4	N/A	YES	YES
		6		RFEP	02/04/2022	no	4	N/A	YES	YES
		7		RFEP	10/01/2018	no	4	N/A	YES	YES
		7		RFEP	01/28/2019	no	4	N/A	YES	YES
		7		RFEP	10/02/2018	no	4	N/A	YES	YES
		7		RFEP	12/06/2018	no	4	N/A	YES	YES
		7		RFEP	04/06/2019	no	4	N/A	YES	YES
		7		RFEP	12/08/2021	no	4	N/A	YES	YES
		7		RFEP	05/02/2022	no	3	N/A	YES	YES
		7		RFEP	07/17/2018	no	3	N/A	YES	YES
		7		RFEP	11/05/2020	no	4	N/A	YES	YES

2022-23 RFEP Progress Monitoring Data Report

MESA ROBLES MS

Current School

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or I's

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	Test Scores		Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							Criteria 1	Criteria 2 (Most Recent DIA)	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
							2022	2022		
		7		RFEP	12/15/2020	no	4	N/A	YES	YES
		7		RFEP	12/15/2020	yes	2	N/A	YES	YES
		7		RFEP	10/14/2019	no	2	N/A	YES	YES
		7		RFEP	11/02/2018	no	4	N/A	YES	YES
		7		RFEP	12/06/2018	no	2	N/A	YES	NO
		7		RFEP	10/06/2019	no	3	N/A	YES	YES
		7		RFEP	12/15/2020	no	3	N/A	YES	YES
		7		RFEP	04/06/2019	no	3	N/A	YES	YES
		7		RFEP	03/06/2019	no	3	N/A	YES	YES
		7		RFEP	02/12/2019	no	4	N/A	YES	YES
		8		RFEP	11/02/2018	no	3	N/A	NO	YES
		8		RFEP	05/02/2022	no	4	N/A	YES	YES
		8		RFEP	09/10/2019	no	4	N/A	YES	NO
		8		RFEP	10/01/2021	no	3	N/A	YES	YES
		8		RFEP	08/10/2019	no	4	N/A	YES	YES
		8		RFEP	11/02/2018	no	3	N/A	YES	YES
		8		RFEP	10/15/2019	no	3	N/A	YES	No longer a student at Mesa Robles
		8		RFEP	10/02/2018	no	3	N/A	YES	YES
		8		RFEP	10/02/2018	no	3	N/A	YES	YES
		8		RFEP	11/02/2018	no	4	N/A	YES	YES
		8		RFEP	05/02/2022	no	3	N/A	YES	YES

Conclusions based on this data:

1. RFEP students by grade level: 3rd grade:8, 4th grade:18, 5th grade: 21. There is a total of 547 RFEP students in grades 3-5.
2. All 47 RFEP students in grades 3-5, do not meet the criteria to receive additional RFEP tier 2 support. (RFEP Monitoring Tool)
3. There are 63 total RFEP students in grades 6-8. RFEP students by grade level: 6th grade: 33,7th grade: 19, 8th grade: 11.
4. There's only one (1/63 or 0.015%) RFEP student in grade 6-8 that met criteria to received additional Tier 2 support (RFEP Monitoring Tool).

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

Summarize by subject and grade level. Please refer to example in Instructions.

D & F List Grading Period 3- December 2022 Mesa Middle School grades 6-8

	ELA	Math	Social Science	Science	Elective	PE		SWD	SED	Migrant	Homeless	Foster
Mesa Robles School MS	87	97	91	140	15	1		30	300	0	0	0
6	49	47	29	46	9			13	119	0	0	0
D	26	22	23	21	5			9	59	0	0	0
F	23	25	6	25	4			4	60	0	0	0
7	25	26	38	37	3	1		9	90	0	0	0
D	12	18	23	24	3			3	55	0	0	0
F	13	8	15	13		1		6	35	0	0	0
8	13	24	24	57	3			8	91	0	0	0
D	3	13	19	38	2			7	55	0	0	0
F	10	11	5	19	1			1	36	0	0	0

Conclusions based on this data:

1. Based on Grading Period 3, December 2022 end of semester 1 grades. 6th grade students have the most D/F in ELA and Math. 7th grade has the most D/F in Social Science. 8th grade has the most D/F in Science. The subjects with the least amount of D/F are PE and electives.
2. SWD subgroup has 30 D/F in all subjects in 6th -8th grade.
3. SED subgroup has 300 D/F in all subjects in 6th-8th grade.

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 with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a 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.

Comprehensive Needs Assessment Components

Please refer to Instructions for additional guidance.

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).

Hacienda La Puente Unified School District partners with Hanover Research to administer an annual LACP Survey to students (Grades 7-12), staff, and families. The survey was last administered in November 2022. HLPUSD uses the LCAP survey to gather perceptions and opinions from educational partners and identify areas of strength and growth within the district. A total of 2,741 individuals responded to the survey in November 2022.

Student Engagement: Most agree that students are engaged and appreciative of their school; however, opinions differ by educational partner group for some areas of engagement.

Come to class prepared: Staff: 68%, Parents 92%, Students 76% agree/Strongly agree.

Care about their/my school: Staff 83%, Parents 89%, Students 68% agree/strongly agree.

Motivated to learn: Staff 76%, Parents 86%, Students 59% agree/Strongly agree.

Like going to school: Staff 83%, Parents 85%, Students 43% agree/strongly agree.

Support Networks:

Resources and support needed to succeed: Staff 73%, Parents 57%, Students 78% agree/strongly agree

Parent Involvement:

Encourage and welcome by schools: Staff 81%, Parents 76% agree/strongly agree.

Parents are comfortable participating in school activities: Staff 71% Parents 71% agree/strongly agree.

Parents have a say in the decision-making process at my school: Staff 76%, Parents 51%

Communication: Teachers and staff across the district are consistently viewed as responsive to communication from parents. 93% of parents reported being able to communicate with teachers and staff when they need to communicate about their students' needs.

Student outcomes: Most agree that their school prepares students for college and a career. 85% of students agree that they know what they need to do in order to graduate from HS. 85% of students agree they know how to use technology for school and /or their careers.

School Climate: Most have a positive perception of the school climate.

Students trust teachers and staff: Staff 89%, Parents 82%, Students 54% agree/strongly agree.

I feel/my child feels safe at school: Staff 86%, Parents 79%, Students 54% agree/strongly agree.

My school is clean: Staff 64%, Parents 73%, Students 40% agree/strongly agree.

Bullying is a problem at my school: Staff 22%, Parents 35%, and Students 29% agree/strongly agree.

Classroom Observations

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

Classroom observations are conducted throughout the school year, both formally and informally. The purpose of these visitations is to support teachers and students in the learning environment. As administrators conducted their weekly classroom visitations, they identified that all of the Mesa Robles teachers continued implementing the adopted management platform CANVAS to organize their instruction and ensure that those students and parents have access to the daily lessons, classwork, and homework. Technology is utilized on a regular basis in the classroom. Students are fully engaged in the lesson process and are being challenged to achieve at high levels. Teachers provide learning experiences that build on learner strengths and needs, create new knowledge using real-life problem-solving, and help all students identify their talents, purpose, and passion. The classroom is organized and clean, with student behavioral expectations posted, along with positive reinforcers. Students demonstrate understanding and importance of routines and procedures.

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

There is a need to consistently and regularly analyze state and district assessments to support identified student needs by grade level for ELA and Math to determine evidence-based interventions needed to close the achievement gap. We review and analyze the available data in our PLC grade level/department groups. Additionally, at the beginning of each school year, data from the previous school year is reviewed to determine students' needs. Pre-assessments are given in Math and ELA to establish baseline data and guide instruction based on the specific learning needs of the students.

Based on current data, there is a need for an intervention program for students receiving a D or F or who are not meeting standards on S-Map or CAASPP tests. In this intervention class, students will receive explicit instruction that includes establishing clear learning goals, strategies, extra homework time, and help with organization skills. There is a continued need to identify which standards students struggle to drive instructional planning and provide re-teaching to increase student achievement and support growing teacher practice. There is also a need for interventions with a Site TOSA during the school day and after-school opportunities for homework and tutoring.

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

Common Assessments used at our school are STAR Reading/AR, Lexia, Dreambox, S-MAP, and Universal Screener. Based on the data from these common assessments, evidenced-based strategies are used to guide instruction to support student learning. There is a need to focus on providing instructional strategies and best practices- specifically collaborative strategies, cooperative learning, critical thinking, and common assessments. There is a need to provide additional support to students receiving a D or F with an intervention program- during and after school. There is continued focus on effectively implementing, monitoring, and evaluating Lexia, Dreambox, STAR Reading/AR, S-MAP, and other common assessments with most at-risk students and analyzing data at grade level PLCs.

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

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, and data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Grade level and Department PLCs will measure growth through ongoing analysis of student performance data including evaluating student progress in Literacy standards. Professional Development is available for teachers to attend throughout the school year. There is a continued need for staff development in technology, best practices for student learning, closing the achievement gaps, and supporting students' socioemotional needs. For the 2023-2024 school year, the site Leadership Team and Administration will coordinate PD for staff based on the needs assessment process and school data.

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

Site administrators will continue to guide and support staff on best practices and evidence-based strategies and provide written or verbal feedback during informal and formal observations. The Site TOSA will continue to support teachers in the areas of ELD, ELA, Math, NPDL, and testing. District TOSAs will support for technology, ELA, Math, NPDL, Social and Natural Science, and Art. There is a need for an intervention program or skills class for students receiving a grade of a D or F to learn explicit skills, strategies, extra homework time to complete homework, and organization skills including binder organization, study skills, time management, and homework procedures. There is a need for the continued support of teachers as they implement and utilize the ELA/ELD materials and ELD Unit Assessments. Professional Development to all core content teachers in listening and speaking standards. RSP teachers will continue to work more closely with general education teachers to better align our work to meet both the grade-level standards as well as the goals of their IEPs. To enhance the learning experience of all students, we will purchase additional instructional materials for the classroom. There is also a need to provide teachers with opportunities for collaboration with peers through the use of lesson studies.

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

There is a need for continued Professional Learning Community working agreements for the SMART goal process to develop common assessments for each department/grade level. All teachers will use structured collaboration emphasizing student conversation and collaboration to improve listening, speaking, and reading. There will be an emphasis on the use of academic language with a specific focus on improving listening. PLCs by grade level and the department will continue 2 times a month to monitor student progress, instructional practices, and to ensure the consistency of instruction. Data analysis protocol will be used with fidelity. Data will be analyzed to determine areas of need and student growth for all students by standard, claim, and subgroups. The Leadership Team will meet during the summer to analyze data from the school year and develop the next steps for the next school year. ELL facilitator will provide proper PD for all teachers at grade level, Department or Staff meetings.

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

There is a need for teacher collaboration in transition planning. 8th-grade teachers will meet with High school teachers once or twice during the school year for transition collaboration. Same process will take place between elementary and middle school teachers to help 5th grade students transition to Middle School. Transitions meetings are also held for students with IEPs. Also, teachers will meet/plan and present presentations/workshops to students and/or parents to help their students transition to the next school level.

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

In order for EL students to develop language fluency, there is a need for explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK-leveled questions, vocabulary building, and opportunities for speaking and using Thinking Maps. Struggling EL students may need extra small group support. LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening. There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Provide focused, intensive small-group interventions for English learners at risk of reading problems. Provide high-quality daily vocabulary instruction, using GLAD and SDAIE strategies as needed. It is crucial to monitor students who are close to meeting reclassification criteria. We continue to closely monitor our LTEL and ISPEL students with varied assessments to ensure they progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples, ELD Unit Assessments & APPELs 2.0. Progress Monitor our RFEP students to ensure that they are making good progress.

Extended learning activities

There is a need to continue to provide struggling students with extra curricular activities to enhance their learning experience and promote the feeling of inclusion for all students. After school program like Science Olympiad, Robotics, Chess, Drama, Spanish, Gardening, Speech & Debate, WEB, Jazz, Homework/Tutorial, sports, and well stocked library that is open before and afterschool. Teachers will also need to provide small group instruction during class time.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

There is a need for a Teacher on Special Assignments to work with at-risk students. Mentoring, monitoring, and motivating students and providing academic assistance. TOSA will monitor grades and students' progress in coordination with the regular classroom teacher. The classroom teachers will work with struggling students in small groups or one-on-one to help close the learning gaps of their students. Online resources such as Lexia, Dreambox, and AR will continue to provide extra practice for all students. The socio-emotional needs of the students must be met for learning to occur. There is a need for an additional school counselor to support students and teachers with SEL and mental health crisis calls

Evidence-based educational practices to raise student achievement of identified student groups

There is a need to have a Teacher on Special Assignment who will work with at-risk students to mentor, monitor, motivate students, and provide academic assistance in coordination with the regular classroom teacher. There is also a continued need for the site Leadership team and Administrators to coordinate professional development for staff based on needs assessments and school data. There is a need for an ELL class for level 1 & 2 students to be offered at the Middle School level. There is also a need in all classes for students will engage in effective, content-based collaboration and provide explicit instruction using evidence-based strategies. Evidenced-based Tier 1 and Tier 2 strategies will be improved to meet the SEL needs of struggling students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students

Resources at the school that are available for parents are: Back to School Night, parent-teacher conferences, parent workshops, SFT, and digital resources. There is a need for Student Focused Teams to continue in order for teachers and parents to come together formally with the assistance of the School Counselor and Administration in order to address the academic deficits or at-risk students and plan appropriate supports for students. School counselor will provide community resources to parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

There is a need to have several opportunities for parents to participate in the learning process of their students in the form of meetings throughout the school year. There is a need to provide opportunities for parents to attend parent conferences to enhance their student's learning experiences with translation if needed. There is a continued need to provide a variety of parental involvement opportunities, including but not limited to the Parent Volunteer Program, School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO) Back to School Night, Coffee with the Principal, and parenting workshops from outside vendors on a variety of topics for parents. There is a need to continue to provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services when needed. There is a need to increase the hours of our office staff from time to time to meet this goal due to the number of students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

There is a need to continue to subscribe to online paid programs like Brain Pop, Pondy, Edpuzzle, Accelerated Reading Program, Lexia, and Dreambox to enhance the learning experience of all students. There is a need to have After School academic/homework/Intervention support in ELA & Math for all students. There is also a need for academic intervention support from a Teacher on Special Assignments during the regular school day. There is a continued need for bilingual support by a bilingual Instructional Assistant in the EL classroom. Also, the purchase of additional instructional materials to make learning more interesting, practical, realistic, and appealing. Educational field trips to provide students with experiences outside their everyday activities and make connections between what they are learning inside the classroom with the outside world.

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 SMAP 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.*)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
January 20, 2023	ELAC Meeting # 3	Begin SPSA Development, Reclassification Process/Data, RFEP Monitoring
January 25, 2023	SSC Meeting # 3	Review of 2021-2022 SPSA Actions, Review & Analyzed Student Achievement, Review Title 1 expenditures and acitons
February 9, 2023	Facultiy Meeting	LCAP Activitiy
February 22, 2023	LCAP Parent Presentation	LCAP Parent Presentations/Priorities
March 17, 2022	ELAC Meeting # 4	Advise in the development of the SPSA Needs Assesment for EL 2022-2023
March 21, 2023	LCAP student Meeting	Conducted Student LCAP Priorities Survey
March 22, 2023	SSC Meeting # 4	LCAP Parent Presentations/Priorities/ Continue SPSA development process
April 21, 2023	ELAC Meeting # 5	Advise for EL Goal Section of SPSA
April 26, 2023	SSC Meeting # 5	Review and Vote to approve the 2022 - 2023 SPSA

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2023	<ul style="list-style-type: none"> Review current status of 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2023-24 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 2023-24 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2023-24 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2023-24 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2023-24 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2023-24 SPSA
April	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2023-24 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2023-24 SPSA 2023-24 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 28, 2023
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2023-24 SPSAs for Board of Education Approval –June 8, 2023
August/ Sept	<ul style="list-style-type: none"> Recommendation: Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2023-24 SPSA Begin 2022-23 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2023 CAASPP, Summative ELPAC and SMAP results
October	<ul style="list-style-type: none"> Complete 2022-23 Annual Evaluation in DTS with SSC Based on 2022-23 Annual Evaluation, revise 2023-24 SPSA actions/expenditures in DTS as needed to reach goals for student achievement Email MESBP when DTS revision is completed – by October 27, 2023
November/ December	<ul style="list-style-type: none"> Continue 2023-24 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: 2022-23

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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
Conditions of Learning: 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
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (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
Pupil Outcomes: 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, Student Groups, 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, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

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



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	2.5 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	11.7 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	29.8 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	98.6 below standard	Increase by 5 pts or more
School Dashboard ELA- SWD	93.5 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 4 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	51.68% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	46.25% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	21.59% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	17.08% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	14.27% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Homeless	30.44% Met/Exceeded	Increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Reading- All Students	33% scored \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- Low Income	27.3% scored \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- English Learner	10.1% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Foster Youth	9.7% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- SWD	8.4% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Homeless	16.7% scored \geq 61% of peers in national norm reference test	Increase by 3% or more

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	43.6 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	58.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	61.4 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	132.8 below standard	Increase by 5 pts or more
School Dashboard Math- SWD	143.1 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 3 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.62% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	29.99% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	18.01% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	17.07% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	6.78% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Homeless	14.10% Met/Exceeded	Increase by 4% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Math- All Students	31% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- Low Income	25.7% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- English Learner	16% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Foster Youth	9.6% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- SWD	7.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Homeless	11.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	55.1%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	24.4%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	9.5%	14% or higher

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Suspension Rate- All Students	3.2%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Low Income	3.8%	Decrease by 0.3% or more
School Dashboard Suspension Rate-English Learner	3%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Foster Youth	15.7%	Decrease by 2% or more
School Dashboard Suspension Rate- SWD	6.4%	Decrease by 0.5% or more
School Dashboard Suspension Rate- Homeless	6%	Decrease by 0.5% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	0.05%	Maintain or decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	72%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	74%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	57%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	74%	Increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	69%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	67%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	48%	Increase by 1%

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Graduation Rate- All Students	96%	Increase or Maintain
School Dashboard Graduation Rate- Low Income	95.9%	Increase or Maintain
School Dashboard Graduation Rate- English Learner	92.3%	Increase or Maintain
School Dashboard Graduation Rate- Foster Youth	87%	Increase by 1% or more
School Dashboard Graduation Rate- SWD	85.5%	Increase by 1% or more
School Dashboard Graduation Rate- Homeless	91.8%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DataQuest 5yr Cohort Graduation Rate- All Students	92.6%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate - Low Income	92.5%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate – English Learner	80.8%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Foster Youth	69%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - SWD	79.5%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Homeless	86.4%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Dropout Rate	1.92%	Maintain or Decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-8 Attendance Rate- All Students	90.8%	Increase by 1%
TK-8 Attendance Rate- Low Income	87.1%	Increase by 2%
TK-8 Attendance Rate- English Learner	88.6%	Increase by 2%
TK-8 Attendance Rate- Foster Youth	85.3%	Increase by 2%
TK-8 Attendance Rate- SWD	81.5%	Increase by 3%

TK-8 Attendance Rate- Homeless	83.3%	Increase by 3%
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9-12 Attendance Rate- All Students	91.1%	Increase by 1%
9-12 Attendance Rate- Low Income	89.8%	Increase by 1%
9-12 Attendance Rate- English Learner	89.3%	Increase by 1%
9-12 Attendance Rate- Foster Youth	85.0%	Increase by 2%
9-12 Attendance Rate- SWD	82.7%	Increase by 3%
9-12 Attendance Rate- Homeless	85.6%	Increase by 2%

Metric/Indicator K-8	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	35.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	38.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	32.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	33%	Decrease by 5% or more
Chronic Absenteeism Rate- SWD	49.4%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	51.6%	Decrease by 6% or more

Metric/Indicator 9-12	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	28.4%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	31.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	33%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	42%	Decrease by 6 % or more
Chronic Absenteeism Rate- SWD	46%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	48.8%	Decrease by 6% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Language Arts

LEA/LCAP Goal

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.

School Goal - ELA

All students, particularly English Learners and Students with Disabilities, will increase their student achievement in English Language Arts as measured by the Dashboard, CAASPP and SMAP # 2 results.

Identified Need

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement. There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Provide during the regular school day small group intervention by a Teacher on Special Assignment.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students. There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Club, afterschool homework/tutorial support, Robotics, WEB, music program, and having a well-stocked library that is open for students before and after school. There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a - School Dashboard ELA - All Students 1b.- School Dashboard ELA - English Learners 1c - School Dashboard ELA - SWD 1d.- School Dashboard ELA - Low Income	1a - 56.8 points above standard. 1b.- 12.6 points Above the standard 1c - 49.9 points below the standard 1d- 33.9 points above the standard	1a - Increase by 3 points or more 1b - Increase by 3 points or more 1c - Decrease by 3 points or more 1d - Increase by 3 points or more
2a - CAASPP SBAC ELA- All Students 2b - CAASPP SBAC ELA - English Learner 2c - CAASPP SBAC ELA - SWD	2a - 73.18% Met/Exceeded 2b - 64.29% Met/Exceeded 2c - 30.55% Met/Exceeded	2a - Increase by 3% or more 2b - Increase by 3% or more 2c - Increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3a - SMAP # 2 Reading - All Students 3b - SMAP #2 Reading - EL 3c - SMAP #2 Reading - SWD 3d - SMAP #2 Reading - Low Income	3a - 71.87% scored Average or above 3b. 38.9% scored Average or above 3c - 36.14% scored Average or above 3d - 64.77% scored Average or above	3a - Increase by 3% or more 3b - Increase by 3% or more 3c - Increase by 3% or more 3d - Increase by 3% or more

Complete a 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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

State and District Assessments will be administered.

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)

District Funded
Certificated Staff (Including benefits)
Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Teachers will administer adopted common assessments (Unit, Interim and SBAC) through the course of the school year and review results in PLC (Grade/Department level 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

District Funded
Certificated Staff (Including benefits)
Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

3.1 Teachers will meet at Grade/Department level for planning/developing/evaluating Professional Development as needed. Teachers may participate in approved professional Development sessions and substitute coverage may be provided as needed. We will need to request substitutes to cover teachers' classes so they can attend these meetings.

3.2 Site Leadership Team and Administration will coordinate PD for staff based on the needs assessment process and school data.

3.3 Provide up-to-date Professional Development to expose teachers to new teaching 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)

Source(s)

8,522

LCFF S&C
Teacher Release Time-Subs (Including benefits)
3.1 The use of substitutes to release teachers from the classroom and meet/collaborate.
3.1 & 3.2 The use of substitutes for teachers to attend Professional Development and/or conferences.

1,500

LCFF S&C
Books (Excluding core textbooks)

	3.3 Literature to expand Professional Development
200	LCFF Base Professional Development (Conferences & Workshops) 3.1 To cover the cost for any mileage incurred by teachers and/or administrators in attending any PD.

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

- 4.1 Classroom supplies and materials will be provided throughout the school year in order to enhance the learning experience for students.
- 4.2 Participate in Professional Development conferences/workshops to support Low performing students, including EL, SWD, and Foster Youth in all subjects.
- 4.3 Hold study sessions at a staff meeting with literature that support new initiatives.
- 4.4 Supplemental reading materials to support literature circles in ELA classrooms to increase reading levels to low-achieving 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)
25,678	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.1 -Classroom and office supplies and materials to enhance the instructional experience for all students.
9,127	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.1 Intructional Materials for ELA, ELD,Math, Social , Science & Intervention classes.
5,500	LCFF S&C Maintenance Repairs/Agreements 4.1 Copy Machines and Laminator: cost of Maintenance/Repairs/supplies

14,015	LCFF Basic Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.1 Classroom Instructional Supplies
5,500	LCFF Basic Maintenance Repairs/Agreements 4.2 Copy Machines and Laminator: cost of maintenance/repairs/supplies
4000	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.4 Additional supplemental Instructional Supplies to enhance learning like additional reading novels.

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

5.1 The Leadership Team will meet during the summer to analyze data from the school year and develop the next steps for the next school year.

5.2 Teachers and Administrators will meet together to conduct academic conferences. They will review the district, common, and state assessments and create SMART goals and modify instructional plans for all students including targeted student groups: EL, SWD, Homeless, and Foster-Youth students.

5.3 ELA & Math 8th grade teachers will meet with Wilson HS teachers for the purpose of articulation and transition for students moving up to high school.

5.4 Teachers on Special Assignment (TOSA) will be part of the grade-level collaboration during the summer as well as during the regular school year.

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)

7,365

Source(s)

LCFF Basic
Teacher Workshop/Additional Hrs (Including benefits)
5.1, 5.2 & 5.3 Additional hours for teachers

2,928

LCFF S&C

Certificated Staff (Including benefits)
5.4 Additional hours for TOSA (Teacher on Special Assignment) to participate at the grade level planning/collaborations Summer meetings.

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

6.1 Teachers will collaborate in grade /department level to properly assign students in their classes based on results.

6.2 Teachers will meet/plan and present presentations/workshops to students and/or parents to help their students transition to the next school level.

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)

12,352

Source(s)

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
6.1 & 6.2 Additional hours for teachers to collaborate

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

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

All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Elementary and Middle school students will participate in extracurricular activities to enhance their learning experience.

We will provide a strong musical program to enhance the learning experience of all 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.

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

Amount(s)	Source(s)
15,000	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) Musical Instruments

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

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)
All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
A Teacher on Special Assignment will work with at-risk students. Mentoring, monitoring, and motivating students and provide academic assistance. TOSA will monitor grades and student's progress in coordination with the regular classroom teacher.

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)
80,011	LCFF S&C Certificated Staff (Including benefits) Teacher on Special Assignment (TOSA)

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)
All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
Site Leadership team and Administraors will coordinate profesional development for staff based upon needs assessments and school data.
In all classes, students will engage in effective, content based collaboration.

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)
	District Funded Certificated Staff (Including benefits) Administrator and Site Leadership Team hold monthly meetings during early release days.

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)
All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
Student Focused Teams will continue in order for teachers and parents to come together formally with the assistance of the Guidance Counselor and Administration in order to address the academic deficits or at-risk students and plan appropriate supports for 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)
	District Funded Certificated Staff (Including benefits) School counselor, administrator , teacher and parent meet together as needed to create a strategic academic and behavior plan to support at risk 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

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)
All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
11.1 We will hold several opportunities for parents to participate in the learning process of their students in the form of meetings throughout the school year.
11.2 We will provide opportunities for parents to attend parent conferences to enhance their student's learning experiences.

11.3 We will continue to provide a variety of parental involvement opportunities, including but not limited to the Parent Volunteer Program, School Site Council (SSC) at least 5 meetings, and Parent Teacher Organization (PTO) Back to School Night, and at least 5 Coffee with the Principal meetings.

11.4 We will provide at least 3 parenting workshops from outside vendors on a variety of topics for parents.

11.5 We will cover the cost of fingerprints so parents may actively participate in the educational learning of their students in a form of parent 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)
1,200	Title I Parent Involvement Contracted Services 11.1, 11.4 Cost to cover workshops/conferences/presenters for parents, Cover cost of contracting
300	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.3 Light refreshments for SSC & Title I meetings.
500	Title I Parent Involvement Contracted Services 11.5 To cover the cost of fingerprints for low income parents/families

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

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

All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

12.1 We will subscribe to online paid programs like Brain Pop, Pondy, NearPod, and Edpuzzle.

12.2 We will subscribe to the online Accelerated Reading Program to enhance the learning experience and increase the reading skills of all students.

12.3 We will provide After School academic/homework/Intervention support to struggling students.

12.4 We will provide After School enrichment programs and clubs.

12.5 We will purchase additional library books to increase the number of books in the school library so students have more choices among books to choose from to increase their reading skills.

12. 6 The teacher on Special Assignment will provide Intervention Academic Support during the regular school day.

12.7 We will provide Instructional support inside the classroom with the support of an interventionist/college assistant.

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)
20,000	LCFF S&C Contracted Services 12.1 On Line Website Subscriptions like Brain Pop, Near Pod, EdPuzzel, Pondy, PLTW
9,500	Title I, Part A Contracted Services 12.2 On Line Accelerated Reading Program (AR)
12,353	LCFF S&C Certificated Staff (Including benefits) 12.4 Additional hours for after school enrichment.
7,000	Title I, Part A Books (Excluding core textbooks) 12.5 Library books
7,382	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.3 After School Tutorial/homework support
28,623	Title I, Part A Certificated Staff (Including benefits) 12.6 Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to Low income students, ELL, Foster Youth, Homeless and at Risk-students.
7,620	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 12.7 An instructional/Interventionist will provided instructional assistant inside the classroom during the regular school day.

Goals, Strategies, & Proposed Expenditures

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.

School Goal - Math

All students, particularly English Learners and Students with Disabilities, will increase their student achievement in Mathematics as measured by the Dashboard, CAASPP, and SMAP #2 results.

Identified Need

There is a need to continue analyzing and disaggregating state and district assessments to support identified student needs for ELs, SWDs, and by grade level, for ELA to determine evidence-based interventions to improve student achievement. There is a need to continue having a uniform Grade Level Monitoring PLC agenda, and data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Provide during the regular school day small group intervention by a Teacher on a Special Assignment. Additional after-school support for all students including our EL, SWD, and Foster-Youth students. There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Club, afterschool homework/tutorial support, Robotics, WEB, music program, and having the well-stocked library that is open for students before and after school. There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a- School Dashboard Math - All Students 1b.-School Dashboard Math - English Learners 1c- School Dashboard Math - SWD 1d- School Dashboard Math - Low Income	1a - 29.9 points above standard. 1b. -11.3 points above the standard 1c - 62.5 points below the standard 1d - 5.1 points above the standard	1a - Increase by 3 points or more 1b - Increase by 3 points or more 1c - Decrease by 3 points or more 1d - Increase by 3 points or more
2a - CAASPP SBAC Math- All Students 2b - CAASPP SBAC Math - English Learner 2c - CAASPP SBAC Math - SWD	2a - 62.62% Met/Exceeded 2b - 40.35% Met/Exceeded 2c - 22.22% Met/Exceeded	2a - Increase by 3% or more 2b - Increase by 3% or more 2c - Increase by 3 % or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3a- SMAP Math - All Students 3b- SMAP #2 Math - EL 3c- SMAP #2 Math - SWD 3d- SMAP #2 Math - Low Income	3a - 73.76% scored Average or above 3b- 55.97% scored Average or above 3c- 41% scored Average or above 3d- 68.61% scored Average or above	3a- Increase by 3% or more 3b- Increase by 3% or more 3c- Increase by 3% or more 3d- Increase by 3% or more

Complete a 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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

State and District Assessments will be administered.

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)

District Funded
Certificated Staff (Including benefits)
Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

In math grade/department level meetings, teachers will analyze students results to determine necessary re-teaching and achievement gap areas.

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)

District Funded
Certificated Staff (Including benefits)
Teachers meet together during early student release days to analyze student's academic and behavior success.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Professional Development is available for teachers to attend throughout the school year. Site Leadership Team and Administration will coordinate PD for staff based upon needs assessment process and school data.

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)

District Funded
Professional Development (Conferences & Workshops)
PD offered by the Office of Curriculum and Instruction.

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

- 4.1 Classroom supplies and materials will be purchased throughout the school year in order to enhance the instructional experience for students.
- 4.2 Purchase students' agendas and math supplemental materials to enhance Math Instruction.
- 4.3 Professional Development PD for teachers and Administrators

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)
25,679	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.1 -Classroom and office supplies and materials to enhance the instructional experience for all students.
5,690	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.2 Student's Agendas, math manipulatives, calculators, etc. for low socio-economics, ELL, Fostery and Homeless students.
5,200	LCFF S&C Professional Development (Conferences & Workshops) 4.3 Registration & Mileages incurred for Professional Development Conferences/Workshops for techers and Administrators

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

- 5.1 Grade level and Department meetings will take place during our early release Thursday. Agendas and Minutes will be turned in to the principal for review. At these meetings, assessments and instructional needs for students, including targeted groups: EL, SWD, Homeless/Foster Youth will be discussed and determined.
- 5.2 8th Grade Math teachers will meet with the Wilson HS Math teachers for the purpose of articulation and transition of the 8th grade students. See ELA Goal 1, Strategy 5

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)
	District Funded Certificated Staff (Including benefits) 5.1 Teachers meet at grade/department level during early student release days.
	District Funded Certificated Staff (Including benefits) 5.2 8th grade Math teachers meet with feeder HS teachers for articulation and transition

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

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

All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

12.1 Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to support Low performing, EL, Foster, and Homeless Youth students.
12.2 We will provide Instructional support inside the classroom with the support of an interventionist/college assistant.
12.3 After-School Academic Intervention support (Tutoring, homework club, etc). to support low-performing, EL, Foster, and Homeless Youth students.
12.4 Educational Field Trips

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)
28,623	Title I, Part A Certificated Staff (Including benefits) 12.1 Teacher on Special Assignment (TOSA)
7,229	LCFF S&C Classified Instructional/Support Staff (Including Benefit)

	12.2 An instructional/Interventionist will provided instructional assistant inside the classroom during the regular school day.
5,006	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.3 Before/After School Tutorial/Homework Support
4,000	LCFF S&C Contracted Services 12.4 Educational Field trips (entrances & Transportation costs).

Goals, Strategies, & Proposed Expenditures

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.

School Goal - English Learners

All English Learners will increase their performance as measured by the ELPAC test results, Reclassification rate, Dashboard and CAASPP.

Identified Need

There is a need for EL students to continue having explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK leveled questions, vocabulary building, and opportunities for practicing speaking and using Thinking Maps. LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening. There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems. Provide high-quality vocabulary instruction throughout the day. Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format. Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; ELD Unit Assessments & APPELs 2.0. Progress Monitor our RFEP students to ensure that they are making good progress. Also provide after school support in a form of homework and Tutorial support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a- ELPAC Overall Language Results	1a. 80% of EL performed at Levels 3 & 4	1a. Increase by 1% or more
1b- ELPAC Oral Language Results	1b- 84.74% of EL performed at levels 3 & 4	1b- Increase by 1% or more
1c- ELPAC Written Language Results	1c- 66.32% of EL performed at levels 3 & 4	1c- Increase by 1% or more
1d- ELPAC Listening Domain Results	1d. 91.58% of EL performed Somewhat moderately or above	1d- Increase by 1% or more
1e- ELPAC Speaking Domain Results	1e- 89.07% of EL performed Somewhat moderately or above	1e. Increase by 1% or more
1f- ELPAC Reading Domain Results	1f- 82.64% of EL performed Somewhat moderately or above	1f- Increase by 1% or more
1g- ELPAC Writing Domain Results		1g- Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1g- 94.71% of EL performed Somewhat moderately or above	
1a- EL reclassification Rate	1a- 10.10% Reclassification Rate	Increase by 3%
1a- ELA Dashboard- EL 1b- Math Dashboard- EL	1a- 12.6 points Above the standard 1b- 11.3 points above the standard	1a- Increase by 3% or more 1b- Increase by 3% or more
1a- ELA CAASPP- EL 1b. Math CAASPP- EL	1a- 64.29% Met/Exceeded 1b- 40.35% Met/Exceeded	1a - Increase by 3% or more 1b- Increase by 3% or more

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

English Learner Planned Improvements 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)

EL students

Activity

1. Sub teachers out of class during the school day to come together by grade or department level and analyze data to create strategies to close the achievement gap among EL 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)

2,934

Source(s)

Title I, Part A
Teacher Release Time-Subs (Including benefits)

1. Substitute teachers - PLC and additional teacher collaboration time for instructional improvement

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)

EL students

Activity

Teachers will administer common assessments through the course of the school year and review results in PLC (grade level/department 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

District Funded
Certificated Staff (Including benefits)
administer common assessments

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)

EL students

Activity

Teachers will have the opportunities to attend PD organized by the office of curriculum instruction regarding how to best support EL 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)

District Funded

Professional Development (Conferences & Workshops)
Professional Development opportunities to support EL students by school district TOSAs

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)

EL Students

Activity

1.1 Grade level and Department meetings will take place during early release Thursdays. Agendas and Minutes will be created and shared among teachers and administrators for review. At these meetings, assessments and instructional needs for EL students will be discussed and determined.
1.2 EL facilitator will provide proper PD for all teachers at grade level, Department or Staff meetings. Reclassification criteria and results will be analyzed to determine next steps to increase/achieve the reclassification goal established.

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)

District Funded
Certificated Staff (Including benefits)
1.1 Thursdays staff meetings

District Funded
Professional Development (Conferences & Workshops)
1.2 EL facilitator will meet with teacher during grade level meetings.

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

Students to be Served by this Strategy

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

ELL students

Activity

1.1 Integrated ELD Model with English Language Development taught in all classrooms with CLAD certificated teachers.
1.2 An EL class for level 1 & 2 students is offered at the Middle School level.

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)

	District Funded Certificated Staff (Including benefits) 1.1 Classroom instruction taught by CLAD certificated teachers
	District Funded Certificated Staff (Including benefits) 1.2 One EL class/period for EL 1 & 2 at the middle school level

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students**Students to be Served by this Strategy**

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

All students

Activity

We will provide additional support to students, teachers, parents, and community via in person assistance, phone communication, enrollment and registration, clerical support and limited language translation services when needed. The importance of providing exceptional service to our families is a priority at Mesa Robles. With the high number of students enrolled at Mesa, there is a need to increase the hours of our office staff from time to time to meet this goal.

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)

2,053	LCFF Base Classified Instructional/Support Staff (Including Benefit) Additional hours for office staff to provide additional parent support
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Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs**Students to be Served by this Strategy**

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

EL Students

Activity

Annual ELAC meetings to discuss school and district school program. We will hold at least 5 ELAC meetings during the school year. All parents of EL students will be invited to participate/attend.

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)

District Funded
Certificated Staff (Including benefits)
School Administrator holds meetings with parents of EL students to discuss school and district programs/services provided to EL students.

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

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

EL students

Activity

12.1 We will provide bilingual support through a bilingual Instructional Assistant to explain concepts, instructions, and assignments in a way that is linguistically accessible to EL students.
12.2 We will provide after-school tutorial/homework to EL to improve their overall academic performance.
12.3 A Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to EL to help them improve their overall academic performance.

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)

26,662

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12.1 Instructional Bilingual Assistant

4,751	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.2 Before/After School Tutorial/homework support
28,623	Title I, Part A Certificated Staff (Including benefits) 12.3 Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to support EL students.

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate & 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.

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.

School Goal - School Climate

Climate:

1. All students, particularly EL, Low Income, and SWD will decrease their suspension Rate/School as measured by California Dashboard.

Engagement:

2. All students, particularly EL, Low income, and SWD will increase their attendance rates.

3. All students, particularly EL, Low income, and SWD will decrease their Chronic Absenteeism rate as measured by the California Dashboard,

Identified Need

Continue implementing activities to promote good school attendance.

Increase parent engagement.

Reduce chronic absenteeism rate and suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a - School Dashboard Suspension - All students 1b - School Dashboard Suspension - EL 1c - School Dashboard Suspension - SWD 1d - School Dashboard Suspension - Low Income	1a - 1.3% 1b - 1.4% 1c - 0% 1d - 1.6%	1a - Decrease by 0.2% or more 1b - Decrease by 0.2% or more 1c - Maintain 1d - Decrease by 0.2% or more
1a - Attendance Rate - All students 1b - Attendance Rate - EL 1c - Attendance Rate- SWD 1d - Attendance Rate - Low Income	1a.- 94.05% 1b- 93.54% 1c- 88.61% 1d- 92.92%	1a- Increase by 1% 1b Increase by 1% 1c- Increase by 1% 1d- Increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a - Chronic Absenteism Rate - All Students	1a- 21.3%	1a- Decrease by 3% or more
1b - Chronic Absenteism Rate - EL	1b- 23.8%	1b. Decrease by 3% or more
1c - Chronic Absenteism- SWD	1c- 48.4%	1c- Decrease by 3% or more
1d - Chronic Absenteism - Low Income	1d - 26.2%	1d- Decrease by 3% or more

Complete a 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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Teachers will rate students on externalizers and internalizers twice a year in the Fall and Spring Universal Screenings. Students identified at-risk will be serviced with MTSS Tier 2 and/or Tier 3 support services.

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)

District Funded
Certificated Staff (Including benefits)
Teachers complete and submit the Universal Screeners to the school counselor. The results are discussed at a staff meeting to help create supports for individual students.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Leadership Team will implement and monitor effectiveness of the implementation of the SEL curriculum and analyze students, parents and staff survey to measure its outcome.

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)

District Funded
Certificated Staff (Including benefits)
Leadership team holds monthly meetings to monitor the effectiveness of the SEL program.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Monthly collaborative staff meetings to promote school culture and positive learning environment. School counselor will provide Proactive classroom management strategies during staff meetings/PD days.
The MTSS team will provide PD to all teachers at staff meetings as needed.

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)

District Funded
Certificated Staff (Including benefits)
Monthly grade level/PLC/staff meetings/
Leadership meetings to support students' social emotional needs to create a positive learning environment.

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 targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

At grade level, Department and/or staff meetings teachers and administrators will discuss behavior data results to reflect/analyze and create/improve the learning environment of the classroom/school.
At grade level, department and/or staff meetings teachers and administrators will analyse the behavioral referral process and seek for new ways to improve it in order to reduce the number of students that get suspended from class/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)

District Funded
Certificated Staff (Including benefits)
At grade level/department/ staff meetings teachers and administrators will review and analyze behavior data, referrals, positive behavior referrals, student of the month, and other positive incentives to reduce the umber of suspensions.

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, specifically 8th grade students that are transitioning to the high school, incoming Kinder and 6th grade students.

Activity

The school counselor will coordinate/attend meeetings with High school counselors to provide a smooth transition program for the 8th graders going to the high school.
Teachers, counselor and administrators will plan and execute activities for students and parents of those students that are transitioning from Pre-K to K, 5th grade to middle school and 8th grade to high 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)

District Funded
Certificated Staff (Including benefits)
School counselor and 8th grade teachers will collaborate with high school feeders to help students transition. Pre-K to kinder and incoming 6th grade students will also have opportunities for Parent and/or student Orientations to help ensure a smooth transition.

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

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

All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

1a. School-wide activities that focus on building school climate and culture and address inclusion and diversity: The Student of the Month recognition program, and various monthly activities of the Mesa HUT (grades K-5) and Colleges (grades 6-8) programs. The Hut and Colleges programs are both PBIS-based strategy-based programs that involve student recognition and rewards and The WEB (Where Everyone Belongs) program is coordinated by the school counselor where 7th and 8th-grade students organized activities to welcome incoming 6th-grade students.

1b.. Educational Field Trips to enhance the learning experience of all students beyond the regular setting.

1c. School items to promote school pride and a sense of belonging.

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)

4,000

LCFF S&C
Supplemental Supplies
1a. Supplies to promote the PBIS student recognition program and to provide rewards and activities school-wide.

5,000

LCFF Base
Supplemental Supplies
1a. Marketing and promotional supplies for Mesa Robles (drawstring bags, banners, school flags, pencils, Brochures, etc.)
School-wide PBIS behavioral supports (permanent banners, individual classroom posters)
Printing cost for flyers, promotion program, etc.

6,000	LCFF Base Contracted Services 1b. . School Buses to transport students during educational field trips.
6,124	LCFF Basic Supplemental Supplies 1.c School items with school logo and theme to promote school pride and sense of belonging.

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

Students to be Served by this Strategy

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

All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

1a. We will provide an additional Site Supervision Assistants to provide additional support on campus.

1.b We will provide additional office and nurse supplies to support students at 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)
4,409	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 1a. Additional SSA for playground supervision
9,000	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 1b. Office & Nurse office Supplies

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

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

Activity

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	
Students to be Served by this Strategy (Identify All Students and/or one or more specific student groups)	
All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students	

Activity
1a. We will provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services beyond the regular school calendar year.
1b. With the high number of students enrolled at Mesa, there is a need to increase the hours of our office staff from time to time in order to provide enough service 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.

Amount(s)	Source(s)
12,317	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 1a. Additional hours for classified office staff
1,641	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 1b. Additional overtime for office staff

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
Students to be Served by this Strategy (Identify All Students and/or one or more specific student groups)
All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
11.1 We will cover the cost of fingerprinting for low income parents so they can become approved parent volunteers.

12.2 We will cover cost incurred in keeping informed parents about school activities and mandated parent meetings like SSC, ELAC, and Title I.

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)

500

Title I Parent Involvement
Contracted Services
11.1 Fingerprint cost for low income parents to be district approved parent volunteers.

1,600

LCFF Base
Contracted Services
12.2 To cover cost of flyers, announcements, Program Printing costs, emergency cell phone services

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

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

All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

- 1a. Students in middle school have the opportunity to join the Speech and Debate Club.
- 1b. We will extend school library hours beyond school regular time for students to access them before and after school.
- 1c. We will provide after-school clubs like Drama, Chess, Science, Gardening, Yoga, etc.
- 1d. We will extend regular counseling hours to provide student/parent access to school counselors beyond regular school hours.

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)

District Funded
Certificated Staff (Including benefits)
1a. The school district provides the funding through ELO for two coaches for the Speech and Debate after school program.

2,053	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 1b. Additional hours for Media Tech personnel to open the school library before and after school reg. hours.
11,879	LCFF S&C Certificated Staff (Including benefits) 1c. After School Clubs like Chess, Drama, Gardening, Robotics, etc.
3,143	LCFF S&C Certificated Staff (Including benefits) 1d. Additional hours for School Counselor to provide Mental Health to students and families

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 (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$134,632
Total Title I Funds Budgeted for SPSA actions and strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$134,632
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for SPSA actions and strategies to meet goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,500.00
Title I, Part A	\$132,132.00

Subtotal of federal funds included for this school: \$134,632.00

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

State or Local Programs	Allocation (\$)
LCFF Base	\$75,210.00
LCFF Basic	\$57,350.00
LCFF S&C	\$233,100.00

Subtotal of state or local funds included for this school: \$365,660.00

Total of federal, state, and/or local funds for this school: \$500,292.00

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
LCFF Base	75,210.00
LCFF Basic	57,350.00
LCFF S&C	233,100.00
Title I Parent Involvement	2,500.00
Title I, Part A	132,132.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	8,500.00
Certificated Staff (Including benefits)	196,183.00
Classified Instructional/Support Staff (Including Benefit)	63,984.00
Contracted Services	43,300.00
Maintenance Repairs/Agreements	11,000.00
Professional Development (Conferences & Workshops)	5,400.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	108,489.00
Supplemental Supplies	15,124.00
Teacher Release Time-Subs (Including benefits)	11,456.00
Teacher Workshop/Additional Hrs (Including benefits)	36,856.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Instructional/Support Staff (Including Benefit)	LCFF Base	2,053.00
Contracted Services	LCFF Base	7,600.00
Professional Development (Conferences & Workshops)	LCFF Base	200.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF Base	60,357.00
Supplemental Supplies	LCFF Base	5,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Basic	24,346.00
Maintenance Repairs/Agreements	LCFF Basic	5,500.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF Basic	14,015.00
Supplemental Supplies	LCFF Basic	6,124.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF Basic	7,365.00
Books (Excluding core textbooks)	LCFF S&C	1,500.00
Certificated Staff (Including benefits)	LCFF S&C	110,314.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	37,585.00
Contracted Services	LCFF S&C	24,000.00
Maintenance Repairs/Agreements	LCFF S&C	5,500.00
Professional Development (Conferences & Workshops)	LCFF S&C	5,200.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	24,127.00
Supplemental Supplies	LCFF S&C	4,000.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	8,522.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	12,352.00
Contracted Services	Title I Parent Involvement	2,200.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I Parent Involvement	300.00
Books (Excluding core textbooks)	Title I, Part A	7,000.00
Certificated Staff (Including benefits)	Title I, Part A	85,869.00

Contracted Services	Title I, Part A	9,500.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	9,690.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	2,934.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	17,139.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	286,176.00
Goal 2 - Math	81,427.00
Goal 3 - English Learner	65,023.00
Goal 4 - School Climate	67,666.00

Duty Statements - Title I funded positions (FTE only)

<p style="text-align: center;">Duty Statement Job Title: Teacher on Special Assignment Employee Name: Jenny Jimenez</p>	
<p>Funding Resource: Title I Percent FTE: 50%</p>	<p>Funding Resource: LCFF S&C Percent FTE: 50%</p>
<p>Administer Tier 2 academic support via small group instruction in Language Arts Math, and/or Science three times a week.</p> <p>Work with teachers, support personnel, and administrators to identify students for academic intervention.</p> <p>Maintain student records of interventions applied and other pertinent data.</p> <p>Participate in training programs to learn evidence-based academic intervention strategies and practices.</p> <p>Provide on-site professional development, guidance, and support for teachers working with students performing below grade level.</p> <p>Provide support for identified students' At-Risk.</p>	<p>Collaborate with teacher PLC teams to implement targeted supplementary instruction to support low-income, English Learners, RFEPS, and foster youth in meeting CCCS.</p> <p>Support teachers of ELL students with resources and/or instructional strategies.</p> <p>Collaborate with grade-level teams and individual teachers to build a deeper understanding of Common Core strategies.</p> <p>Support teachers in the use of technology to assess students and support the core curriculum.</p> <p>Provide on-site professional development for all teachers to engage and support student achievement.</p> <p>Collaborate with school administrators in the development of school site professional development</p> <p>Testing Coordinator for ELPAC and CAASPP</p>

2022-2023 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
Octavio Perez	X				
Kacey Heyman		X			
Kimberly Nguyen		X			
Jennifer Collins		X			
Jessica Braun		X			
Hilda Ramirez			X		
Alexis					X
Jeremiah					X
Emma					X
Nadine Garcia				X	
Jenny Liu				X	
Perla Trumkul				X	
Numbers of members of each category:	1	4	1	3	3

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.

2022-2023 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
Elizabeth Kane	X			
Jailing Lee		X		
Jenny Jimenez		X		
Rosa Jiang			X	
HuiLan Yang			X	
Jianying Li				X
Latisha Yang			X	
Qin Lin			X	
Steven Zhang			X	
Cheng Qin			X	
Bi Yi Luo			X	
Caixia Zhang			X	
Chris Zhong			X	
Numbers of members of each category:	1	2	9	1

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: 4/26/2023

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'O. Perez' and the bottom signature is 'Jessica Braun'. Both signatures are written in a cursive, flowing style.

Principal, Octavio Perez on 4/26/2023

SSC Chairperson, Jessica Braun on 4/26/2023

HACIENDA LA PUENTE MIGRANT EDUCATION PROGRAM



MIGRANT EDUCATION 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
 - ▢ Supplemental Instruction
 - ▢ Parent Involvement

HEALTH



Free Health Services

- Vision
- Dental
- Other Health Services



SUPPLEMENTARY INSTRUCTIONAL SERVICES

Regular School Year

- Online tutoring that operates as a natural extension of each student's core learning environment.
- Academic Counseling (8th - 12th)
- Apex A-G (9th – 12th credit recovery)
- Parent Meetings/Workshops
- Academic Field Trip

REGIONAL SERVICES

- USC Third Space Youth Institute
- Cal Poly (Gr. 6-12) RESIDENTIAL Program
- Cal Poly (Gr 4 & 5) VIRTUAL STEM
- Cal State San Marcos (Gr. 9-12) 9-Day Migrant Scholars Summer Institute
- The Science at Sea Program (Gr. 7-8)
- The Residential Mini Corp Program at Camp Clear Creek

PARENT INVOLVEMENT

- Parent Advisory Council (PAC)
- Regional Parent Advisory Council (RPAC)
- State Parent Advisory Council (SPAC)
- Parent Leadership Retreat
- State Parent Conference
- Regional Parent Conference
- Regional Parent Mentors' Project
- Youth Summit for Parents of Students in Gr. 6-12



MIGRANT STUDENTS ARE ELIGIBLE FOR SCHOLARSHIPS!

★ **MIGRANT EDUCATION PROGRAM** ★
PROGRAMA DE EDUCACION MIGRANTE
Regional Parent Advisory Committee (RPAC)
Concilio Consejero Regional de Padres

Citrus College

Districto Escolar/District:
Hacienda La Puente Unified School District

Escuela/School:
Los Altos High School

Colegio/College:
Colegio Comunitario Citrus /
Citrus Community College

Estudio/Major:
Profesor de Educación de Música/Music Teacher



Daniela Perez
\$600 award

- Workman High School
- Wrestling
- Football
- Migrant Education Program

**The 12th Annual
Asian Pacific Heritage Event
The Cambodian Cultural Experience**

*Virtual Path to Success
Scholarship Award*



Citrus College
Cosmetology

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 School Site 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.

[Educational Partner 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, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

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.]

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 (schoolwide, 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.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. 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 site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

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. 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*

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

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

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level 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 of identified student groups. 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 parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

Educational Partner's 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.]

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.]

Goals, Strategies, & Proposed Expenditures

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

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.]

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 Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.
- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

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.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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>
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/>

Developed by the California Department of Education, January 2019

2021 - 2022 ELPAC Summative

Grade	Level 4	Level 3	Level 2	Level 1
K	22%	51%	16%	11%
1	35%	43%	9%	13%
2	60%	30%	10%	0%
3	27%	46%	20%	7%
4	50%	33%	17%	0%
5	36%	46%	9%	9%
6	30%	60%	0%	10%
7	46%	38%	12%	4%
8	56%	18%	22%	4%
Total	40.2%	40.6%	12.8%	6.4%

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled ⁽¹⁾	37	24	10	17	18	11	21	26	27	N/A	N/A	N/A	N/A	191
# of Students Tested ⁽¹⁾	37	23	10	17	18	11	21	26	27	N/A	N/A	N/A	N/A	190
# of Students Tested with Scores ⁽¹⁾	37	23	10	17	18	11	21	26	27	N/A	N/A	N/A	N/A	190
Mean Scale Score - Overall	1441.0	1508.5	*	1522.9	1543.2	1531.6	1552.1	1576.2	1594.4	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Oral Language	1430.9	1498.4	*	1517.8	1548.2	1520.3	1549.1	1576.2	1617.1	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Written Language	1464.4	1518.3	*	1527.6	1537.7	1542.5	1554.7	1575.8	1571.3	N/A	N/A	N/A	N/A	N/A


Number and Percentage of Students at Each Performance Level

Overall Performance


Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	8	8	*	6	9	4	7	13	15	N/A	N/A	N/A	N/A	76
Level 4 ⁽¹⁾ Percentage of students by grade for level	21.62%	34.78%	*	35.29%	50.00%	36.36%	33.33%	50.00%	55.56%	N/A	N/A	N/A	N/A	40.00%
Level 3 Number of students by grade for level	19	10	*	7	6	5	12	9	5	N/A	N/A	N/A	N/A	76
Level 3 ⁽¹⁾ Percentage of students by grade for level	51.35%	43.48%	*	41.18%	33.33%	45.45%	57.14%	34.62%	18.52%	N/A	N/A	N/A	N/A	40.00%
Level 2 Number of students by grade for level	6	2	*	3	3	1	0	3	6	N/A	N/A	N/A	N/A	25
Level 2 ⁽¹⁾ Percentage of students by grade for level	16.22%	8.70%	*	17.65%	16.67%	9.09%	0.00%	11.54%	22.22%	N/A	N/A	N/A	N/A	13.16%
Level 1 Number of students by grade for level	4	3	*	1	0	1	2	1	1	N/A	N/A	N/A	N/A	13
Level 1 ⁽¹⁾ Percentage of students by grade for level	10.81%	13.04%	*	5.88%	0.00%	9.09%	9.52%	3.85%	3.70%	N/A	N/A	N/A	N/A	6.84%
Total Number of students by grade for all levels	37	23	*	17	18	11	21	26	27	N/A	N/A	N/A	N/A	190

Number and Percentage of Students by Domain

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
 Well Developed Number of students by grade for level	15	11	*	13	13	4	8	9	9	N/A	N/A	N/A	N/A	87
Well Developed ⁽¹⁾ Percentage of students by grade for level	40.54%	47.83%	*	76.47%	72.22%	36.36%	38.10%	34.62%	33.33%	N/A	N/A	N/A	N/A	45.79%
Somewhat/Moderately Number of students by grade for level	18	8	*	3	5	6	11	16	15	N/A	N/A	N/A	N/A	87
Somewhat/Moderately ⁽¹⁾ Percentage of students by grade for level	48.65%	34.78%	*	17.65%	27.78%	54.55%	52.38%	61.54%	55.56%	N/A	N/A	N/A	N/A	45.79%
Beginning to Develop Number of students by grade for level	4	4	*	1	0	1	2	1	3	N/A	N/A	N/A	N/A	16
Beginning to Develop ⁽¹⁾ Percentage of students by grade for level	10.81%	17.39%	*	5.88%	0.00%	9.09%	9.52%	3.85%	11.11%	N/A	N/A	N/A	N/A	8.42%
Total Number of students by grade for all levels	37	23	*	17	18	11	21	26	27	N/A	N/A	N/A	N/A	190

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
 Well Developed Number of students by grade for level	5	12	*	7	7	8	14	17	19	N/A	N/A	N/A	N/A	94
Well Developed ⁽¹⁾ Percentage of students by grade for level	13.51%	52.17%	*	46.67%	38.89%	72.73%	70.00%	70.83%	73.08%	N/A	N/A	N/A	N/A	51.37%
Somewhat/Moderately Number of students by grade for level	22	7	*	7	11	2	5	6	5	N/A	N/A	N/A	N/A	69
Somewhat/Moderately ⁽¹⁾ Percentage of students by grade for level	59.46%	30.43%	*	46.67%	61.11%	18.18%	25.00%	25.00%	19.23%	N/A	N/A	N/A	N/A	37.70%
Beginning to Develop Number of students by grade for level	10	4	*	1	0	1	1	1	2	N/A	N/A	N/A	N/A	20
Beginning to Develop ⁽¹⁾ Percentage of students by grade for level	27.03%	17.39%	*	6.67%	0.00%	9.09%	5.00%	4.17%	7.69%	N/A	N/A	N/A	N/A	10.83%
Total Number of students by grade for all levels	37	23	*	15	18	11	20	24	26	N/A	N/A	N/A	N/A	183

Reading



Writing

