

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Love
CDS Code	1611196090047
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Date of SSC Approval	April 24, 2023
Date of BOE Approval	Insert on Allsites Tab

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

Purpose and Description

Purpose

ASTI

In 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSi). The means that based on data from 2022 California Dashboard, Filipinos were in the lowest status level for all of the state indicators. This plan will address ways to improve our school and students outcomes for Filipinos in particular, based on doing a needs assessment and identifying resource inequities.

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

In 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSi). The means that based on data from 2022 California Dashboard, Filipinos were in the lowest status level for all of the state indicators. This plan will address ways to improve our school and students outcomes for Filipinos in particular, based on doing a needs assessment and identifying resource inequities.

Stakeholder Involvement

Alameda USD schools rely heavily on our educational partners to ensure that we understand the needs of the community in conjunction with one of our guiding principles We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

Each school site holds SSC meetings in accordance with CDE regulations and each school's SSC Bylaws. All SPSAs are reviewed prior to board approval at the end of each Academic Year. Schools whose threshold lies within state defined percentages hold ELAC meetings to ensure transparency around our students education

Resource Inequities

[Schools eligible for 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 the implementation of actions in the SPSA.

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.

Guiding Questions:

How were inequities identified? In the 2022- 23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI) through the California Dashboard for 2021-22 AY. Our African American population was the only group to be shown to be in need of assistance at a level of very low in both ELA and Math. While English Learners and Socioeconomically disadvantaged were low in ELA and Math.

What are the inequities, both fiscal and non-fiscal, within the school that contribute to low performance/problem areas? Ruby Bridges students come from an area where there is a high level of discrepancy of SED in the community. There is a high level of students that are transitive and high needs are concentrated in Ruby Bridges. Ruby Bridges experience significant turnover each year at a rate of 20% of the staff. The Ruby Bridges staff consistently has five teachers that have only 1-2 years of teaching experience. There also has been a reduction of FTE based on site allocations from the district. There is an issue with finding high quality individuals to support programmatic needs. We have a site coach that supports school (80%) and district (20%) needs and indirect student support.

Is there evidence that school resources are being leveraged to address the inequities? In order to resolve resource inequities, Ruby has diverted resources to funding .6 FTE student support provider, .78 ELL paraprofessional, .4 FTE Title I Reading teacher, supplies and services, professional consulting services (Art Integration/STEAM), teacher hourly, PBIS Conference, family liaison .38 FTE (unfilled), paraprofessional (Kingmakers - unfilled).

How are we addressing the Dashboard indicators and student groups that have led to our school's ATSI eligibility? In order to address Ruby's existing ATSI eligibility we focus on two specific goals moving forwards: Low Academic performance for AA, EL and SED, and Chronic Absenteeism for all groups identified. Reallocation of innovative funds to support MTSS reading specialist/coach-specific figures to come.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2.
Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The preceding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	-26.2	-74.1	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	19.2%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	-0.7	-20.4	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	68.9%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g'	58.90%			At-risk ELLs: % of English Learners at-risk K-5th	15.63%	17.6%

requirements				of becoming Long Term English Learners (LTELs)			
% of students with one or more D, F, or Is	11%				6th-8th	2.78%	
					9th-12th	2.13%	
				Percent of students improving one or more ELPI levels	60.60%	70.8%	

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome	AY 2021 -2022		
	District	Site	A/A
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days	16.9%	26.3%	N/A
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.	1.4%/3.2%	0%	0%
Graduation % of four-year cohort completing graduation requirements	94.5%		
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey	88%	92.5%	N/A
California Healthy Kids Survey: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	84%
	7th	71%	
	9th	66%	
	11th	64%	

SPSA Goal 1:

Goal 1 Academic : Instructional Focus (Theory of Action)
If we...understand the reading needs of our students and adjust our teaching practices to meet students' individual reading goals

Then students will ... make growth as readers and read grade level text proficiently.

Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking.
 Foci- Goal 2: Strategic Plan: Systems and structures for additional student support

Our focal group for 23-24 includes our students who are African American, AA/Multi-Ethnic, and Hispanic.

Current reality for Fall 2022 STAR Reading Proficiency and Winter 2023 Growth Percentile

All students (Gr 2-5) 72 % proficient (52% are above 50th &ile) (20% are above the 25%ile) (67.3% made typical growth or more in Winter.)

African American Students (Gr 2-5) 84% proficient (42% are above 50th &ile) (42% are above the 25%ile) (66.7% made typical growth or more in Winter.)

AA/Multi-ethnic (Gr 2-5) 80% proficient (43% are above 50th &ile) (37% are above the 25%ile) (65.6% made typical growth or more in Winter.)

Hispanic/Latinx (Gr 2-5) 55 % proficient (37% are above 50th &ile) (17% are above the 25%ile) (64.7% made typical growth or more in Winter.)

SMARTIE Goal 1:

Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.

Our SMART GOAL: By the end of this school year, 70% of each focal group will make typical growth or more on STAR reading. (Typical growth is above 35 Standard Growth Points.) (Consider 60 % by Winter, and 70% by Spring)

Teacher Actions	SLT Actions	Leadership Actions
Teachers will give STAR assessments to find students proficiency level	We want to explore further how to deepen our individual and grade level teams in implementing small reading groups: Topics:a)Reading Science , b) Cognitive Science/Cognitively demanding tasks 3) Culturally Relevant & Sustaining Pedagogy	School Leadership collaboratively monitors curricular implementation to ensure rigorous, research -based, and school -wide coherence aligned to state and district standards and school vision.
Teachers in grade 3-5 will give additional assessment (F&P, Running Records, CCC,) for students who in red/yellow (STAR)	SLT will lead learning by using data to collaborate and plan differentiated learning opportunities for students to meet their individual needs.	School Leadership collaborates with and builds capacity of individuals and teams to collaborate

Teachers will continue to implement small reading groups : What are other students task? Focusing HOT questioning in small groups-DOK, Costas Habits of Mind, Anderson ,	SLT will conduct walkthrough, to identify evidence of impact?	School Leadership collaboratively creates systems that support teachers to design more rigorous small reading groups, student talk opportunities, cognitively demanding task.
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SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)		
If we...monitor attendance data to identify our moderate to chronic absences(5%-10%) from the start of the year and put consistent strategies and supports in place to address attendance barriers		
Then students will ... be able to improve attendance.		
Our reality- Our chronic absenteeism for 2021-2022 school year was 26% as measured by CA Dashboard. Filipino students had a chronic absence rate of 30% and Hispanic students had a chronic absence rate of 36 %.		
SMARTIE Goal 2: Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.		
Our SMART goal: By the end of this school year, we will reduce our chronic absenteeism rate by 10% ,We will reduce chronic absenteeism rate for Filipino and Hispanic /Latinx students by 10%.		

Teacher Actions	SLT Actions	Leadership Actions
Teachers will outreach to families that have missed multiple days in the first month of school.	Analyzing attendance data	Our school will refine our attendance protocols and practices. Attendance clerk will work with IL and AP and communicate with staff
Teachers utilizing conferences to address parents/guardians of students that are identified as having moderate to chronic		calling or emailing home with genuine concern when a student is absent two days in a row. This practice connects to our core value of caring about our students.

absenteeism.		
Having focal students and building partnerships with families		Hosting SART meetings to identify barriers in trimesters 1, 2, and 3
creating frequent student talk opportunities every day to make meaning. including daily community circle so students have sense of belonging		Working with district office to conduct SARB meetings for families without improvement, post site initiatives

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

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

Host SART meetings and provide resources to address common barriers. There was 35% of improved attendance for students that attended SART meetings and were provided resources.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

Families were provided physical resources that allowed for them to remove some attendance barriers.

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.

Attendance growth incentives will be implemented for students that have gone through the SART process and made strides to improve attendance. Data will be utilized to identify trends throughout the student body (grade levels, SED, BIPOC, students with disabilities, etc.). Building a menu of supports that can be utilized in SART meetings to address common barriers of attendance.

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Love		
	Professional Development Days		
	Goals:		
August 9th and 10th	Team Building, Principal's Expectations, Nuts + Bolts, MTSS, Community Building in first two weeks, PBIS, Wellness Surveys/Building Connections, SPSA, BOY Family Connection Expectations	Important Dates to Consider	
	Staff Meetings	Grade/Dept Collaboration	Instructional Leadership Team
	Goals: First day troubleshoot , nuts and bolts BOY Checklist New Family meeting	Goals:	Goals:

	8:30-9:00 Welcome to Love, Q. A, How to use PS, Attendance		
August	Safety Procedures (REMS) (SO) and Special Ed, -Sign-up deadline reminders for 16 hours	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
September	<p>Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance & What is COST</p> <ul style="list-style-type: none"> ● Focal Students and CCEIS Students ● PBIS Review-Uh-ohs ● Do we have shared understanding of our SPSA reading goals? ● What are our steps to achieve those goals? ● Share walkthrough tool before using too 	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
October	Potential Topics/Outcomes Assessment calendar - ERG	<p>Potential Topics/Outcomes</p> <ul style="list-style-type: none"> ● COST/Aeries 	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

November	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider Report cards	Important Dates to Consider
December	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
January	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Important Dates to Consider	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
February	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

March	Potential Topics/Outcomes PBIS and COST & Testing	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

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. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
SED,ELL			\$ 3,920.00				Books,reference materials
All students			\$ 10,000.00				Materials,supplies instruction
All students			\$ 10,000.00				Professional consulting services
All students					\$ 60,609.00		Arts & Literacy Teacher
UND,EL ,SED				\$ 49,512.00			Bilingual para 0.875 FTE [Cantonese,Vietnamese]
All students				\$ 19,479.00			Parent liaison, AA Families 0.25FTE
All students				\$ 57,089.00			Arts and Literacy Teacher 0.4
Column Total	\$ -	\$ -	\$ 23,920.00	\$ 126,080.00	\$ 60,609.00	\$ -	
Total						\$ 210,609.00	

Budget Summaries

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title One	\$126,080
[List federal program here]	\$ 23,920.00
Subtotal of additional federal funds included for this school:	\$150,000
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
Prop 28	\$ 60,609.00
[List state or local program here]	\$(Enter amount here)
Subtotal of state or local funds included for this school: \$	\$ 60,609.00
Total of federal, state, and/or local funds for this school: \$	\$ 210,609.00

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$126080
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$0
Total amount of federal categorical funds allocated to this school	\$ 126080

Appendix B: School Site Council (SSC) Membership

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

Names of Members	ROLE*
Amy Miller	Parent Representative- Chair
Jennifer Tan	Parent Representative
Christa Cusimina	Parent Representative
Alert LIn	Parent Representative
Brandy Asher	Parent Representative
Tina K Lagdamen	Site Principal
Mikala Royal	Classified Staff
Monika Russi	Teacher
Ashley Cobb	Teacher
Kristina Slater	Teacher

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

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

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

Site Validation Questions

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

School Site Council [SSC Agenda 4.24.23 Minutes Approval SPSA SY2324y](#)

Leadership Team: [Comprehensive Needs Assessment Leadership Team March 2023](#)

Faculty : [Comprehensive Needs Assessment Teachers 2023](#)

Faculty : [Comprehensive Needs Assessment Teachers 2023](#)

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

Appendix C: Title 1 Schoolwide Program Plan - Love, Paden, Ruby Bridges and Wood

Leadership Team: [Comprehensive Needs Assessment_Leadership Team March 2023](#)

Faculty : [Comprehensive Needs Assessment_Teachers 2023](#)

Faculty : [Comprehensive Needs Assessment_Teachers 2023](#)

Comprehensive Needs Assessment

School: Love Elementary School, Alameda Unified School District

Names of team members:

Corpuz, Slater, McMahan, Hixon, Gibb-Gonzales

SPSA Goals Aligned to Local Priorities

Goal #1

Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking.

Foci- Goal 2: Strategic Plan: Systems and structures for additional student support

Goal #2 Reduce chronic absenteeism. If we monitor attendance data to identify our moderate to chronic absences(5%-10%) from the start of the year and put consistent strategies and supports in place to address attendance barriers, students' attendance will improve.

Analysis

	Goal 1 (Academic)	Goal 2 (Attendance)
Data Analyzed	STAR , F&P, CCC,	Chronic absences (demographics, subgroups) Reasons for chronic absences/tardies What are the results of the SARB process

	Goal 1 (Academic)	Goal 2 (Attendance)
Strengths	<p>Constant assessment, formal and informal, keeps teachers monitoring the progress of individual students. Small group instruction, switching students into groups as needed after data analysis, gears instruction toward students of same level-kids are able to grow from where they are.</p> <p>Targeting instruction with small groups based on screening data.</p> <p>More teachers are meeting small groups and using SIPPS materials and progress monitoring.</p> <p>Some grade levels are platooning students by literacy needs to form more targeted small groups.</p> <p>Clear, understandable goal that can be measured in a variety of ways (report cards to F&P to STAR Reading/Early Lit...)</p> <p>Supports for gen ed teachers were in place (PD's Lit Coach, resources and training, etc.) to meet goal</p> <p>Collaboration amongst grade levels to develop small group tasks and centers.</p> <p>Progress monitoring in small groups (SIPPS). Identifying students that are making progress in SIPPS and continuing to build on those skills and moving them up once they pass a level.</p>	<p>SART meetings are empathy-driven, individualized.</p> <p>Using attendance data to identify patterns among chronically absent students' home life situations and what is hindering their access to school.</p> <p>Communicating with families when students are absent. Offering support, coming from an empathetic lens.</p> <p>Thinking about what the family needs to get to school/ home. Not just the student. I.e. both the parent and student will need a bus pass.</p> <p>Thursday community meetings-Principal makes it clear how important it is to be here at school and on time,</p> <p>Educating parents on what is considered chronic absence.</p> <p>Goal is needed: When students are present, they are learning. Supports (transportation and meetings) allow focus and aid family understanding to see the importance of attendance and its relationship to learning, connecting with school, and other resources (AFS). Goal is measurable and SART has positive outcomes.</p> <p>ELAC meetings</p>
Areas of growth	<p>Would like to understand what happens in "summer slump"-kids who were testing higher in K, lost progress or growth (Why does this happen? Is this a K to 1st problem? What can we do to keep the scores up?)</p> <p>More training opportunities, chances to review data - specific to staff and student needs, reflection and planning time for teacher/grade level/site</p> <p>More ideas/ training on "book clubs" and how to run them for older students.</p>	<p>Still having chronic absences after admin home visits, multiple calls home, emails, conferences, reviewing importance in the classroom daily, reading books about tardies and absences with positive reaching books, i.e. <u>Eddie Gets Ready</u> (Thank you, Janae Smothers)and creating classroom checklists together</p> <p>Would love more attendance at ELAC, perhaps more families would feel more seen/heard?</p> <p>Unclear how to handle parents when they laugh and make excuses or say they have trouble waking up, so it's inherited, therefore, unmanageable.</p> <p>Understanding that students that are sick may be absent for multiple days.</p> <p>Effective rewards and incentives (family and student)?</p>

	Goal 1 (Academic)	Goal 2 (Attendance)
Further Questions/ Wonderings- Is it necessary to gather more data or disaggregate the data in a different way (by grade, semester, teacher, student group, etc.)?	<p>Identify the next steps for students who are not making progress in small groups. Assessing if it is time for referrals.</p> <p>When students are getting SAI (IEPs), how can they augment in the classroom without doubling up on intervention programs?</p>	
Identified Resource Inequities Resource Equity Diagnostic for School Leaders		
Problem Statement(s)		
Root Cause Analysis Tool(s)		
Identified Root Causes		
Aim Statement(s)		

	Goal 1 (Academic)	Goal 2 (Attendance)
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV).		

Comprehensive Needs Assessment

School: Love Elementary School, Alameda Unified School District

Names of team members:

Slater, Caldwell, McMahan, McCarty , Gonsalves, Stum, Spencer

SPSA Goals Aligned to Local Priorities

Goal #1

Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking.

Foci- Goal 2: Strategic Plan: Systems and structures for additional student support

Goal #2 Reduce chronic absenteeism. If we monitor attendance data to identify our moderate to chronic absences(5%-10%) from the start of the year and put consistent strategies and supports in place to address attendance barriers then students attendance will improve.

Analysis

	Goal 1	Goal 2
Data Analyzed	Looked at STAR and F&P scores	

	Goal 1	Goal 2
Strengths	<p>Small group work, SIPPS and small reading groups. Placing students that were not proficient on the STAR test and/or not at CCC/ F & P level (at grade level) into small groups with the 3 teachers at the grade level.</p> <p>After school tutoring for Scholar Students.</p> <p>Online programs, Imagine Learning (for ELL students), Lexia (any student not meeting STAR or F&P level), Freckle (utilizing STAR level as a starting point), Learning A-Z,</p> <p>CCC-leveled readers and sent home copies of stories for kids that need supplemental reading</p> <p>Book Clubs- for students that need challenge work (at/above grade level).</p> <p>Library supports inter-disciplinary literacy by allowing for discussion and discourse on multi subjects. We are practicing research methods and understanding how to find materials that are a personal pleasure to read.</p> <p>Music literacy is achieved through visual, oral and aural training through a sequence of melodic and rhythmic elements. Music supports mother tongue learning which in turn helps ELD students become more confident in learning English. Dance and hand clapping games help students improve muscle memory which adds to the strength of the learning community.</p>	
Areas of Growth	<p>Late start on after-school tutoring. Short duration, but need is greater. Children need more than 1 day a week.</p> <p>Making materials more accessible. More time to prep materials for ELD and SIPPS.</p> <p>SIPPS training for new people, long term subs</p> <p>F&P training</p> <p>Time to give F&P</p> <p>Real time training, getting trained further in advanced of starting a program. SIPPS, EL Achieve,</p> <p>Prepping materials for SIPPS, designated ELD, other small group resources</p> <p>Library needs to continue to improve the collection so that it supports all languages spoken on campus. More signage that explains the areas of the library to all users.</p> <p>Music can improve by having more musicians visit the school to demonstrate various instruments, world music and opportunities to explore musical careers.</p>	

	Goal 1	Goal 2
Further Questions/ Wonderings- Is it necessary to gather more data or disaggregate the data in a different way (by grade, semester, teacher, student group, etc.)?	Is it possible to create a group of parent volunteers who could support students by listening to them read or review phonics concepts introduced because these students have difficulty with the independent practice?	
Identified Resource Inequities Resource Equity Diagnostic for School Leaders		
Problem Statement(s)		
Root Cause Analysis Tool(s)		
Identified Root Causes		
Aim Statement(s)		

	Goal 1	Goal 2
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV).		

Comprehensive Needs Assessment

School: Love Elementary School, Alameda Unified School District

Names of team members: Shih, Rocke, Hare, Cobb, Wanigatunga, Porter, Incorvia, Brazil, Kealohi, Brenc

SPSA Goals Aligned to Local Priorities

Goal #1

Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking.

Foci- Goal 2: Strategic Plan: Systems and structures for additional student support

Goal #2 Reduce chronic absenteeism. If we monitor attendance data to identify our moderate to chronic absences(5%-10%) from the start of the year and put consistent strategies and supports in place to address attendance barriers then students attendance will improve.

Analysis

	Goal 1 (Academic)	Goal 2 (Attendance)
Data Analyzed	<ul style="list-style-type: none"> • STAR Reading last year and this year. • Proficiency trends between fall, winter, spring • Growth for students who were Urgent and Intervention • F&P data, fall to winter 	Attendance Trends for 17/18 18/19 and current year 22/23

	Goal 1 (Academic)	Goal 2 (Attendance)
Strengths	<p>Black students made a 14% increase in STAR math between Fall and Winter! 🎉</p> <p>More than half of our student population is at or above benchmark in STAR reading proficiency (Gr. 2-5, 2022-23)! 👍</p> <p>F & P data has improved from Fall scores in K-2</p>	<p>Students in SPED have been showing up more.</p>
Weaknesses	<p>In 21-22 almost ⅔ of Hispanic students nearly meeting standard or standard not met for SBAC ELA.</p> <p>In 21-22, Black students scored in the 0% proficiency range for SBAC Math and 28.6% proficiency range for SBAC reading compared to their white counterparts at above 70% proficiency for both tests.</p>	<p>Not telling teachers when to reach out to parents...maybe there can be an e-mail sent to the teacher when a student has hit a certain number of absences so that we can reach out to the family. This might help so that we don't have as many attendance meetings.</p> <p>After students were SARB students still miss school. And when they do show up they show up late for school. I just tell them that I'm glad they came to school.</p> <p>Seems like attendance has gotten worse from the previous year. What more can be done?</p>
Further Questions/ Wonderings- Is it necessary to gather more data or disaggregate the data in a different way (by grade, semester, teacher, student group, etc.)?	<p>The school has a number of Arab students - demographics data do not discern these students. Would we see unique patterns in that population?</p> <p>Unclear if sample sizes are total population or representative sample. The percentages may be misleading (e.g., N = 1 American Indian is 100%)</p>	<p>Why is there no attendance data for the years 21-22 or 20-21?</p> <p>It's hard to analyze this information when we are missing data from the last two years. I know many steps have been taken to help attendance problems. Maybe it has gotten better in the last two years?</p> <p>It would be easier to identify strengths and weaknesses in our attendance goals if we had updated data to see what has worked and what hasn't. It is hard to make accurate observations when we don't have that data.</p>
Identified Resource Inequities		
<u>Resource Equity Diagnostic for School Leaders</u>		
Problem Statement(s)		

	Goal 1 (Academic)	Goal 2 (Attendance)
Root Cause Analysis Tool(s)		
Identified Root Causes		
Aim Statement(s)		
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV).		

2023-24 SPSA Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

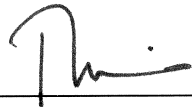
Community Advisory Committee for Special Education Programs

Other (list)

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

Attested:

Tina K. Lagdamen _____

 _____

4.24.23

Typed name of school principal

Signature of school principal

Date

Amy Miller



4/24/23

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date