



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Wing Lane

ELEMENTARY



BE SAFE ★

BE RESPECTFUL

BE RESPONSIBLE ★



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

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

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

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Wing Lane Elementary	19734456022396	April 20, 2023	June 22, 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
Additional Targeted Support and Improvement
SWD's: ELA, Math, and Chronic Absenteeism.

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

The goals, strategies, and expenditures outlined in Wing Lane Elementary's SPSA supports the district's LCAP and ESSA requirements by meeting all student groups academic, behavioral, and attendance needs. Based on 2021-22 CA School Dashboard data, Wing Lane is eligible for Additional Targeted Support & Improvement (ATSI) based on the following student group and indicator(s): Students With Disabilities in ELA, Math, and Chronic Absenteeism.

School Vision and Mission

Vision:

Wing Lane Elementary is committed to providing a safe learning environment that maximizes the learning potential of all individuals.

Mission:

We equip learners with the technological, math, language, and artistic skills needed to be socially responsible and significant contributors to a diverse world.

School Profile

Wing Lane Elementary School, located in Valinda CA, services 282 students in grades TK-5th, including two special day classes ranging in grades 2nd-5th. The faculty of Wing Lane is comprised of 14 highly qualified teachers and 5 instructional aides. We service a diverse population made up of the following ethnic groups: Hispanic (88%), Filipino (4%), White (1%), Black (1%), Asian (3%), and Multiethnic (3%).

Furthermore, 20% of Wing Lane students receive special education and 85% of Wing Lane students qualify as economically disadvantaged. In addition, 23% are English Language Learners with the following percentages in each level: Well Developed: 23.5%, Moderately Developed: 32.4%, Somewhat Developed: 31%, Beginning Stage: 13.2%.

Wing Lane offers a rigorous educational experience with visual and performing arts integration, centered on strong multi-tiered support systems. Wing Lane Eagles take part in several programs such as New Pedagogies for Deep Learning, Teaching English Learners through the Arts (TELA), Art Master's, Conga Kids, Band, and Science Olympiad.

As a Title I school, Wing Lane offers a Multiple Tiered Support System to support student achievement including: Response to Intervention for both behavior and academics, designated and integrated ELD instruction, integrated Gifted and Talented Education instruction, Kagan engagement strategies, small group intervention, before and after school tutoring, and extended learning opportunities.

We use current California Assessment of Student Performance and Progress (CAASPP), District Interim Assessment through NWEA known as SMAPS, Common Assessment data, Lexia, DreamBox, and Accelerated Reader Data to guide instruction.

Furthermore, based on 2021-22 CA School Dashboard data, Wing Lane is eligible for Additional Targeted Support & Improvement (ATSI) based on the following student group and indicator(s): Students With Disabilities in ELA, Math, and Chronic Absenteeism.

CURRENT DATA SUMMARY

CAASPP 21-22

ELA

Overall 39% of 3rd-5th Grade students are meeting/exceeding ELA Standards. This is 10% decrease from spring of 2019

61% of 3rd-5th Grade students are not meeting/exceeding ELA Standards

43% of 3rd grade, 60% of 4th grade, 75% of 5th grade

Based on the Current CA School Dashboard and System of Support:

Wing Lane's 3rd-5th Grade students are performing 30 points below the standard

EL's 36 points below the standard, SED's 31 points below the standard, SWD's 103 points below the standard, Hispanics 37 points below the standard

Writing is the most significant targeted area of growth with 39% of all students not meeting the ELA Writing Standards.

Listening is the second most significant targeted area of growth with 23% of all students not meeting the ELA Listening Standards.

MATH

Overall 26% of 3rd-5th Grade students are meeting/exceeding Math Standards. This a 13% decrease from Spring of 2019

74% of 3rd-5th Grade students are not meeting/exceeding Math Standards

49% of 3rd grade, 78% of 4th grade, 92% of 5th grade

Based on the Current CA School Dashboard and System of Support:

Wing Lane's 3rd-5th Grade students are performing 71 points below the standard

EL's 86 points below the standard, SED's 74 points below the standard, SWD's 142 points below the standard, Hispanics 77 points below the standard

Concepts and Procedures is most significant targeted area with 51% of all students not meeting grade level standards.

Problem Solving & Modeling/Data Analysis is the second most significant targeted area with 46% of all students not meeting or exceeding the grade level standards.

DIA After the second SMAP:

ELA: 38% of students school wide scored within the Average, High Average, and High Categories (8% EL/ 16% SWD/39% SED)

Math: 36% of students school wide scored within the Average, High Average, and High Categories (17% EL/19% SWD/ 38% SED)

EL Progress ·

58% of WL EL students are making progress towards English language proficiency (performance level 4) ·

19% of EL students decreased One ELPI level. · 22% EL of EL's maintained an ELPI level of 1, 2L, 2H, 3L, or 3H ·

No EL's maintained a level 4 ELPI

Lexia · Above: 4%, At Grade Level 40%, 1 Level Below 33%, 2 Levels Below 23%

Dreambox · On Track 8%, Potentially on Track 2%, 64% Not on Track, 20% Insufficient Usage

School Climate – Chronic absenteeism school wide, although still high, is improving slowly: Average Daily Attendance: 91% as of 4.21.23 (up by 1% from this time last year)

Synthesis of Findings: · Math/ELA –ELs and SWDs have significant achievement gaps compared to other student groups · ELA – Grades 1, 4, and 5 are performing lower than other grade levels · Math – Grades 4 and 5 are performing lower than other grade levels EL Progress · 58% of WL EL students are making progress towards English language proficiency (performance level 4) · 19% of EL students decreased One ELPI level. · 22% EL of EL's maintained an ELPI level of 1, 2L, 2H, 3L, or 3H · No EL's maintained a level 4 ELPI Lexia · Above: 4%, At Grade Level 40%, 1 Level Below 33%, 2 Levels Below 23% Dreambox · On Track 8%, Potentially on Track 2%, 64% Not on Track, 20% Insufficient Usage School Climate – Chronic absenteeism school wide, although still high, is improving slowly: Average Daily Attendance: 91% as of 4.21.23 (up by 1% from this time last year)

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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	%	%	0.33%			1
African American	1.7%	1.42%	1.65%	5	4	5
Asian	2.3%	1.42%	3.3%	7	4	10
Filipino	4.0%	4.96%	3.96%	12	14	12
Hispanic/Latino	91.0%	90.07%	87.46%	272	254	265
Pacific Islander	%	%	0%			0
White	%	%	0.99%			3
Multiple/No Response	%	0.35%	0.66%		1	2
Total Enrollment				299	282	303

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	60	67
Grade 1	50	42	46
Grade 2	46	41	52
Grade 3	45	44	51
Grade 4	53	40	47
Grade 5	43	55	40
Total Enrollment	299	282	303

Conclusions based on this data:

1. There is a small increase in enrollment.
2. We have a growing Asian population.
3. We have a small increase in TK/Kinder enrollment.
4. We saw a small decrease in our Filipino population.
5. We saw a better enrollment maintain within cohorts.

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	68	66	67	22.70%	23.4%	22.1%
Fluent English Proficient (FEP)	44	30	35	14.70%	10.6%	11.6%
Reclassified Fluent English Proficient (RFEP)	11	13		16.2%	16.50%	

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	21	0	0	0	21	0	21
01	13	0	0	0	13	0	13
02	15	0	0	0	15	4	19
03	9	6	0	1	16	7	23
04	2	1	0	5	8	15	23
05	1	1	0	9	11	10	21

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	17	0	0	0	17	0	17
01	10	0	0	0	10	0	10
02	10	0	0	0	10	0	10
03	5	3	0	0	8	0	8
04	0	10	0	0	10	6	16
05	0	6	0	5	11	13	24

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	17	0	0	0	17	0	17
01	10	0	0	0	10	0	10
02	10	0	0	0	10	0	10
03	5	3	0	0	8	0	8
04	0	10	0	0	10	6	16
05	0	6	0	5	11	13	24

Conclusions based on this data:

1. Wing Lane has maintained an average of 67 EL's over the last three years.
2. Most of our EL's are in 0-3 years
3. At-Risk 4-5 Years EL's has grown within cohort
4. Over the last three years we have had an average of 36 FEP's

School and Student Performance Data

1. Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Wing Lane Elementary.	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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1. SED continues to be our largest student group.
2. EL students continues to be our second largest student group.
3. SWD continues to be our third largest student group.

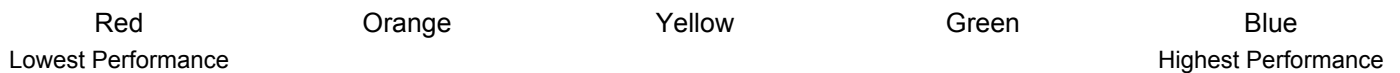
School and Student Performance Data

3. Academic Performance 1. English Language Arts

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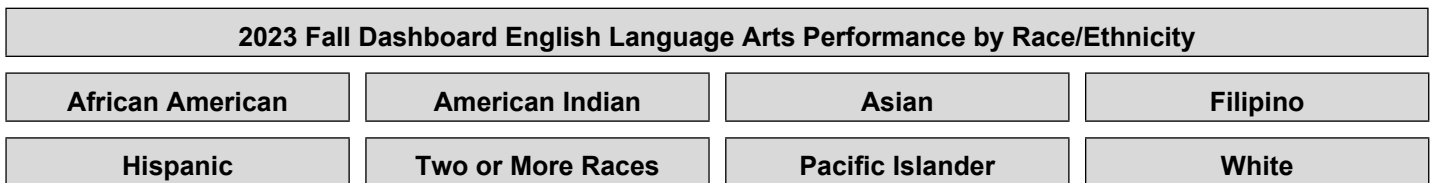
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



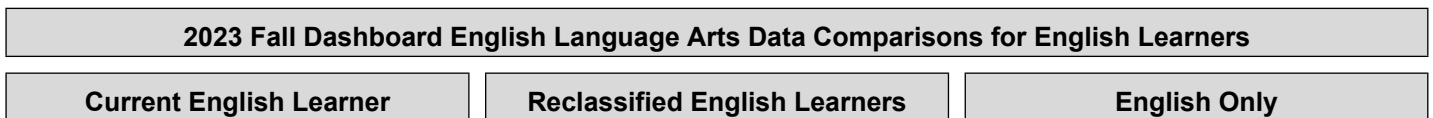
This section provides number of student groups in each level.



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.



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.



Conclusions based on this data:

1. SWD are the student group with the largest achievement gap.
2. EL's have the second largest achievement gap.

3. SED are very close to closing the achievement gap.

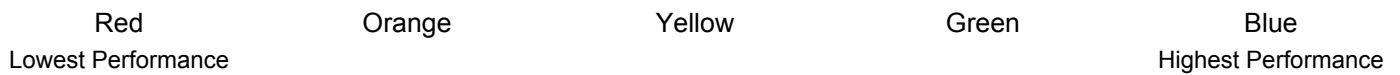
School and Student Performance Data

Academic Performance 2. Mathematics

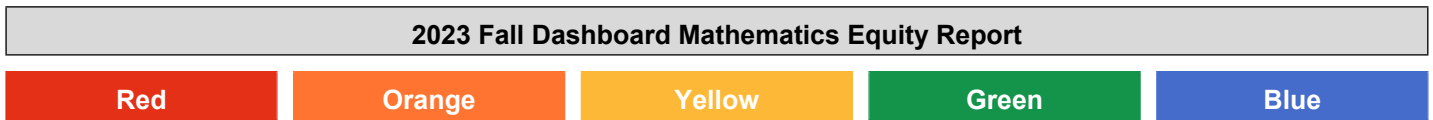
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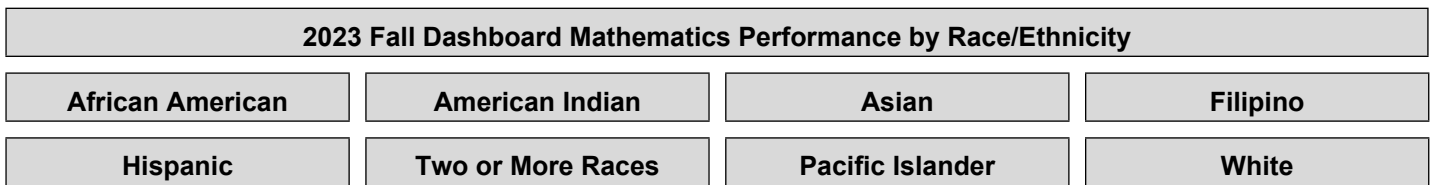
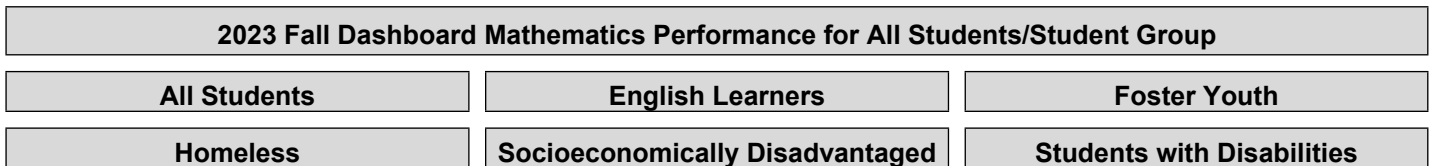
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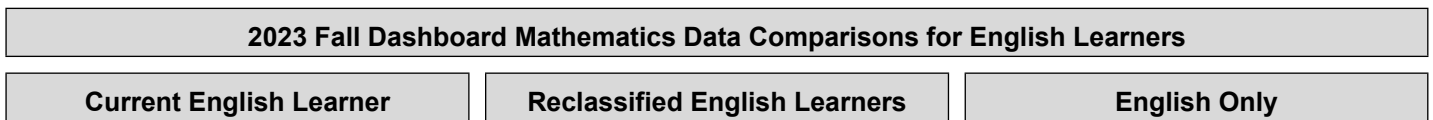
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.



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



Conclusions based on this data:

1. SWD are the student group with the largest achievement gap.
2. EL's have the second largest achievement gap.

-
-
3. SED have the third largest achievement gap.

School and Student Performance Data

Academic Performance

3. English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	
making progress towards English language proficiency	
Number of EL Students:	
Performance Level:	

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.

2023 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

Conclusions based on this data:

1. A little over half of EL students are making progress towards English language proficiency.
2. There are a significant amount of EL students maintaining ELPI Level 1, 2L, 2H, 3L, or 3H levels.
3. There are a moderate amount of EL students who decreased one ELPI level.

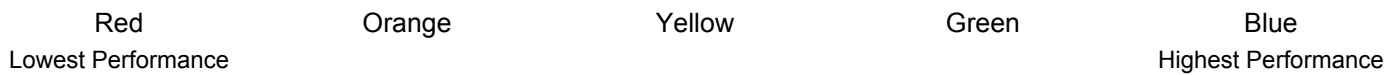
School and Student Performance Data

5. Conditions & Climate 1. Suspension Rate

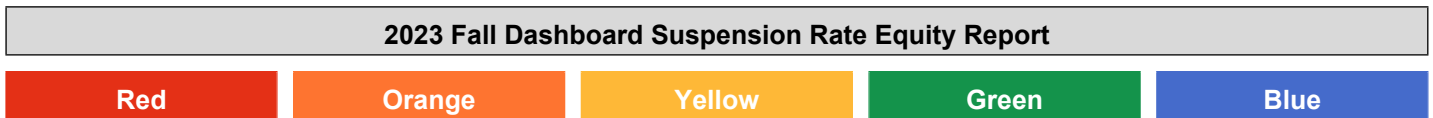
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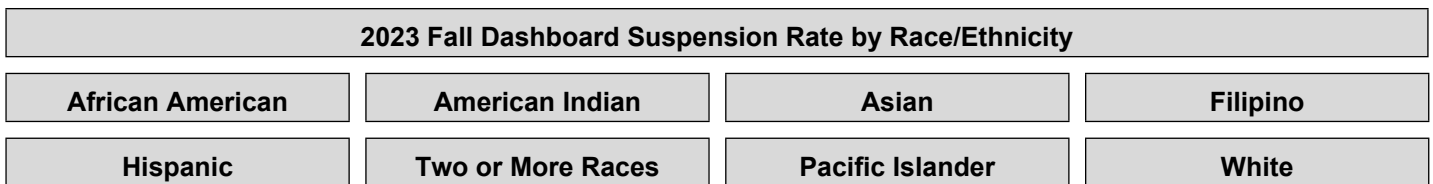
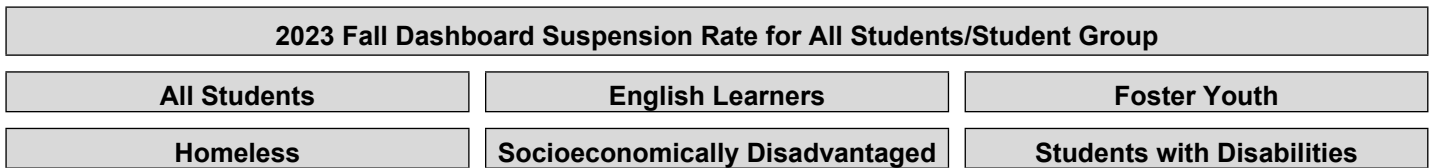
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.



Conclusions based on this data:

1. The overall condition and climate of Wing Lane exceeds the standard.
2. The SED student group made slight gain towards exceeded the standard.
3. The EL student group maintained an exceeding of the standard.

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	44	44	52	0	44	52	0	44	52	0.0	100.0	100.0
Grade 4	52	40	47	0	40	47	0	40	47	0.0	100.0	100.0
Grade 5	43	53	39	0	53	39	0	53	39	0.0	100.0	100.0
All Grades	139	137	138	0	137	138	0	137	138	0.0	100.0	100.0

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		2433.	2345.		29.55	5.77		27.27	13.46		9.09	25.00		34.09	55.77
Grade 4		2435.	2400.		7.50	8.51		32.50	21.28		20.00	17.02		40.00	53.19
Grade 5		2447.	2448.		7.55	5.13		16.98	20.51		30.19	33.33		45.28	41.03
All Grades	N/A	N/A	N/A		14.60	6.52		24.82	18.12		20.44	24.64		40.15	50.72

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		27.27	7.69		61.36	61.54		11.36	30.77		
Grade 4		12.50	4.26		60.00	65.96		27.50	29.79		
Grade 5		9.43	0.00		66.04	82.05		24.53	17.95		
All Grades		16.06	4.35		62.77	68.84		21.17	26.81		

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		11.36	1.92		54.55	36.54		34.09	61.54
Grade 4		0.00	10.64		65.00	42.55		35.00	46.81
Grade 5		3.77	10.26		50.94	56.41		45.28	33.33
All Grades		5.11	7.25		56.20	44.20		38.69	48.55

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		15.91	0.00		72.73	73.08		11.36	26.92
Grade 4		10.00	6.38		65.00	55.32		25.00	38.30
Grade 5		9.43	7.69		60.38	64.10		30.19	28.21
All Grades		11.68	4.35		65.69	64.49		22.63	31.16

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		18.18	5.77		72.73	51.92		9.09	42.31
Grade 4		10.00	6.38		75.00	59.57		15.00	34.04
Grade 5		5.66	10.26		67.92	58.97		26.42	30.77
All Grades		10.95	7.25		71.53	56.52		17.52	36.23

Conclusions based on this data:

1. 43% of 3rd grade students are not meeting the ELA grade level standards.
2. 60% of 4th grade students are not meeting the ELA grade level standards.
3. 75% of 4th grade students are not meeting the ELA grade level standards.
4. Writing is the most significant targeted area of growth with 39% of all students not meeting the ELA Writing Standards.
5. Listening is the second most significant targeted area of growth with 23% of all students not meeting the ELA Listening Standards.

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	44	44	52	0	43	52	0	43	52	0.0	97.7	100.0
Grade 4	52	40	47	0	40	47	0	40	47	0.0	100.0	100.0
Grade 5	43	53	39	0	53	39	0	53	39	0.0	100.0	100.0
All Grades	139	137	138	0	136	138	0	136	138	0.0	99.3	100.0

* 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		2421.	2363.		20.93	3.85		30.23	11.54		13.95	28.85		34.88	55.77
Grade 4		2421.	2399.		7.50	0.00		15.00	14.89		32.50	25.53		45.00	59.57
Grade 5		2400.	2412.		1.89	2.56		5.66	2.56		13.21	23.08		79.25	71.79
All Grades	N/A	N/A	N/A		9.56	2.17		16.18	10.14		19.12	26.09		55.15	61.59

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		27.91	3.85		46.51	44.23		25.58	51.92			
Grade 4		10.00	0.00		42.50	36.17		47.50	63.83			
Grade 5		0.00	0.00		24.53	28.21		75.47	71.79			
All Grades		11.76	1.45		36.76	36.96		51.47	61.59			

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		18.60	3.85		48.84	38.46		32.56	57.69
Grade 4		7.50	4.26		47.50	40.43		45.00	55.32
Grade 5		3.77	5.13		39.62	33.33		56.60	61.54
All Grades		9.56	4.35		44.85	37.68		45.59	57.97

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		20.93	3.85		53.49	61.54		25.58	34.62
Grade 4		10.00	4.26		55.00	44.68		35.00	51.06
Grade 5		0.00	0.00		45.28	41.03		54.72	58.97
All Grades		9.56	2.90		50.74	50.00		39.71	47.10

Conclusions based on this data:

1. 74% of all students are not meeting the Math standards.
2. 5th Grade students are the most significant student group requiring intervention with 92% not meeting the Math standards.
3. 4th Grade students are the second most significant student group requiring intervention with 78% not meeting the Math standards.
4. Concepts and Procedures is most significant targeted area with 51% of all students not meeting grade level standards.
5. Problem Solving & Modeling/Data Analysis is the second most significant targeted area with 46% of all students not meeting or exceeding the grade level standards .

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	1415.7	1432.6	1428.1	1426.7	1436.6	1430.7	1389.8	1422.9	1421.8	15	20	17
1	1462.2	*	1412.9	1466.8	*	1407.1	1457.1	*	1418.1	13	10	16
2	*	*	1439.1	*	*	1439.3	*	*	1438.2	11	8	15
3	1505.2	*	*	1509.9	*	*	1499.9	*	*	11	5	9
4	1511.8	*	*	1521.1	*	*	1502.2	*	*	12	6	7
5	*	*	*	*	*	*	*	*	*	6	9	5
All Grades										68	58	69

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	6.67	15.00	17.65	40.00	35.00	35.29	33.33	30.00	23.53	20.00	20.00	23.53	15	20	17
1	15.38	*	0.00	38.46	*	31.25	38.46	*	43.75	7.69	*	25.00	13	*	16
2	*	*	0.00	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15
3	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11	*	*
4	0.00	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.42	18.97	8.70	44.78	37.93	31.88	31.34	31.03	39.13	7.46	12.07	20.29	67	58	69

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	6.67	10.00	17.65	53.33	40.00	41.18	26.67	25.00	17.65	13.33	25.00	23.53	15	20	17
1	30.77	*	0.00	38.46	*	37.50	23.08	*	43.75	7.69	*	18.75	13	*	16
2	*	*	0.00	*	*	40.00	*	*	33.33	*	*	26.67	*	*	15
3	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*	*
4	66.67	*	*	25.00	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.30	34.48	17.39	32.84	32.76	37.68	20.90	20.69	26.09	5.97	12.07	18.84	67	58	69

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	6.67	15.00	11.76	20.00	20.00	23.53	46.67	40.00	52.94	26.67	25.00	11.76	15	20	17
1	15.38	*	0.00	23.08	*	37.50	30.77	*	18.75	30.77	*	43.75	13	*	16
2	*	*	0.00	*	*	13.33	*	*	53.33	*	*	33.33	*	*	15
3	0.00	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
4	0.00	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.45	10.34	2.90	23.88	17.24	26.09	47.76	53.45	46.38	17.91	18.97	24.64	67	58	69

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	13.33	20.00	47.06	60.00	60.00	41.18	26.67	20.00	11.76	15	20	17
1	53.85	*	12.50	38.46	*	68.75	7.69	*	18.75	13	*	16
2	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15
3	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
4	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.33	32.76	21.74	56.72	55.17	59.42	8.96	12.07	18.84	67	58	69

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	0.00	15.00	5.88	80.00	60.00	58.82	20.00	25.00	35.29	15	20	17
1	7.69	*	0.00	84.62	*	75.00	7.69	*	25.00	13	*	16
2	*	*	33.33	*	*	40.00	*	*	26.67	*	*	15
3	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
4	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.82	37.93	24.64	56.72	50.00	50.72	7.46	12.07	24.64	67	58	69

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	6.67	15.00	11.76	73.33	55.00	82.35	20.00	30.00	5.88	15	20	17
1	23.08	*	0.00	53.85	*	50.00	23.08	*	50.00	13	*	16
2	*	*	0.00	*	*	60.00	*	*	40.00	*	*	15
3	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
4	0.00	*	*	50.00	*	*	50.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.93	6.90	2.90	59.70	58.62	66.67	25.37	34.48	30.43	67	58	69

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	13.33	30.00	35.29	53.33	55.00	41.18	33.33	15.00	23.53	15	20	17
1	15.38	*	6.25	46.15	*	62.50	38.46	*	31.25	13	*	16
2	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15
3	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
4	0.00	*	*	100.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.93	22.41	13.04	65.67	67.24	63.77	19.40	10.34	23.19	67	58	69

Conclusions based on this data:

1. 60% of 66 EL's are performing at 3 and 4 on the ELPAC
2. 36% of EL's are well developed in listening
3. 33% of EL are well developed in speaking
4. 26% of EL's are well developed in writing
5. 15% of EL's are well developed in reading

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Wing Lane Elementary	19734456022396	313	84 (26.8 %)	49 (15.7 %)	19 (19.4 %)
District Total:		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
County Total:		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
State Total:		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)
Wing Lane	13	66	16.50%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. WL reclassified 18% of EL's in 21/22
2. WL is above the state average in reclassifying EL's
3. WL is on par with the county average in reclassifying EL's

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
Wing Lane ES	All Students	91	66	50	54	24	285
	K	5	12	13	16	3	49
	1	14	11	5	10	6	46
	2	24	13	8	3	3	51
	3	28	5	7	9	3	52
	4	11	11	5	13	7	47
	5	9	14	12	3	2	40

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
Wing Lane ES	English Learners (ELs)	31	14	10	5	0	60
	Student with Disabilities (SWD)	46	11	5	5	1	68
	Socio-economically Disadvantaged (SED)	65	53	42	42	21	223
	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
Wing Lane ES	All Students	93	49	43	29	16	230
	K	3	5	1	6	3	18
	1	17	10	10	5	5	47
	2	25	15	7	1	2	50
	3	24	6	7	3	2	42
	4	14	5	10	9	3	41
	5	10	8	8	5	1	32

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
Wing Lane ES	English Learners (ELs)	34	10	4	0	0	48
	Student with Disabilities (SWD)	43	5	5	2	2	57
	Socio-economically Disadvantaged (SED)	70	41	35	24	12	182
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. 2nd Grade performed the lowest with 20% scoring within Average to High
2. 3rd Grade performed the second lowest with 29% scoring within Average to High

3. EL's performed the lowest with 8% scoring within Average to High
4. SWD's performed the second lowest with 16% scoring within Average to High (ATSI identified)
5. SED's performed the highest with 39% scoring within Average to High

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
Wing Lane ES	All Students	96	60	58	42	28	284
	K	8	10	10	11	10	49
	1	9	9	11	8	9	46
	2	21	17	2	8	2	50
	3	25	11	13	1	2	52
	4	18	6	10	10	3	47
	5	15	7	12	4	2	40

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
Wing Lane ES	English Learners (ELs)	29	18	6	7	0	60
	Student with Disabilities (SWD)	43	13	6	4	3	69
	Socio-economically Disadvantaged (SED)	72	48	46	33	22	221
	Homeless	*	*	*	*	*	16
	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
Wing Lane ES	All Students	86	53	41	25	13	218
	K	5	2	6	3	3	19
	1	13	13	11	5	5	47
	2	14	10	1	1	1	27
	3	23	13	5	7	1	49
	4	15	7	12	6	2	42
	5	16	8	6	3	1	34

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
Wing Lane ES	English Learners (ELs)	25	12	7	2	0	46
	Student with Disabilities (SWD)	40	7	6	3	2	58
	Socio-economically Disadvantaged (SED)	64	42	37	18	9	170
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. 2nd Grade performed the lowest with 11% scoring within Average to High
2. 3rd Grade performed the second lowest with 27% scoring within Average to High

3. SWD's performed the lowest with 19% scoring within Average to High (ATSI identified)
4. EL's performed the second lowest with 20% scoring within Average to High
5. 38% of SED's scored within Average to High

RFEP Monitoring Report

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

2022-23 RFEP Progress Monitoring Data Report

WING LANE ES

Current School

Orange = CAASPP 2022 ELA Level 3 and/or DIA#2 Level 1

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 RTI₂ 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 1's

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	Test Scores		Criteria 3		
							Criteria 1	Criteria 2 (Most Recent DIA)	Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)		
							2022	2022	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No	
				RFEP	11/19/2021	no	N/A	4		Yes	Yes
				RFEP	11/19/2021	no	N/A	2		Yes	Yes
				RFEP	01/26/2022	yes	1	N/A		No	No
				RFEP	11/19/2021	no	4	N/A		Yes	Yes
				RFEP	02/24/2022	yes	1	N/A		No	No
				RFEP	01/22/2019	no	4	N/A		Yes	No
				RFEP	04/22/2019	no	3	N/A		Yes	No
				RFEP	09/25/2019	no	3	N/A		Yes	No
				RFEP	10/10/2019	no	3	N/A		Yes	No
				RFEP	01/26/2022	no	4	N/A		Yes	No
				RFEP	04/12/2019	no	4	N/A		Yes	Yes
				RFEP	02/17/2022	yes	1	N/A		Yes	No
				RFEP	12/18/2020	yes	1	N/A		No	No

Conclusions based on this data:

1. There were no RFEP SWD's that made progress in the 2223
2. Although there were 4 students that scored a 4 on the CAASPP, 2 of them did not make progress on their grades.
3. 4 of the 13 RFEP's maintained or made progress in their grades

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?

Student groups: SWD's for ELA, Math, and Chronic Absenteeism

Using the MTSS process, staff will continue to provide support to students who meet the criteria.

Tier 1- we will ensure our SWD's receive rigorous Tier 1 Instruction and provide all accommodations to ensure IEP students are successful. Our SWD student group who are also EL students receive additional ELD tier 2 intervention if they scored a one or two on the ELPAC.

Professional development to address the needs of our SWD student groups – ELA, math and chronic absenteeism.

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

Continue to refine MTSS monitoring and provide evidence to practices with fidelity. Academic tier, 2 and tier 3 supports. Behavior academic tier, 2 and 3 for all students. Student groups: SWD for ELA, math, and chronic absenteeism. This past year we insured our SWD students that were also EL's, received the identified language – based intervention for students that scored a one or two on ELPAC. We need to continue to ensure this is a part of our MTSS academic support. Another inequity is having the ability to release teachers to attend, PD's and PLCs, to address the needs of our SWD student groups for ELA, math and chronic absenteeism.

For our SWD student groups, there is a need to identify essential standards for ELA and math and progress monitor more closely how are students are meeting their IEP goals – benchmarks. Embed this process into our grade level data chats.

Working closely with the special education department to develop and provide PD during our staff meetings. Grade level meeting, and PLCs.

3. How will the school address these inequities?

Ensure the PLC release days are calendared and secure substitutes. Continue to refine MTSS monitoring, and provide evidence practices with fidelity for academic tier 1 and behavior academic Tier 2 and 3 student groups: SWD for ELA, math, and chronic absenteeism.

Providing professional development invite district level, TOSAs for Teachers support and model lessons to address ATSI and support our SWD students in ELA, math, Tiers one, two, and three. Additional PLC time to reflect on student performance, formative and informative data. Aligning practices to ensure access for all students. Will also work with this department to provide PD for our

staff to deepen our knowledge of what the IEP accommodations look like in practice. Additional PD will also be provided with developing our skills /knowledge on what strategies support our SWD students with accessing ELA and math. Administrator will also monitor instruction to ensure accommodations are being provided to SWD students in ELA and math.

Will monitor monthly and provide additional incentives to our SWD student groups. Will hold IEP meeting as needed for SWD students to include additional support. Strengthen behavior, tier 1 to include attendance campaigns. Attendance works, recommends.: Engage students and parents. Recognize good and improved attendance. Monitor Attendance data and practice; provide personalized early outreach, develop programmatic response to barriers – Tiering supports. Student groups, SWD for ELA, math, and chronic absenteeism. Will work closely with a District TOSAs – special education department to develop developmentally appropriate goals in incentives. If needed, the SART process will begin.

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.

District provided PD needs to be mandated. In addition, PD needs to provide evidence based practices specifically to address ATSI for SWD's in ELA and Math and school wide chronic absenteeism.

Our district needs to develop a process for supporting SWD through the IEP process. District wide criteria for supporting SWD's before they become chronically absent.

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).

CHKS

California Healthy Kids Survey- 22-23 is an anonymous, voluntary survey of school climate, safety, and overall student wellness.

It is administered to students in grades five, seven, nine, and eleven.

WL's 5th graders were offered the survey.

From a 20 student sample, data shows the need to address the following:

School Disconnectedness

Caring Relationships

Meaningful Participation

Fairness

Anti-bullying Climate

Support in finishing school assignments

Frequent Sadness

LCAP:

The state of California requires each school district to create a Local Control Accountability Plan (LCAP) annually.

Furthermore, individual schools are required to provide opportunities for educational partners to provide input on developing a plan for educating and supporting all students at WL.

Based on this years LACP Survey, WL's Educational Partners seek the following actions to help support student achievement:

hire an interventionist to work with the lowest performing students

develop attendance campaign and incentives to improve Chronic Absenteeism

provide professional development for teachers to support SWD's

provide before and after school small group intervention to include Lexia and Dreambox

provide incentives for reaching AR goals

provide release time for collaboration/planning in content area/grade level

provide multiple opportunities for academic and social interventions/enrichment

continue funding the arts through Band, Conga Kids, Art Masters

Classroom Observations

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

Informal classroom observations are done daily, 5- 10 mins at a time.

Formal observations are done once a year or more if the teacher is temporary/probationary.

Observations made:

Teachers are shifting pedagogues to embed New Pedagogues for Deep Learning

VAPA Standards are integrated in all content standards.
All teachers are using the 16 Proactive Classroom Management Strategies
Positive learning environments
Engaging instruction
Student Collaboration
Designated and Integrated ELD

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

CA Dashboard

ELA

2019: 7.8 points below the Standard

2022: 30 pts below the Standard

Decreased by 22.2 points

Math

2019: 38.3 points below the Standard

2022: 70.5 pts below the Standard

CAASPP 21-22

ELA

- Overall 39% of 3rd-5th Grade students are meeting/exceeding ELA Standards. This is 10% decrease from spring of 2019
- 61% of 3rd-5th Grade students are not meeting/exceeding ELA Standards
- Not Meeting the ELA Standards:

43% of 3rd grade, 60% of 4th grade, 75% of 5th grade

- Writing is the most significant targeted area of growth with 39% of all students not meeting the ELA Writing Standards.
- Listening is the second most significant targeted area of growth with 23% of all students not meeting the ELA Listening Standards.

MATH

- Overall 26% of 3rd-5th Grade students are meeting/exceeding Math Standards. This a 13% decrease from Spring of 2019
- 74% of 3rd-5th Grade students are not meeting/exceeding Math Standards
- Not Meeting the Math Standards:

49% of 3rd grade, 78% of 4th grade, 92% of 5th grade

- Concepts and Procedures is most significant targeted area with 51% of all students not meeting grade level standards.
- Problem Solving & Modeling/Data Analysis is the second most significant targeted area with 46% of all students not meeting or exceeding the grade level standards.

DIA After the second SMAP:

- ELA: 38% of students school wide scored within the Average, High Average, and High Categories
- (8% EL/ 16% SWD/39% SED)
- Math: 36% of students school wide scored within the Average, High Average, and High Categories
- (17% EL/19% SWD/ 38% SED)

Synthesis of Findings:

- Math/ELA –ELs and SWDs have significant achievement gaps compared to other student groups
- ELA – Grades 1, 4, and 5 are performing lower than other grade levels
- Math – Grades 4 and 5 are performing lower than other grade levels

School Climate –

Chronic absenteeism school wide, although still high, is improving slowly:

Average Daily Attendance: 91% as of 4.21.23 (up by 1% from this time last year)

Needs/Priorities:

CAASPP and SMAP data results indicate that there is a significant achievement gap between EL's, SED, SWD, and Hispanic student groups compared to other student groups. This data also supports the need to address ATSI through ongoing professional development for teachers on first best

instruction. In addition, the upper primary grades need additional evidence-based support and interventions to increase student achievement. Data further shows a need for an interventionist as well as before and after school support for students performing significantly below the achievement benchmark. School-wide data supports a need for personnel dedicated to attendance monitoring as well as a need for targeted attendance campaigns to improve chronic absenteeism. There is a need to address ATSI by strengthening our Academic and Behavioral interventions through MTSS.

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

Lexia

- Above: 4%, At Grade Level 40%, 1 Level Below 33%, 2 Levels Below 23%

Dreambox

- On Track 8%, Potentially on Track 2%, 64% Not on Track, 20% Insufficient Usage

Need/Priorities

Dreambox, Lexia and AR data indicate that there is a need to increase academic achievement for all students in ELA and Math .

Additionally, data indicated that there is a significant achievement gap between EL's, SED, SWD, and Hispanic student groups compared to other student groups.

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

Professional development is aligned with California State Standards and Frameworks and is based on the area of needs as identified on the district interim and site assessments results.

Need/Priorities to address ATSI

There is a need for professional development in the following areas:

First Best teaching practices to support SWD's in Math and ELA.

PD to equip teachers with SEL strategies to support students through possible attendance barriers.

Continued Needs/Priorities

Supporting EL's through the integration of the VAPA standards across all content standards

Teachers will continue to participate in site-based, quad and district wide professional development for the implementation of best practice instructional strategies for EL's and SWD's.

Teachers will continue to implement strong student engagement strategies that will increase the involvement of ALL students, but specifically SWD's and EL's

We will begin to support our EL's with a full-time instructional assistant.

We will continue providing Quad-wide professional development in Math best teaching practices

Teachers will be given opportunities to attend district professional development.

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

At Wing Lane Elementary School teachers receive professional development in mastering first best teaching practices in California State Standards for ELA/ ELD Wonders, Houghton Mifflin Go Math!, and TWIG Science at the site, quad and district levels. In addition, effective instructional strategies for Tier 1 classroom support are researched and discussed during staff and grade-level collaborative meetings. Furthermore, teachers receive professional development in the integration of ELD and VAPA standards at the site and district levels. Increasing student engagement remains a focus and continued opportunities for training in student engagement strategies through Teaching English Learners through Art (TELA) are offered during the school year.

Need/Priorities

There is a need for our district SpEd specialist and Math, ELA, and ELD Tosa's to work with staff in the area of instructional strategies that specifically support SWD's in the core subjects.

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

Students are released early on Thursdays to allow teachers time to meet as a PLC twice a month. During this time, teachers meet collaboratively to plan lessons.

Each trimester, we study student progress and review the RTI groups in which students are placed according to their instructional needs in the area of ELA.

We discuss target students and best teaching practices to strengthen our instructional program and pacing to ensure all standards are being taught in a timely fashion and with the needs of SWD's and EL's as a priority.

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

Twice a year we collaborate with our PK program and calendar classroom visits and activities to transition them into TK and Kinder.

In addition, our 5th grade students attend orientation with the principal and counselor to transition them to middle school.

1. There is a need to provide planning time three times a year to:

- a. develop a plan of support for pre-K teacher partnerships with TK and Kinder teachers in addressing social-emotional development in the classroom, as well as more developmentally appropriate approaches to instruction in ELA and Math
- b. provide opportunities for ongoing interactions and personal connections with pre-k families such as family nights to learn tools for supporting their students in ELA and Math
- c. analyze the DRDP for Pre-K students to help TK and Kinder teachers understand where PK students are on the continuum of student learning.
- d. collaborate with PK to design activities that support our youngest in the UTK program.

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

Synthesis of finding:

English Learners have historically performed lower than their EO counterparts and have a significant achievement gap in ELA.

This last year they also dropped down in Math scores.

Need/Priorities:

There is a need to:

- ensure that all teachers are teaching both integrated and designated ELD
- ensure that our ELD program is using evidenced-based research and include both Designated and Integrated ELD.
- work with our districts EL TOSA to develop the skills of the lowest performing EL's
- continue implementing the principals of Teaching English through the Arts (TELA).
- refocus on EL Shadowing .

Extended learning activities

We offer Science Olympiad for students to participate in STEM activities.

Before and After School Tutoring will be offered by teachers.

Teachers will offer extra curricular clubs that all students can join.

Need/Priorities

There is a need for additional extra-curricular and enrichment activities that support closing achievement gap and encouraging improved attendance.

Opportunity and Equal Educational Access

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

The emphasis of our Multi-Tiered System of Support (MTSS) Program is to prevent delays with the students who are struggling academically.

Tier 1 is for all students and focus on best teaching practices for all students.

Our school provides Tier 2 and Tier 3 intervention to all students who are not performing at grade level.

Struggling students are placed in small groups based on norm-referenced assessments data and are provided targeted instruction in ELA and Math.

Need/Priorities

There is a significant need to hire academic and behavioral interventionists to work with students on targeted skills in SEL, ELA, and Math, especially our SWD's

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

Synthesis of Findings:

Math/ELA – ELs and SWDs have significant achievement gaps compared to other student groups

ELA – Grade 5 is not significantly improving standards

Math – Grades 4 and 5 are not improving or declining in meeting standards

School Climate – Chronic absenteeism especially among SWD's and thereby our ATSI focus for improvement,

Needs/Priorities:

There is a need to:

identify evidence-based practices being currently used grades 3-5 (ELA) and grades 3 and 5 (Math) to improve student achievement and support growing teacher practice

make it a priority to implement of evidence-based intervention strategies in classes (explicit instruction that includes establishing clear learning goals, modeling, timely, effective feedback, scaffolding

effectively implement, monitor and evaluate Lexia and Dreambox with most at-risk students

implement and monitor Integrated ELD across all content areas

have RSP teacher continue to work closely with general education teachers to better align our work to meet both the grade level standards as well as the goals on their IEPs.

recognize good attendance and set goals for students struggling with attendance.

Parental Engagement

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

Led by the principal, school wide assessment results are reviewed and interpreted by teachers in leadership and grade level teams. In addition, data is analyzed and interpreted by parents at ELAC and SSC.

Parents and staff analyze the data offer suggestions for closing the achievement gap.

Parents help guide the workshops and family nights that will help them better support their students.

Needs/Priorities:

There is a need to:

continue to educate parents on the basic language and math skills that can be supported at home.

train parents on Lexia, Dreambox and Accelerated Reader/MyOn.

educate parents on how to use AERIES- Parent Portal and Parent Square

educate parents on the importance of attendance and being at school on time.

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

Parents at Wing Lane are offered a wide variety of involvement opportunities from volunteering in classrooms, Booster Club, ELAC, SSC, and Coffee with the Principal.

Parent representatives involved in Wing Lane's School Site Council continually monitor the effective implementation of the Single Plan for Student Achievement where data information is shared in an ongoing fashion.

Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners.

Parent teacher conferences are held twice a year. At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child's performance. Feed back from these meeting is used when staff and parents complete the LCAP.

Needs/Priorities:

There is a need to continue:

funding supplies and materials for ELAC, SSC, and Coffee with the Principal Meetings.

the well-keeping of our copy machines to provide data and documentation for parent meetings

fund family nights with the focus on mastering the standards in ELA and Math as well as the importance of attendance to improve our Chronic Absenteeism (ATSI)

Funding

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

Synthesis of Findings:

Math/ELA – ELs and SWDs have significant achievement gaps compared to other student groups

ELA – Grade 5 is not significantly improving standards

Math – Grade 5 is not improving or declining in meeting standards

School Climate – Chronic absenteeism

Needs/Priorities:

Given the most current district data and common assessment data there is a need to:

Fund on site professional development in supporting SWD's and EL's

Hire an interventionist to support students that have minimal engagement, chronic absences or behavioral issues. I

interventionists will be trained in MTSS strategies to work effectively increase attendance and student achievement with the most at-risk students, their parents and teachers to support the transition from Distance Learning to hybrid or in-person instruction.

Fund incentives for behavioral and academic MTSS (all three tiers)

Provide paid release time to develop lessons that continue to implement designated and integrated ELD by utilizing the ELA/ELD standards to support EL students

Provide release time to all ow teachers to analyze student progress specifically SWD's

Provide site PD to equip teachers to continue to effectively use the following intervention programs: Lexia, Dream Box, Accelerated Reading MyOn

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
May 23, 2022	Principal Leadership Team	Review DIA Dreambox, Lexia, and Accelerated Reader Data
August 1-2, 2022	Teachers and Principal	Identification of previous year students' successes, needs, and potential trends. Analyze CASSP Results Review of Dreambox, Lexia, and Accelerate Reader use and goals Analyze ELPAC Scores Assess SEL and MTSS needs Calendar TELA events
Professional Learning Communities August 2022 11 and 18 September 2022 15 and 22 October 2022 13 and 20 November 2022 17 December 2022 8 and 15 January 2023 12 and 19 February 2023 9 and 16 March 2023 9 and 16 April 2023 13 and 20 May 2023 11	Teachers in Grade Level Teams and Professional Learning Communities Principal, support staff, District TOSA's	Analyze data: ELPAC/DIA's/ Dreambox/Lexia, and AR and identify student needs. Identify and address ongoing ATSI status and specific needs of needs of SWD's and EL's Research of best teaching practices, planning, review of implementation of professional development, and analysis of student error analysis- specifically to address ATSI and student groups most affected. Review attendance and possible solutions to ongoing chronic absenteeism.
Staff Meetings August 2022 16 September 2022 6 and 20 October 2022 4 and 18 November 2022 1 and 15	Teachers and Principal	Ongoing staff meetings and professional development opportunities for staff to develop implementation plan specific to meeting the needs and establishing cyclical goals. Focus on under performing populations: EL's, SWD's, and SED's Develop the integration of VAPA and ELD standards. Review and DIA results related to PLC goals. Identify new PLC goals, opportunities to meet needs of under performing populations.

<p>December 2022 6 January 2023 3 and 17 February 2023 7 and 14 March 2023 7 and 14 April 2023 18 May 2023 2 and 16</p> <p>Professional Development August 12, 2021 September 2, 2021 October 7, 2021 November 4, 2021 December 2, 2021 January 6, 2022 February 3, 2022 March 3, 2022 April 14, 2022</p>		<p>Evaluate effectiveness of Academic and Behavioral MTSS and the claims in math and ELA that need to be further addressed.</p>
<p>ELAC and SSC meetings Annual Title 1- 8/3/22 (pm) 8/3/22 (am) Annual ELAC - 8/4/22</p> <p>SSC SSC 1: 9/30/22 SSC 2: 10/28/22 SSC 3: 3/30/23 1:30 pm SSC 4: 3/30/23 2:30 pm SSC 5a: 4/20/23 1:30 pm SSC 5b: 4/20/23 3:00 pm</p> <p>ELAC ELAC 1: 09/29/22 ELAC 2: 10/27/22 ELAC3: 1/17/23 ELAC 4: 3/30/23 ELAC 5: 4/19/23</p>	<p>Principal, parents, teachers, and educational partners partners</p>	<p>Parent training and data/school plan discussion opportunities given to parents SSC members, ELAC members, calculation of climate surveys, recommendations for school improvement</p>

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

Provide a strong Tier 1 for ELA and strengthen Tier 2 and Tier 3 Academic Supports

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 ELA Indicator/CA Dashboard: Increase by +2 points from 2022 levels for student groups: Schoolwide, SED, EL Foster and Homeless Youth, and SWD's.	2023 CA Dashboard will be released December 15, 2023
ELA CAASPP 2023 <ul style="list-style-type: none"> • Increase by 10% schoolwide • Increase by 10% in each grade level 3rd-5th • Increase by 10% in each of the following student groups: • ELs • SWD • SED • Hispanic. 	School Wide: (22/23) 25% of Wing Lane's 3rd-5th Graders met or exceeded the grade level standards as measured by the Smarter Balance Assessment. This is DOWN by 10% from 21/22. This goal was not met. 3rd Grade 22/23 18% of 3rd grade student met or exceeded the state standards 2346 Not Met 55%, Nearly Met 25%, Met 13%, Exceeded 5% 21/22 56% of 3rd grade student met or exceeded the state standards 2434 Not Met 34%, Nearly Met 9%, Met 27%, Exceeded 29% 3rd Grade students did not meet the goal. Instead they dropped 38%. 4th Grade 22/23 29% of 4th grade students met or exceeded the state standards 2400 Not Met 53%, Nearly Met 17%, Met 21%, Exceeded 8% 21/22 39% of 4th grade students met or exceeded the state standards 2436 Not Met 40%, Nearly Met 20%, Met 32%, Exceeded 7% 4th Grade students did not meet the goal. Instead they dropped 10%. 5th Grade 22/23 25% of 4th grade students met or exceeded the state standards 2448 Not Met 41%, Nearly Met 33%, Met 20%, Exceeded 5%

	<p>21/22 23% of 4th grade students met or exceeded the state standards 2448 Not Met 45%, Nearly Met 30%, Met 16%, Exceeded 7% 5th Grade students did not meet the goal. Instead they grew 2%.</p> <p>Student Groups ELs (22/23) 0% Met/Exceeded (21/22) 23% Met/Exceeded=-23 goal NOT met SWD (22/23) 8% Met/Exceeded (21/22) 6% Met/Exceeded=+2 goal NOT met SED (22/23) 28% Met/Exceeded (21/22) 40% Met/Exceeded= -12 goal NOT met Hispanic (22/23) 22% Met/Exceeded (21/22) 37% Met/Exceeded= -15 goal NOT met</p> <p>Analysis: Data results indicate that overall students are performing lowest in Writing with 49% below standard. This is followed by 36% of students scoring in the below standard performance level in Research and Inquiry. Students did not meet the goals set and there is a need for continued professional development on:</p> <ul style="list-style-type: none"> • best teaching practices for developing all four skills tested on CAASPP • supporting SED's, EL's, and Hispanics in Writing and Research/Inquiry
<p>District ELA Interim Assessments:</p> <ul style="list-style-type: none"> • Increase by 10% in each grade level Kinder- 5th • Increase by 10% in each of the following student groups: • ELs • SWD • SED • Hispanic. 	<p>2022-23 District ELA Interim Assessments (Winter SMAP Reading) - 2022-23 SMAP assessments are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade:</p> <p>Kinder - 56% at 61st percentile or higher (44% are in the lowest percentile) 1st Grade - 45% at 61st percentile or higher (55% are in the lowest percentile) 2nd Grade - 20% at 61st percentile or higher (80% are in the lowest percentile) 3rd Grade - 32% at 61st percentile or higher (68% are in the lowest percentile) 4th Grade - 48% at 61st percentile or higher (52% are in the lowest percentile) 5th Grade - 47% at 61st percentile or higher (53% are in the lowest percentile)</p> <p>Overall: 41% of all K-5th Grade students at WL are at 61st percentile or higher (59% are in the lowest percentile)</p> <p>Student Groups: EL's 18% at 61st percentile or higher (82% are in the lowest percentile) SWD's 15% at 61st percentile or higher (85% are in the lowest percentile)</p>

	<p>SED's 42% at 61st percentile or higher (58% are in the lowest percentile) Hispanic 39% at 61st percentile or higher (61% are in the lowest percentile)</p> <p>Analysis: Reading is the most significant targeted area of growth with 23% of all students not meeting the ELA Writing Standards. Writing is the second most significant targeted area of growth with 19% of all students not meeting the ELA Listening Standards.</p> <p>Data indicates that students in grades 3-5 and SWD's met the goal, However other grades and student groups did not.</p> <p>In addition, there is a need for professional development on:</p> <ul style="list-style-type: none"> • best teaching practices for developing reading and writing skills • supporting ELD's in reading and writing 																		
<p>Lexia</p> <ul style="list-style-type: none"> • Decrease by 10% of students at Below Level • 100% of students using Lexia. 	<p>109/ 271 students met usage- Goal NOT met.</p> <table border="0"> <tr> <td>Kinder</td> <td>2/36</td> <td>0%</td> </tr> <tr> <td>1st</td> <td>39/43</td> <td>10% (4)</td> </tr> <tr> <td>2nd</td> <td>49/53</td> <td>41% (20)</td> </tr> <tr> <td>3rd</td> <td>44/45</td> <td>30% (13)</td> </tr> <tr> <td>4th</td> <td>50/52</td> <td>88% (44)</td> </tr> <tr> <td>5th</td> <td>42/42</td> <td>41% (20)</td> </tr> </table> <p>Analysis: Data indicates there is a need for more professional development in using Lexia effectively in the classroom.</p>	Kinder	2/36	0%	1st	39/43	10% (4)	2nd	49/53	41% (20)	3rd	44/45	30% (13)	4th	50/52	88% (44)	5th	42/42	41% (20)
Kinder	2/36	0%																	
1st	39/43	10% (4)																	
2nd	49/53	41% (20)																	
3rd	44/45	30% (13)																	
4th	50/52	88% (44)																	
5th	42/42	41% (20)																	

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

We implemented the following activities and strategies:

PLC's met twice a month and were focused on data analysis and embedding New Pedagogues for Deep Learning.
Intervention in small group instruction and after school tutoring.
Professional development was led by District TOSA's in Writing, Listening, Reading and Speaking
Rover sub was periodically used (when available) to allow for teachers to meet with students for data chats and goal setting
Efforts were made to hire an interventionist to work with the lowest achieving students.

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

We were unable to secure an interventionist to work with the lowest achieving students, and rover subs were not readily available to allow for teachers to meet with students for data chats and goal setting

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.

Rover sub will be periodically used (when available) to allow for teachers to meet with students for data chats and goal setting (Goal 1, Strategy 2)

Professional development with District TOSA's will be scheduled to help teachers develop best teaching practices in Writing and Research/Inquiry (Goal 1, Strategy 4)

Professional Development and consistent use of Heggerty (daily phonemic awareness instruction) (Goal 1, Strategy 4 and 9)

We will continue to pursue hiring an interventionist to work with our lowest performing students in developing their writing and listening (Goal 1, Strategy 8)

Students will be awarded with AR meeting goals incentives at the end of every incentive.

Medals for improving (at least one level up) in SMAP and CAASPP Bands

* Use classroom and SMAP data to determine intervention groups that service students (specifically ELs and SWDs) for six weeks at a time with pre and post data to allow for exit and entrance as needed.

* PLC's will develop rubrics for immediate feedback on student writing, ensuring timely feedback and opportunities to rewrite for ELs and SWDs

* 3rd grade is currently using Reading Progress, 2nd grade will begin using Reading Progress, with an emphasis on additional support for ELs and SWDs

Math

School Goal

Provide a strong Tier 1 for Math and strengthen Tier 2 and Tier 3 Academic Supports

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 Math Indicator/CA Dashboard: Increase by +2 points from 2022 levels for student groups: Schoolwide, SED, EL Foster and Homeless Youth, and SWD's.	2023 CA Dashboard will be released December 15, 2023
Math CAASPP 2023 <ul style="list-style-type: none"> • Increase by 10% schoolwide • Increase by 10% in each grade level 3rd-5th • Increase by 10% in each of the following student groups: <ul style="list-style-type: none"> • ELs • SWD • SED 	School Wide: (22/23) 12% of Wing Lane's 3rd-5th Graders met or exceeded the grade level standards as measured by the Smarter Balance Assessment. This is DOWN by 3% from 21/22. This goal was not met. 3rd Grade 22/23 14% of 3rd grade student met or exceeded the state standards Overall 2363 Not Met 55%, Nearly Met 28%, Met 11%,

- Hispanic..

Exceeded 3%
 21/22 50% of 3rd grade student met or exceeded the state standards
 Overall 2421 Not Met 34%, Nearly Met 13%, Met 30%, Exceeded 20%
 3rd Grade students did not meet the goal. Instead they dropped 10%.

4th Grade
 22/23 14% of 4th Grade students met or exceeded the state standards
 Overall 2400 Not Met 59%, Nearly Met 25%, Met 14%, Exceeded 0%
 21/22 23% of 4th Grade students met or exceeded the state standards
 Overall 2421 Not Met 45%, Nearly Met 32%, Met 15%, Exceeded 7%
 4th Grade students did not meet the goal. Instead they dropped 9%.

5th Grade
 22/23 4% of 5th Grade students met or exceeded the state standards
 Overall 2412 Not Met 71%, Nearly Met 23%, Met 2%, Exceeded 2%
 21/22 6% of 5th Grade students met or exceeded the state standards
 Overall 2400 Not Met 79%, Nearly Met 13%, Met 5%, Exceeded 1%
 5th Grade students did not meet the goal. Instead they dropped 2%.

ELs (22/23) 0% Met/Exceeded (21/22) 15% Met/Exceeded=-15 goal NOT met
 SWD (22/23) 5% Met/Exceeded (21/22) 2% Met/Exceeded=+3 goal NOT met
 SED (22/23) 14% Met/Exceeded (21/22) 27% Met/Exceeded= -13 goal NOT met
 Hispanic (22/23) 13% Met/Exceeded (21/22) 23% Met/Exceeded= -10 goal NOT met

Analysis:
 Concepts and Procedures continues to be the most significant targeted area with 62% of all students not meeting grade level standards.

Problem Solving & Modeling/Data Analysis is the second most significant targeted area with 58% of all students not meeting or exceeding the grade level standards.

Data results indicate that students did not meet the goals set and there is a need for professional development and parent education on:

- Concepts and Procedures/ Problem Solving/Data Analysis

<p>District Math Interim Assessments:</p> <ul style="list-style-type: none"> • Increase by 10% in each grade level 3rd-5th • Increase by 10% in each of the following student groups: <ul style="list-style-type: none"> • ELs • SWD • SED • Hispanic. 	<ul style="list-style-type: none"> • Supporting and SED's and EL's in math discourse <p>2022-23 District Math Interim Assessments (Winter SMAP Math) - 2022-23 SMAP assessments are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade:</p> <p>Kinder - 69% at 61st percentile or higher (31% are in the lowest percentile)</p> <p>1st Grade - 47% at 61st percentile or higher (53% are in the lowest percentile)</p> <p>2nd Grade - 20% at 61st percentile or higher (80% are in the lowest percentile)</p> <p>3rd Grade - 26% at 61st percentile or higher (74% are in the lowest percentile)</p> <p>4th Grade - 19% at 61st percentile or higher (81% are in the lowest percentile)</p> <p>5th Grade - 29% at 61st percentile or higher (71% are in the lowest percentile)</p> <p>Overall: 34% of all K-5th Grade students at WL are at 61st percentile or higher (66% are in the lowest percentile)</p> <p>Student Groups:</p> <p>EL's 20% at 61st percentile or higher (80% are in the lowest percentile)</p> <p>SWD's 19% at 61st percentile or higher (81% are in the lowest percentile)</p> <p>SED's 37% at 61st percentile or higher (63% are in the lowest percentile)</p> <p>Hispanic 32% at 61st percentile or higher (68% are in the lowest percentile)</p> <p>Analysis:</p> <p>Data indicates that only two grade levels met or exceeded the benchmark expectations although 4 grade levels grew the amount of students meeting or exceeding the expectations.</p> <p>All three student groups increased the percentage of students meeting or exceeding the benchmark standards.</p>
<p>Dream Box: Increase by 10% in each grade level K-5</p>	<p>DATA</p> <p>Analysis:</p> <p>Data indicates there is a need for more professional development in using Dreambox effectively in the classroom.</p>

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

We implemented the following activities and strategies:
IDP Goals were focused on growth in ELPAC and CAASPP-

PLC's met twice a month and were focused on data analysis and embedding New Pedagogues for Deep Learning.

Intervention in small group instruction and after school tutoring.

Professional development was led by District TOSA's in Concepts and Procedures/ Problem Solving/Data Analysis

Rover sub was periodically used (when available) to allow for teachers to meet with students for data chats and goal setting

Efforts were made to hire an interventionist to work with the lowest achieving students.

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

We were unable to secure an interventionist to work with the lowest achieving students, however classroom teachers provided intervention

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.

Further training for Dreambox is needed- we will schedule PD with District TOSA's to provide PD during Thursday early release days.

Monitor Dreambox usage monthly and share at monthly staff meetings.

Create Dreambox data spreadsheet to monitor students that are at-promise.

Triangulate data (CAASPP, SMAP, Dreambox) to monitor students that are at-promise.

Use data to form intervention groups (small groups) that forthcoming interventionist can work with and monitor.

PD with Math TOSA will be calendared to help teachers master teaching in Concepts and Procedures/ Problem Solving/Data Analysis

District Math TOSA will provide Parent Education in person for TK-2nd and 3rd-5th grade spans at least 4 times a year.

Teachers will use Thursday PD Days to hold drop-in Parent Education Classes to help them learn math concepts and strategies that will help their children in math.

* Work closely with the Math TOSA do target discourse in the classroom and to specifically support ELs and SWDs

* All teachers will use the TQE strategy to ensure all students (specifically ELs and SWDs) are able to articulate the concepts and procedures

* Use classroom and SMAP data to determine intervention groups that service students (specifically ELs and SWDs) for six weeks at a time with pre and post data to allow for exit and entrance as needed.

English Learner School Goal

Provide a strong Tier 1 for ELs in language proficiency and grade level content standards and strengthen Tier 2 and Tier 3 language and academic supports

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 CA Dashboard English Learner Progress Indicator - Increase the number of students progressing at least one ELPI Level	2023 CA Dashboard will be released December 15, 2023
2023 Summative ELPAC - Level 4 will increase by 10%	2023 Summative ELPAC Level 4: 9% 2022 Summative ELPAC Level 4: 19% Analysis: Instead of growing, we regressed 10 % in Level 4 Proficiency. Overall, EL's are struggling in reading and speaking.
Annual English Learner Reclassification Rates: Increase the reclassification rate by 10% from 2022	2023 9/72= 11% 2022 11/67= 14% Analysis: We dropped 3% in our reclassification rate and did not meet our goal.
EL Progress in Learning English: Grades K-5: Increase progress on Wonders ELD Assessments #1: 45% or more K-5 ELs will meet/exceed the 70% benchmark in at least 1 of 3 levels (Emerging, Expanding, Bridging) for 2022/23	2022-23 Wonders ELD Assessments #1 and #2 - Unable to access data.

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

Teachers were given time during during PLC and GLM to address EL's progress and design lessons that supported EL's
 Designated and integrated ELD took place in all classrooms.

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

Funding was implemented as intended.

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.

Given that grammar, listening comp, and reading comp (info) are the lowest scoring sections, there is a need to invest more funding into programs that support these areas
 In addition, there is a need to create individual learning plans and quality goals to ensure that students are progressing through the EL levels especially in the upper grades.

* Multilingual TOSA will work with PLC's to identify GLAD strategies that will build academic language.

- * EL Shadowing will be brought back
- * Teachers will work with Tech TOSA to implement using apps on the iPads that translate English into the EL's primary language to allow for front loading.

School Climate

School Goal

Provide a strong Tier 1 for behavior and attendance and strengthen Tier 2 and Tier 3 behavior/attendance supports

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 CA Dashboard Chronic Absenteeism - Decrease from 2022	2023 CA Dashboard will be released December 15, 2023
2023 CA Dashboard Suspensions - Decrease from 2022	2023 CA Dashboard will be released December 15, 2023
2022-23 ADA - Maintain or increase ADA from 2022	2023= 91% 2022= 90% Analysis: We met our goal of maintaining There needs to be a more consistent system on site for early detection and intervention of chronic absenteeism.
2022-23 Schoolwide Chronic Absenteeism - Decrease by 5% from 2022	For 22-23, chronic absenteeism was 35%. Foster: 50% (1 of 2) Homeless: 38% SWD: 34% EL: 34% SED: 35 % For 21-22, chronic absenteeism was 38%. Foster: 67% Homeless: 29% SWD: 46% EL: 45% SED: 39% Analysis: We decreased overall by 3%. Foster: decreased by 17% Homeless: increased by 9% SWD: decreased by 12% EL: decreased by 9% SED: decreased by 4%
2022-23 Schoolwide Suspensions	For 22-23, there were 0 students with 1 or more suspension(s). For 21-22, there were 0 students with 1 or more suspension(s).

Analysis: Suspensions is not an area of concern.

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

Continuation of Prizes and Certificates to promotes excellence in attendance, academics, and attitude.

Refocus on implementing the 16 Proactive Classroom Strategies

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

Funding was used to purchase prizes and incentives to encourage good behavior and improve attendance

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.

Wing Lane will be implementing an attendance campaign school wide

PBIS Strategies such as "coloring in" pages will be used daily to encourage attendance even if tardy.

Students with poor attendance will be pre-SARTed as well as SARTed. If need be, we will move to SARBing.

SWD/s: addressing chronic absenteeism during IEP's or holding addendums to address chronic absenteeism

TK-K build knowledge through parenting courses about the importance of developing healthy eating and sleeping habits to improve daily attendance.

There is a need to fund a mentorship program (check in/out) and incentives (attendance cards) for improved attendance among SWD's to address attendance improvement for ATSI

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 \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- Low Income	25.7% scored \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- English Learner	16% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Foster Youth	9.6% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- SWD	7.7% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Homeless	11.7% scored \geq 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, specifically SED's, SWD's and EL's, will increase their academic achievement in ELA as measured by the CA School Dashboard, CAASPP, SMAP, and Lexia.

Identified Need

Based on the comprehensive needs assessment all students need to continue to work towards meeting the grade level standards for ELA. SWD's, EL's, and SED's students demonstrate a significant achievement gap compared to other students in meeting or exceeding the ELA standards. As a result, there is a need to be consistent in providing ongoing support, differentiate instruction and assessment, provide timely and meaningful feedback and evidence based interventions to increase EL, SWD, and SED achievement. Additionally, there is a need to provide professional development to general education teachers in effectively implementing accommodations and modifications to SWD's and monitoring said implementation in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CA School Dashboard 1a. All Students 1b. SWD's 1c. EL's 1d. SED's	1a. 30.0 points below standard 1b. 102.9 points below standard 1c. 36.2 points below standard 1d. 31.3 points below standard	1a. Increase by 3 pts or more by Spring 2024 1b. Increase by 5 pts or more by Spring 2024 1c. Increase by 4 pts or more by Spring 2024 1d. Increase by 3 pts or more by Spring 2024
2. 2022 CAASPP 2a. All Students 2b. SWD's 2c. EL's 2d. SED's	2a. 39.24% Met/Exceeded 2b. 11.43% Met/Exceeded 2c. 23.81% Met/Exceeded 2d. 39.81% Met/Exceeded	2a. Increase by 3% by Spring 2024 2b. Increase by 5% by Spring 2024 2c. Increase by 4% by Spring 2024 2d. Increase by 3% by Spring 2024
3. SMAP Reading 3a. All Students \geq 61% of peers in national norm reference test	3a. 44% \geq 61% of peers in national norm reference test 3b. 14% \geq 61% of peers in national norm reference test	3a. Increase by 3% by Spring 2024 3b. Increase by 5% by Spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3b. SWD's >= 61% of peers in national norm reference test 3c. EL's >= 61% of peers in national norm reference test 3d. SED's >= 61% of peers in national norm reference test	3c. 8%>= 61% of peers in national norm reference test 3d.32% >= 61% of peers in national norm reference test	3c. Increase by 4% by Spring 2024 3d. Increase by 3% by Spring 2024
4. Lexia Core 5 Usage	44% of TK-5th grade students are meeting/exceeding the weekly usage goal for Lexia Core.	4. Increase student weekly usage by 6% by Spring 2024

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

1. Teacher release time to analyze the scores of SMAP data 3 times throughout the year of the following groups: ATSI- SWD's, EL's and SED's with a focus on planning interventions and supports for increasing achievement.

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)

5000

Source(s)

Title I, Part A
Teacher Release Time-Subs (Including benefits)
1.1 Teacher Release for data analysis

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

1. Teacher release time to analyze the scores of common assessments data 3 times throughout the year of the following groups: ATSI- SWD's, EL's and SED's with a focus on planning interventions and supports for increasing achievement.

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)

0.00

Source(s)

Title I, Part A
Teacher Release Time-Subs (Including benefits)
2.1 See ELA 1.1

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

1. Professional Development for teachers:
 - a. To continue to implement designated and integrated ELD by utilizing the ELA/ELD standards to support EL students
 - b. To relearn how to implement accommodations and modifications for SWD's
 - c. To use NWEA data to focus instruction and intervention for SED, SWD, and EL's.

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)

2600

Source(s)

Title I, Part A
Teacher Release Time-Subs (Including benefits)
3.1a. integrated ELD, b SWD's c. NWEA
3.1b Accomadations and modifications for SWD's
3.1c Intervention for SWD, EL, and SED

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

Students to be Served by this Strategy

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

All Students

Activity

Teachers receive professional development in unpacking the state standards and integration of ELD and VAPA standards at the site and district levels .
Increasing student engagement remains a focus and continued opportunities for training in student engagement strategies through Teaching English Learners through Art (TELA) are offered during the school year.

Need/Priorities

4.1 PD related to supporting SWD's

4.2 VAPA specialist to support teachers with the integration of VAPA/ELA/EL Standards

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)

4954

Source(s)

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
4.1. PD related to supporting SWD's

500.00

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
4.2 PD related to integration of VAPA/ELA/EL standards

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

Students to be Served by this Strategy

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

All Students

Activity

Use & Analysis of State and Local Assessment Data to address the academic needs of all students especially those most at-risk.

1. Additional hours for PLCs to monitor the effectiveness of the instructional program and develop the implementation of Research Based & Effective Strategies to support SWD's, EL's, and SED's and address the needs of our targeted ATSI needs.

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)

2000.00

Source(s)

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
5.1 Additional hours for teachers to collaborate in PLC's o support SWD's, EL's, and SED's and address the needs of our targeted ATSI needs.

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 Pre-K, Tk, Kinder and 5th Grade Students

Activity

Twice a year we collaborate with our PK program and calendar classroom visits and activities to transition them into TK and Kinder.

In addition, our 5th grade students attend orientation with the principal and counselor to transition them to middle school.

1. There is a need to provide planning time three times a year to:
 - a. develop a plan of support for pre-K teacher partnerships with TK and Kinder teachers in addressing social-emotional development in the classroom, as well as more developmentally appropriate approaches to instruction in ELA and Math
 - b. provide opportunities for ongoing interactions and personal connections with pre-k families such as family nights to learn tools for supporting their students in ELA and Math
 - c. analyze the DRDP for Pre-K students to help TK and Kinder teachers understand where PK students are on the continuum of student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
6.1 a-c see ELA 5.1 planning time for collaboration of Pre-K/TK/Kinder

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

7.1 After School Tutoring- to work with our ATSI targets student group- SWD's as well as EL's and SED's

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)

8089

Source(s)

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
7.1 Additional Hours for teachers for after school tutoring

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

8.1 Academic & Behavioral Rtl & MTSS - Tiered Interventions to support Tier 2 and Tier 3 students in all student groups to increase academic achievement and support behavioral intervention.

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)

26000	Title I, Part A Certificated Staff (Including benefits) Interventionist to help support the lowest performing students.
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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

Activity

9.1.Continue to use Accelerated Reader as an evidence-based practice for all student groups and MyOn to increase student engagement and achievement in all student groups
9.2 Continue to use Lexia to assist all student groups in developing literacy skills

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)
11700	Title I, Part A Contracted Services 9.1 Accelerated Reader and MyOn
0	District Funded Contracted Services 9.2 Lexia

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

Led by the principal, school wide assessment results are reviewed and interpreted by teachers in leadership and grade level teams. In addition, data is analyzed and interpreted by parents at ELAC and SSC.
Parents and staff analyze the data offer suggestions for closing the achievement gap.

10.1. Materials Family Nights: Parents help guide the topics for the workshops and family nights that will help them better support their students. Teachers gather materials to distribute and teach
10.2. Agendas (evidence-based) are provided for 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.

Amount(s)	Source(s)
3000.00	LCFF S&C Supplemental Supplies 10.1 Materials for Family Nights
2500.00	LCFF S&C Supplemental Supplies 10.2 Student Agendas

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)

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)

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, specifically SED's, SWD's and EL's, will increase their academic achievement in Math as measured by the CA School Dashboard, CAASPP, SMAP, and Dreambox.

Identified Need

Based on the comprehensive needs assessment all students need to continue to work towards meeting the grade level standards for Math SWD's, EL's, and SED's students demonstrate a significant achievement gap compared to other students in meeting or exceeding the Math standards. As a result, there is a need to be consistent in providing ongoing support, differentiate instruction and assessment, provide timely and meaningful feedback and evidence based interventions to increase EL, SWD, and SED achievement. There is also a need to hire an interventionist to work with the lowest performing students increase academic achievement and to address our targeted student groups in ATSI. Additionally, there is a need to provide professional development to general education teachers in effectively implementing accommodations and modifications to SWD's and monitoring said implementation in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CA School Dashboard 1a. All Students 1b. SWD's 1c. EL's 1d. SED's	1a. 70.5 points below standard 1b. 141.9 points below standard 1c. 86.3 points below standard 1d. 73.8 points below standard	1a. Increase by 3 pts or more by Spring 2024 1b. Increase by 5 pts or more by Spring 2024 1c. Increase by 4 pts or more by Spring 2024 1d. Increase by 3 pts or more by Spring 2024
2. 2022 CAASPP 2a. All Students 2b. SWD's 2c. EL's 2d. SED's	2a. 25.74% Met/Exceeded 2b. 5.71% Met/Exceeded 2c. 15% Met/Exceeded 2d. 27.11% Met/Exceeded	2a. Increase by 3% by Spring 2024 2b. Increase by 5% by Spring 2024 2c. Increase by 4% by Spring 2024 2d. Increase by 3% by Spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. SMAP Reading 3a. All Students \geq 61% of peers in national norm reference test 3b. SWD's \geq 61% of peers in national norm reference test 3c. EL's \geq 61% of peers in national norm reference test 3d. SED's \geq 61% of peers in national norm reference test	3a. 35% \geq 61% of peers in national norm reference test 3b. 9% \geq 61% of peers in national norm reference test 3c. 7% \geq 61% of peers in national norm reference test 3d. 23% \geq 61% of peers in national norm reference test	3a. Increase by 3% by Spring 2024 3b. Increase by 5% by Spring 2024 3c. Increase by 4% by Spring 2024 3d. Increase by 3% by Spring 2024
Dreambox \geq 5 Lesson Average a Week	25% of TK-5th grade students are meeting/exceeding the weekly usage goal for Dreambox	4. Increase student weekly usage by 5% by Spring 2024

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, especially the following student groups: SED, SWD, and EL's.

Activity

1. Teacher release time to analyze state and SMAP assessment at minimum 3 times throughout the year.
- 1.2 Analyze Dreambox data and align intervention to NWEA- SMAPS 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)

0.00

Title I, Part A
Teacher Release Time-Subs (Including benefits)
1.1 See ELA 1.1

0.00

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

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, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

2.1. Teacher release time to analyze the scores of common assessments data 3 times throughout the year of the following groups: ATSI- SWD's, EL's and SED's with a focus on planning interventions and supports for increasing achievement.

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)

2469

Source(s)

Title I, Part A
Teacher Release Time-Subs (Including benefits)
2.1 ATSI- SWD's, EL's and SED's

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

Students to be Served by this Strategy

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

All Students, especially the following student groups: SED, Hispanic, SWD, and EL's.

Activity

3.1.Math PD for supporting SWD's with modifications and accommodations
3.2.. Math PD for supporting SED's and EL's in Math using Dream box

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)

2600

Source(s)

Title I, Part A

	Professional Development (Conferences & Workshops) 3.1 Supporting SWD's- ATSI with academic achievement
0.0	District Funded Professional Development (Conferences & Workshops) 3.2 supporting SED's and EL's in math

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

Students to be Served by this Strategy

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

All Students

Activity

Teachers receive professional development in unpacking the state standards and integration of ELD with Math standards at the site and district levels .

Need/Priorities

4.1. There is a need for our district EL specialist to work with staff in the area of EL instructional strategies to support EL's in Math

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)

2954.00

Source(s)

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
4.1 PD provided by district EL TOSA's to support EL's in academic achievement in math

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

Students to be Served by this Strategy

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

All Students

Activity

5.1. Additional hours for PLCs to monitor the effectiveness of the instructional program and develop the implementation of Research Based & Effective Strategies to address ATSI needs for SWD's, EL's, and SED's

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5.1 see ELA 5.1

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 and Families

Activity

10.1 Materials foir Family Math Nights- to help parents understand and support their kids in practicing new math concepts:
Pencils, crayons, notebooks, handouts zip lock bags, manipulatives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I Parent Involvement Supplemental Supplies 10.1 Material for Family Math Nights

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learner

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

English learners will increase their language proficiency as measured by English Learner Progress Indicator on CA School Dashboard, Summative ELPAC Level 4, and English Learner Reclassification Rate.

Identified Need

There is a need to:

- ensure that our ELD program is using evidenced-based research and include both Designated and Integrated ELD.
- work with our districts EL TOSA to develop strong integrated ELD lessons and offer PD in supporting EL's that are SWD's
- continue implementing the principals of Teaching English through the Arts (TELA)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	58.3% of WL EL's are making progress towards English language proficiency	Increase by 2% or more
Summative ELPAC Level 4	19% of EL's are scoring at a level 4 on the Summative ELPAC	Increase by 2% or more
English Learner Reclassification Rate	16.5% (13 students) were reclassified	Increase by 2% (1 student) 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)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

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- Specifically EL's

Activity

Daily use of
7.1. Mystery Science to increase academic vocabulary for EL's
7.2. Books for Library to build reading and comprehension skills to support all readers, especially our most struggling.
7.3 Flocabulary- web-based videos aligned to all subject matters that help increase academic vocabulary for EL's

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

2000	Title I, Part A Contracted Services 7.1 Web based Mystery Science
15000	Title I, Part A Books (Excluding core textbooks) 7.2 Books for library to build reading comp
3800	Title I, Part A Contracted Services 7.3 Web based Flocabulary

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

Activity

1. During PLC's Teachers will
 - a. identify evidence-based practices being currently used grades 3-5 (ELA) and grades 3 and 5 (Math) to improve student achievement and support growing teacher practice
 - b. monitor and evaluate the effectiveness of Lexia, Dreambox, AR and MyOn
 - c. identify and develop evidence-based intervention strategies for all under performing student groups.

2. In the Classroom Teachers will:
 - a. implement evidence-based intervention strategies in classes (explicit instruction that includes establishing clear learning goals, modeling, timely, effective feedback, scaffolding)
 - b. implement daily use of Lexia, Dreambox, AR and MyOn
 - c. implement and monitor Integrated ELD (SDAIE and GLAD strategies) across all content areas
 - d. RSP teacher continue to work closely with general education teachers to better align our work to meet both the grade level standards as well as the goals on their IEPs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded Certificated Staff (Including benefits) 1.a-c will be done on Thursday's - early release days
0.00	District Funded Certificated Staff (Including benefits) and 2.a-c will be done on Thursday's - early release days

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- Specifically EL's

Activity

- 9.1. Planning Time to
 - a. Conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Planning time to set goals based on data.

- b. Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems.
- c. Provide high-quality vocabulary instruction throughout the day- using TELA and Glad Strategies Strategies
- d. Ensure that teachers of English Learners devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiency work together on academic tasks in a structured fashion.
- e. Use student profiles to identify student groups including ELs and RFEPs, to differentiate instruction while using agreed upon common Integrated ELD strategies in the classroom.
- f. Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format.
- g. Monitor EL students that are close to meeting reclassification criteria. At -Risk of 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. RFEP students to ensure that they are making satisfactory progress.

9.2. Art Masters- Art Program Integration of VAPA/ELA/Art Standards

9.3. Conga Kids- Dance History and development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded Certificated Staff (Including benefits) 9.1 a-g Planning time during PLC's and Grade Level Meetings
7000.00	LCFF S&C Contracted Services 9.2 Art Masters- Art Integration
4000	LCFF S&C Contracted Services 9.3 Conga Kids- Arts integration

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate and Student 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

School Climate:

All students, specifically SWD's, SED's and EL's, will be provided with safe, positive learning environments that result in increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community. As measured by CHKS

Student Engagement: All students, specifically SWD's, SED's and EL's, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and decreased Chronic Absenteeism as measured by AERIES.

Identified Need

The comprehensive needs assessment indicates that there is a need to strengthen Tier 1 of MTSS and reteach/implement the 16 proactive classroom management strategies and to continuously monitor its effectiveness. In addition, there is a need to hire office personnel that can assist in monitoring attendance. There is a need to continue the prizes and awards for attendance, attitude, and academics.

There is a need to improve Chronic Absenteeism amongst all students especially SWD's

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CHKS Grade 5 a. 20 of 39 5th graders took the CHKS survey b. "Safe or Very Safe" Overall Perception c. "Agree/Strongly Agree" Overall Connectedness	1a. 51% of 5th graders took the CHKS survey. 1b. 75% of the 20 5th Grade students that took the CHKS survey perceived WL as being safe. 1c. 71% of the 20 5th Grade students that took the CHKS survey agree that they feel connected with at least one adult on campus.	1a. increase by 25% or more 1b. increase by 15% or more 1c. increase by 19% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. TK-5 Attendance Rate on AERIES	2. ADA as of 4.21.23 was 91%	2. Increase by 2% or more
3. Chronic Absenteeism Rate a. All b. EL c. SWD (ATSI) d. SED	3a. 42.4% 3b. 48.6% 3c. 50.8% 3d. 43.4%	3a. decrease by 5%or more 3b. decrease by 5%or more 3c. decrease by 6%or more 3d. decrease by 5%or more

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

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

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

ALL- Specifically students with high Chronic Absenteeism (ATSI) and poor attendance

Activity

7.1 Code Campus will serve in engaging all students- specifically students with high Chronic Absenteeism (ATSI) and poor attendance- in using coding and developing their interest in computer science aligned with STEAM and Robotics.

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)

27100

Source(s)

LCFF S&C
Contracted Services
7.1 Code Campus will serve in engaging all students- specifically students with high Chronic Absenteeism (ATSI) and poor attendance

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 specifically

Activity

- 9.1. Prizes and Certificates to promote excellence in attendance, academics, and attitude for all students especially students with chronic absenteeism (ATSI)
- 9.2. Field trip Interprogram Transportation- experiences for all students especially for students struggling with poor attendance and chronic absenteeism.

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)
6216.00	LCFF S&C Supplemental Supplies 9.1 prizes and certificates- or all students especially students with chronic absenteeism (ATSI)
4500	LCFF S&C Contracted Services 9.2 Field trip Interprogram Transportation- experiences for all students especially for students struggling with poor attendance and chronic absenteeism.

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

1. Office Assistant- responsible for inputting, monitoring, and communicating the school attendance for all students with a particular focus on SWD's to address ATSI.
2. MTSS Tiers 1-3 to support all students with academic and behavioral support- especially SWD's with Chronic Absenteeism (ATSI)
 - a. Early Warning Systems: Time for teachers to complete Universal Screening in the Fall and Spring- Counselor led,
 - b. Mentoring: Check in/Check out with an adult that the student has a connection with and trusts
 - c. Interagency Case Management- Work with Care Solace to facilitate referrals. Work directly with ENKI or Family Foothill to help students with mental and socio-emotional needs.
3. School Nurse addressing medical conditions of students whose parents may believe restrict them from attending school.
4. Basic supplies and materials for 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.

Amount(s)	Source(s)
20376	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10.1 Office Assistant
1000	LCFF S&C Supplemental Supplies 10.2 a-c Supplies to run the mentorship program to support MTSS Tier 1 for all students- especially SWD's with Chronic Absenteeism (ATSI)
1000	LCFF S&C Supplemental Supplies 10.3 Materials and supplies needed by the nurse to present to parents and document meetings with students.
10584	LCFF Base Supplemental Supplies 10.4. Basic materials for all students: copy paper, construction paper, markers, folders, glues sticks, paint, scissors, colored pencils, white board markers, pencils, whiteboards, tape, envelopes, rulers, paintbrushes, pens, staplers, staples. post its, highlighters, note pads, pencil sharpeners, chart paper

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

Activity

1. Student supervision outside during morning arrival, morning recess, lunch and after school supervision to create a safe environment.
3. Copy machine repairs

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)
11000	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 10.1 Site Supervision Aides
3200	LCFF S&C Maintenance Repairs/Agreements 10.3 Copy machine repairs

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)	\$90,666
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)	\$90666
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	\$1,500.00
Title I, Part A	\$89,166.00

Subtotal of federal funds included for this school: \$90,666.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF Base	\$10,584.00
LCFF Basic	\$11,000.00
LCFF S&C	\$80,392.00

Subtotal of state or local funds included for this school: \$101,976.00

Total of federal, state, and/or local funds for this school: \$192,642.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	10,584.00
LCFF Basic	11,000.00
LCFF S&C	80,392.00
Title I Parent Involvement	1,500.00
Title I, Part A	89,166.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	15,000.00
Certificated Staff (Including benefits)	26,000.00
Classified Instructional/Support Staff (Including Benefit)	31,376.00
Contracted Services	60,100.00
Maintenance Repairs/Agreements	3,200.00
Professional Development (Conferences & Workshops)	2,600.00
Supplemental Supplies	25,800.00
Teacher Release Time-Subs (Including benefits)	10,069.00
Teacher Workshop/Additional Hrs (Including benefits)	18,497.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	District Funded	0.00
Professional Development (Conferences & Workshops)	District Funded	0.00
Supplemental Supplies	LCFF Base	10,584.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Basic	11,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	20,376.00
Contracted Services	LCFF S&C	42,600.00
Maintenance Repairs/Agreements	LCFF S&C	3,200.00
Supplemental Supplies	LCFF S&C	13,716.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	500.00
Supplemental Supplies	Title I Parent Involvement	1,500.00
Books (Excluding core textbooks)	Title I, Part A	15,000.00
Certificated Staff (Including benefits)	Title I, Part A	26,000.00
Contracted Services	Title I, Part A	17,500.00
Professional Development (Conferences & Workshops)	Title I, Part A	2,600.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	10,069.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	17,997.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	66,343.00
Goal 2 - Math	9,523.00
Goal 3 - English Learner	31,800.00
Goal 4 - School Climate	84,976.00

Duty Statements - Title I funded positions (FTE only)

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

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
Shirley Rogers				X	
Jessica Gunter				X	
Ana Reyes				X	
Alejandra Sanchez				X	
Adrianna Becerril Juarez				X	
Chrissy Koester		X			
Kristen Weir		X			
Renee Ebert		X			
Iliana Rivera			X		
Tabitha Blanton	X				
Numbers of members of each category:	1	3	1	5	

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

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

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
Maria Benitez			X	
Clarissa Candelas			X	
Maria Ramirez			X	
Chrissy Koester		X		
Tabitha Blanton	X			
Numbers of members of each category:	1	1	3	

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: 04.20.23

Attested:



Principal, Tabitha Blanton on 4.20.23



SSC Chairperson, Shirley Rogers on 4.20.23

Evidence-Based Interventions

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

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

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

- X English Language Arts (3-8,11)
- X Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

- | |
|---|
| <ul style="list-style-type: none">All StudentsEnglish LearnersFoster YouthHomelessRace/Ethnicity – SpecifySocioeconomically DisadvantagedX Students with Disabilities |
|---|

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

- X Strong
- Moderate
- Promising

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

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

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

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

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

X New

Continuing

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

ELA - Lexia® Core5® Reading
Math- Dream Box

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. Core5 was built on Structured Literacy, Core5 is intended to help provide equitable learning opportunities for all students, as well as to transform student learning for success and well-being. By enabling educators to provide differentiated literacy instruction for students of all abilities, Lexia's research-proven program helps substantially reduce students' risk of not meeting grade-level standards while still being able to give accelerated and on-track students the instruction they need to thrive.

SPSA Goal 1 Strategy 1

Dreambox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K-5 and focuses on Number and Operations, Place Value, and Number Sense. The program aims to individualize instruction for each student using unique parts through the curriculum that match each student's level of comprehension and learning style.

SPSA Goal 2 Strategy 1

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

SPSA Goals

Lexia 60% of grades TK-5th will meet/exceed their weekly min goals.

DreamBox: All grades TK-5th will meet or exceed 5 lessons weekly.

PLC mins will reflect the goals being met.

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

N/A

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

\$

Evidence-Based Interventions

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

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

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

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

X Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
X Students with Disabilities

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

X Strong

Moderate

Promising

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

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

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

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

X Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

X <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/>

Other-Specify and Provide Link to Study:

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

X New

Continuing

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

TIER I Interventions

Effective Messaging and Engagement: Nudging Parents and Students, Positive Messaging, Incentives
Removing Barriers to Attendance: Breakfast for All
Improving School Climate: Relevant—and Culturally Relevant—Curriculum, Threshold Greetings, Rethinking Recess, Restorative Discipline Practices

TIER II Interventions

Effective Messaging and Engagement: Early Warning, Mentoring
Removing Barriers to Attendance: Addressing Asthma

TIER III Interventions

Truancy Courts
Inter-agency Case Management

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

Tier 1

Nudging Parents and Students: Gentle reminders to parents and caregivers about absences- text messages via Parent Square, letters sent home that need to be signed and returned.
Positive Messaging- Challenge 5/Strive for less than 5 absences- Phone calls home to let them know that they were missed

Incentives- Attendance Student Store

Breakfast or All- Providing Free Breakfast for ALL students to reduce the stigma of Free or Reduced lunch and to encourage all students to eat.

Relevant—and Culturally Relevant—Curriculum: Voice in Choice for all students. Includes and represents all.

Threshold Greetings: Personal Greetings by the Principal as students enter the school and before walking into their classroom by the classroom teacher gives students a sense of belong

Rethinking Recess: Mentors that can serve during recess to lead games and ensure that recess time is inclusive.

Restorative Discipline Practices- students come together in peer-mediated small groups to talk, ask questions, and air grievances. This allows for reconciliation and acceptance back into the classroom to void missing out on instruction.

SPSA Goal 4 Strategy 9

Tier 2

Early Warning Systems: Universal Screening in the Fall and Spring- Counselor led, all teachers complete the universal screener for their students.

Mentoring: Check in/Check out with an adult that the student has a connection with and trusts

Addressing Asthma: Having School Nurse teach parents especially in PK-Kinder on how to use asthma control medications and how to recognize when a child needs to see a doctor or visit an emergency room.

In addition, the school nurse can teach older students how to take steps to prevent asthma?symptoms. In addition, kids can learn how to recognize the symptoms of asthma when they first occur and carry out appropriate management?steps. The school Nurse can also discuss and solve asthma-related problems with parents, medical professionals, teachers and friends of students. Students can feel more confident about taking care of their asthma daily.

SPSA Goal 4 Strategy 10

Tier 3

Truancy Courts- establish an absence intervention team to work with those students considered habitually

truant.

Inter agency Case Management- Work with Care Solace to facilitate referrals. Work directly with ENKI or Family Foothill to help students with mental and socio-emotional needs.

SPSA Goal 4 Strategy 10

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

Chronic Absentism:

Schoolwide ADA will increase from 91% to 92%

SWD's ADA from 89% to 90%

CHKS

School Connectedness: 71% to 75%

Caring Relationships: 58% to 65%

Anti-bullying Climate: 67%-75%

Monthly attendance reports will be evaluated and analyzed in PLC's to ensure all student groups - especially SWD's are on track for meeting Attendance Goals

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

N/A

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

\$

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

Distrito 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 provide und 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