



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template



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

This school plan, developed by the Orange Grove Middle School 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
Orange Grove Middle School	19734456014328	4/26/23	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

The Purpose of this plan is to meet State and Federal requirements under ESSA. The purpose of a Schoolwide Program is to utilize the concentration of funding resources to generate high levels of academic achievement in core subjects for all students, especially those students most in need, including our Students with Disabilities as identified for ATSI in the areas of Math, ELA, Chronic Absenteeism and Suspensions. The purpose is achieved through high quality instruction, comprehensive reform strategies that are based on the use of scientifically based research, strategies to improve teacher quality and professional development, as well as consolidated use of funds. Schoolwide programs utilize all allocated funds to increase the amount and quality of learning time for all students. The comprehensive school plan embraces a high-quality curriculum that ensures all students meet the state's rigorous academic standards. The school evaluates on an ongoing basis, in collaboration with staff, parents, and community members, the impact of services on student achievement. Moreover, the school evaluates the outcomes of the school plan and the plan's implementation to determine whether the academic achievement of all students, particularly of low-achieving students, improved, and whether the goals and objectives in the plan were achieved. The school plan is monitored on a regular basis and revised as necessary based on students' needs. This includes adjusting our focus to address our SWD student group, as based on our school's overall 2022 results for "Additional Targeted Support and Improvement" (ATSI) in ELA, math, chronic absenteeism, and suspensions.

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.

Orange Grove Middle School is a school wide Title Program School. Orange Grove supports all teachers with the district-adopted, instructional platform Canvas by providing individualized and differentiated professional development. Professional development topics with staff include how to virtually support English Language Learners and Special Education students, additional ways to virtually check for understanding, ways to use technology to facilitate students' voice and choice, as well as ways to make Canvas more user-friendly.

Orange Grove Middle School is working to close the achievement gap for our ATSI targeted group, students with disabilities (SWD) population with a strategic focus on providing RSP support in general education classes, two periods of Study Skills classes grouped by grade-level, and access to adaptive, online math and Language Arts intervention tools of DreamBox and Lexia learning to complement strong classroom instruction. The online intervention tools are aligned with rigorous, standards-aligned curriculum and provide personalized learning experiences in math and reading designed to assess mastery and individual student progress based on demonstrated mastery of a concept. Interventionist will support SWD improve suspension and chronic absenteeism through continuous monitoring and mentoring plans of support.

Orange Grove will further close the achievement gap with targeted, at-risk students including English Language Learners through push-in and pull-out services as provided by the mentoring, monitoring, and motivating of two Intervention Teachers. The Intervention Teachers will provide Tier 2 behavioral and academic supports as well as serve as community liaisons with parents.

In addition to our academic supports, Orange Grove is committed to providing and fostering social and emotional supports that enable every students to thrive and succeed including students who are homeless, foster, and historically at risk through continual mentoring, monitoring, and motivating.

Finally, Orange Grove is also incorporating additional online software/apps in which increase students' online user experience and level of engagement through the use of CANVAS, Dreambox, and Lexia programs.

School Vision and Mission

Orange Grove Vision Statement

Orange Grove students will be well-rounded individuals who exemplify respect, take responsibility for their choices/actions, and understand the value of hard work and integrity.

Orange Grove Mission Statement

Orange Grove Middle School is focused on inspiring students to thrive academically and develop socially by providing meaningful experiences and engaging instruction in a positive learning environment.

School Profile

Orange Grove Middle School lies in the western section of the City of Hacienda Heights and operates on a traditional school calendar. The school is committed to providing a strong instructional program as well as social and emotional supports for all students to ensure excellence in education. Orange Grove Middle School is proud to have received both the California Gold Ribbon, Title I Achievement, California Civic Learning Awards and most recently the National School's to Watch designation and California Pivotal Practice Award award.

During the 2021-2022 school year, the school serves 305 students in grades sixth through eighth. We serve a high number of both intra and inter transfer students. The Average Daily Attendance for 2021-2022 92%. The ethnicity is made up of 92.5% Hispanic, 2.6% Caucasian, 2.6% Asian, and 0.58% multi-ethnic. Out of the total school population, 78.2% qualify for Free and reduced lunch, 10% are GATE students, 13% are students with disabilities, 0.005% are foster youths, and 0.03% are homeless. There are a total of 54 English Language Learners (ELs). There are no ELPAC scores from the 2019-2020 school year due to emergency conditions of the worldwide pandemic/COVID-19 and March school closures.

Hacienda La Puente Unified School District annually provides a student Conduct Code or Expectations for each of its sites which is supplemented by a set of behavioral standards developed by Orange Grove Middle School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. In 2019-2020 the school 19 incidents resulting in a School Suspension. The Universal interventions and student support provided to students include a schoolwide incentive program, Social-emotional learning curriculum, an explicitly taught student behavior matrix (Code of Conduct), and proactive classroom strategies. The Tier 2 level of student

behavioral support includes Check and Connect, Class pass, positive peer reporting, self-monitoring, and behavior contracting. Finally, the Tier 3 level of student behavioral support includes replacement behavior training and Functional Behavioral Assessment-based behavior intervention plan.

The school administered the CAASPP after a two year pause due to COVID. The 2019-2020 California Assessment of Student Performance and Progress was not taken by any student in the State of California due to the emergency conditions of the worldwide pandemic/COVID-19 and March school closures. Key improvement actions to support student learning include providing student access to daily Homework Club provided by Intervention Teachers and small group or individual tutoring provided by Core Teachers for struggling students to achieve grade level standards, continuing Kagan Cooperative Learning structures in all classrooms, collaboration time for grade-level and department PLCs, co-teaching model for 7th and 8th Grade RSP students, and intervention program in which monitors and motivates students toward increasing academic achievement.

Orange Grove Middle School Staff believes in developing well-rounded students through offering solid curriculum, engaging instruction, and extra-curricular activities. Elective courses offered schoolwide are Associated Student Body, Band, Law Enforcement Academy, Spanish Culture, Health and Nutrition, Art, Performing Arts, STEAM, Makerspace, and Robotics. Clubs and enrichment programs include Ocelots United, Project LEAD, Community Service Club, and Science Olympiad.

Orange Grove Middle School is comprised of 16 certificated teachers and 100% of them are highly qualified. The counseling and support staff include 1 Counselor, 1 Nurse, 1 School Psychologist, 1 Special Education Resource Specialist, 2 Special Day Class Teachers, 1 Speech Pathologist, and 4 Special Education Aides. There are also 2 Intervention teachers to support student achievement.

Parents and the community are very supportive of the educational program at Orange Grove Middle School. Many programs and activities are enriched by the support of parents and the community, including the Parent Teacher Student Association (PTSA) and numerous local businesses. The school's Shared Decision-Making committee and English Learner Advisory Committee are comprised of parents who are active participants of each perspective parent advisory council. All members of the committees advise and provide input to the principal of the school priorities and budget.

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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%			0
African American	0.9%	0.98%	0.33%	3	3	1
Asian	3.3%	3.91%	2.95%	11	12	9
Filipino	0.9%	0.65%	0.66%	3	2	2
Hispanic/Latino	91.7%	90.23%	92.13%	309	277	282
Pacific Islander	%	0.33%	0%		1	0
White	2.4%	2.61%	1.97%	8	8	6
Multiple/No Response	%	0.33%	0.98%		1	3
Total Enrollment				337	307	306

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	112	94	98
Grade 7	106	111	95
Grade 8	119	102	113
Total Enrollment	337	307	306

Conclusions based on this data:

1. Student population continues to be predominately Hispanic/Latino with 92.13%.
2. Overall student population by grade level has maintained.
3. Overall student enrollment has decreased.

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	59	58	61	17.50%	18.9%	20.0%
Fluent English Proficient (FEP)	75	64	57	22.30%	20.8%	18.7%
Reclassified Fluent English Proficient (RFEP)	7	6		11.9%	9.40%	

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			
06	2	0	8	14	24	11	35
07	1	1	8	11	21	26	47
08	1	0	8	7	16	30	46

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			
06	2	0	18	0	20	18	38
07	1	1	15	0	17	18	35
08	2	1	18	0	21	14	35

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			
06	2	0	18	0	20	18	38
07	1	1	15	0	17	18	35
08	2	1	18	0	21	14	35

Conclusions based on this data:

1. The percentage of student that are ELs has increased from 17.5% in 2020-21 to 20% in 2022-23, while the percentage of FEPs has decreased from 22.3% in 2020-21 to 18.7% in 2022-23.

2. The number of LTELs increased from 24 in 2019-20 to 51 in 2020-21.
3. The number of reclassified students decreased from 67 in 2019-20 to 50 in 2020-21.

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
305	72.8	20	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Orange Grove Middle School.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	20
Foster Youth		
Homeless	16	5.2
Socioeconomically Disadvantaged	222	72.8
Students with Disabilities	54	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Asian	9	3
Filipino	2	0.7
Hispanic	281	92.1
Two or More Races	3	1
White	6	2

Conclusions based on this data:

1. A majority of students are socioeconomically disadvantaged at 80% of the population.
2. A majority of students are Hispanic.

3. Approximately 14% of the student population consists of students with disabilities.

School and Student Performance Data






2. Overall Performance

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.

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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."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Red		
English Learner Progress  Orange		

Conclusions based on this data:

- In 2019 all students stayed in the "Orange" in terms of making minimal progress in state testing in the subjects of English/Language Arts and Mathematics.
- In 2019 students were in the "Yellow" in terms of improving rates for students with chronic absenteeism.
- In 2019, there was an increase of suspension rates.

School and Student Performance Data

3. Academic Performance 1. English Language Arts

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.

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>30.9 points below standard</p> <p>Increased +4.5 points</p> <p>289 Students</p>	<p>Orange</p> <p>61.7 points below standard</p> <p>Decreased -9.5 points</p> <p>68 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>76.9 points below standard</p> <p>13 Students</p>	<p>Yellow</p> <p>34 points below standard</p> <p>Increased +5.7 points</p> <p>268 Students</p>	<p>Orange</p> <p>129.7 points below standard</p> <p>Increased Significantly +18 points</p> <p>57 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.2 points below standard Increased +3.9 points 267 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.6 points below standard Decreased -7.9 points 49 Students	5 points above standard Increased Significantly +16.2 points 19 Students	33.9 points below standard Increased +7.7 points 179 Students

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard, English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged students scored 36.6, 115.8, and 14.7 points respectively below proficiency standards.
2. All students made minimal progress in English/Language Arts assessment based on the Fall 2019 dashboard.
3. Based on the 2019 Fall Dashboard, Hispanic students made minimal progress in the English/Language Arts state assessment from the previous year. They scored 13.1 points below proficiency standards.

School and Student Performance Data

Academic Performance 2. Mathematics

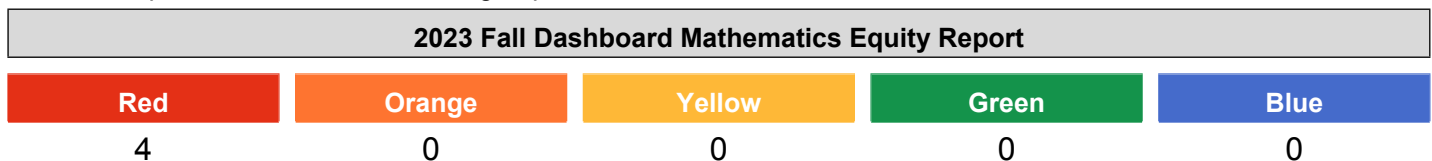
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Red 96.8 points below standard Decreased -11.1 points 287 Students	English Learners Red 131.3 points below standard Decreased Significantly -27.8 points 68 Students	Foster Youth No Performance Color 0 Students
Homeless 159.3 points below standard 13 Students	Socioeconomically Disadvantaged Red 100.7 points below standard Decreased -10.9 points 266 Students	Students with Disabilities Red 205.9 points below standard Decreased Significantly -26.8 points 56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 100.9 points below standard Decreased -9.4 points 266 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150 points below standard Decreased Significantly -26.4 points 49 Students	82.8 points below standard Decreased Significantly -17.4 points 19 Students	96.1 points below standard Decreased -3.9 points 178 Students

Conclusions based on this data:

1. Based on the Fall 2019 Dashboard, all students maintained in the Orange in terms of making progress in Math state assessments. All students are 55.8 points below proficiency standards.
2. In Math, English Language Learners and the McKinney Vento populations declined significantly in making academic progress. Students with Disabilities struggled significantly in making gains in academic progress. in Math based on the 2019 Fall Dashboard.
3. Based on the Fall Dashboard in Mathematics, the Hispanic population made minimal gains in comparison to the prior year and are still 63.6 points below standard.

School and Student Performance Data

3. Academic Performance English Learner Progress

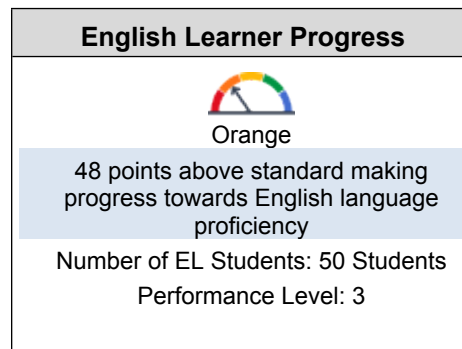
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
6	20	3	21

Conclusions based on this data:

1. 26.7 % of English Language Learners increased at least one English Learner Progress Indicator Level on the state ELPAC assessment. 14.7 % of English Language Learners maintained achievement of Level 4 on the ELPAC assessment.
2. Based on the 2019 Fall Dashboard, 44.6 % of students are making progress in goals towards English language proficiency.
3. 35.7% of English Language Learners maintained making progress towards English proficiency standards while only 19.6% of ELLs decreased one level in comparison to the previous year.

School and Student Performance Data

4. Academic Engagement 1. Chronic Absenteeism

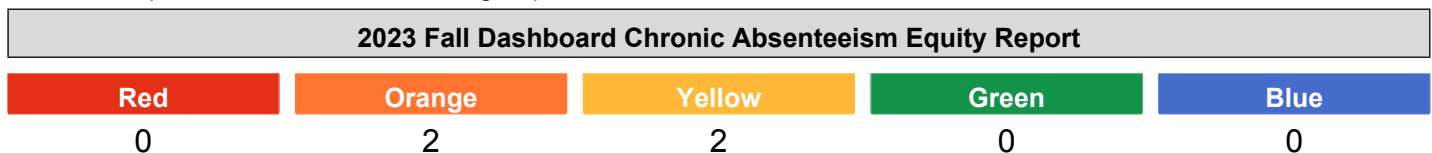
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 26.8% Chronically Absent Declined Significantly -8.7 317 Students	English Learners Orange 33.3% Chronically Absent Declined -11.7 63 Students	Foster Youth No Performance Color 0 Students
Homeless 58.8% Chronically Absent Declined -7.8 17 Students	Socioeconomically Disadvantaged Yellow 27.6% Chronically Absent Declined Significantly -10 293 Students	Students with Disabilities Orange 46.3% Chronically Absent Declined -15 67 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.3% Chronically Absent Declined Significantly -9.4 289 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Based on the 2019 Dashboard for Chronic Absenteeism rates, students with disabilities struggled with attending school regularly and on time.
2. All students maintained in the 'Yellow' in terms of making progress in improving rates of school attendance.
3. English Language Learners improved rates of school attendance.

School and Student Performance Data

5. Conditions & Climate 1. Suspension Rate

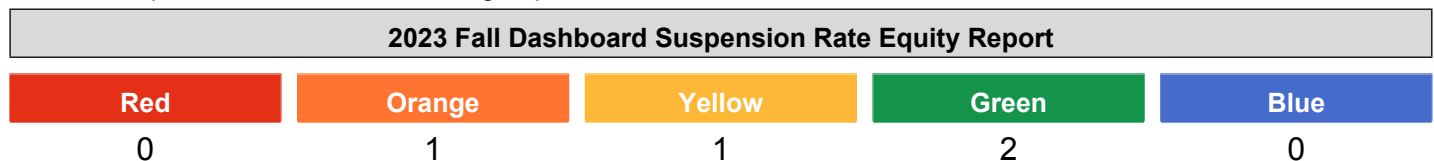
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 4.9% suspended at least one day Declined -1.9 324 Students	English Learners Orange 6.3% suspended at least one day Increased 1.6 63 Students	Foster Youth Less than 11 Students 1 Student
Homeless 5.9% suspended at least one day Declined -10.8 17 Students	Socioeconomically Disadvantaged Green 5.4% suspended at least one day Declined -2.6 298 Students	Students with Disabilities Yellow 11.6% suspended at least one day Declined -6.1 69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.1% suspended at least one day Declined -2.1 296 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Based on the 2019 Dashboard of Suspension rates, the number of suspensions has decreased for all students.
2. There are less students with disabilities and socioeconomically disadvantaged students suspended versus English Language Learners.
3. There are less Hispanic students who are suspended than the previous year.

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 6	110	94	103	0	91	102	0	91	102	0.0	96.8	99.0
Grade 7	104	111	97	0	109	97	0	109	97	0.0	98.2	100.0
Grade 8	115	101	109	0	98	108	0	98	108	0.0	97.0	99.1
All Grades	329	306	309	0	298	307	0	298	307	0.0	97.4	99.4

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 6		2470.	2486.		5.49	5.88		26.37	28.43		17.58	25.49		50.55	40.20
Grade 7		2513.	2505.		4.59	7.22		32.11	28.87		30.28	28.87		33.03	35.05
Grade 8		2551.	2558.		6.12	10.19		40.82	39.81		33.67	26.85		19.39	23.15
All Grades	N/A	N/A	N/A		5.37	7.82		33.22	32.57		27.52	27.04		33.89	32.57

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 6		7.69	8.82		52.75	55.88		39.56	35.29
Grade 7		9.17	9.28		66.06	61.86		24.77	28.87
Grade 8		14.29	14.81		63.27	62.04		22.45	23.15
All Grades		10.40	11.07		61.07	59.93		28.52	28.99

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 6		4.40	4.90		49.45	56.86		46.15	38.24
Grade 7		6.42	12.37		63.30	51.55		30.28	36.08
Grade 8		12.24	12.96		59.18	65.74		28.57	21.30
All Grades		7.72	10.10		57.72	58.31		34.56	31.60

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 6		10.99	6.86		60.44	74.51		28.57	18.63
Grade 7		7.34	11.34		80.73	65.98		11.93	22.68
Grade 8		15.31	13.89		72.45	72.22		12.24	13.89
All Grades		11.07	10.75		71.81	71.01		17.11	18.24

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 6		9.89	14.71		63.74	67.65		26.37	17.65
Grade 7		9.17	11.34		67.89	64.95		22.94	23.71
Grade 8		18.37	21.30		65.31	62.04		16.33	16.67
All Grades		12.42	15.96		65.77	64.82		21.81	19.22

Conclusions based on this data:

1. While, there is no 2020-21 CAASPP ELA data to compare to 2021-22 results, 6th grade had the lowest percentage of students meeting or exceeding proficiency with 31.86%, compared to 7th grade students at 36.7% and 8th grade students at 46.94%.
2. Based on the 2021-22 CAASPP ELA data, Writing is the area where all grade levels scored the lowest overall proficiency, compared to reading, listening and research/inquiry areas, with 6th grade at 46.15%, 7th at 30.28% and 28.57% scoring below standard.
3. Based on the 2021-22 CAASPP ELA data, Listening is the area where student scored the highest overall proficiency, compared to reading, writing and research/inquiry areas, 82.94% scoring at/near or above standard, compared to reading at 71.47%, writing at 65.44%, and research/inquiry at 78.19%

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 6	110	94	103	0	91	102	0	91	102	0.0	96.8	99.0
Grade 7	104	111	96	0	108	96	0	108	96	0.0	97.3	100.0
Grade 8	115	102	109	0	101	107	0	101	107	0.0	99.0	98.2
All Grades	329	307	308	0	300	305	0	300	305	0.0	97.7	99.0

* 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 6		2450.	2445.		2.20	4.90		10.99	7.84		34.07	34.31		52.75	52.94
Grade 7		2481.	2465.		3.70	6.25		10.19	16.67		35.19	17.71		50.93	59.38
Grade 8		2507.	2500.		8.91	5.61		13.86	15.89		25.74	28.97		51.49	49.53
All Grades	N/A	N/A	N/A		5.00	5.57		11.67	13.44		31.67	27.21		51.67	53.77

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 6		0.00	3.92		38.46	34.31		61.54	61.76
Grade 7		5.56	10.42		50.00	31.25		44.44	58.33
Grade 8		6.93	6.54		49.50	55.14		43.56	38.32
All Grades		4.33	6.89		46.33	40.66		49.33	52.46

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 6		4.40	2.94		46.15	46.08		49.45	50.98
Grade 7		3.70	7.29		57.41	52.08		38.89	40.63
Grade 8		7.92	8.41		58.42	55.14		33.66	36.45
All Grades		5.33	6.23		54.33	51.15		40.33	42.62

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 6		3.30	3.92		64.84	61.76		31.87	34.31
Grade 7		3.70	5.21		64.81	59.38		31.48	35.42
Grade 8		10.89	4.67		52.48	57.94		36.63	37.38
All Grades		6.00	4.59		60.67	59.67		33.33	35.74

Conclusions based on this data:

1. Based on 2021-22 results, 6th grade had the lowest percentage of students meeting or exceeding proficiency with 0%, compared to 7th grade students at 5.56% and 8th grade students at 6.93%.
2. Based on the 2021-22 CAASPP Math data, Concepts & Procedures was the area where all grade levels students scored the lowest overall proficiency with 49.33% of students scoring below standard, compared to Problem Solving & Modeling/Data Analysis with 40.33% and Communicating Reasoning with 33.33%.
3. Based on the 2021-22 CAASPP Math data, Communicating Reasoning was the area where student scored the highest overall proficiency with 66.67% of students scoring at/near or above standard, compared to Concepts & Procedures with 50.66% and Problem Solving & Modeling/Data Analysis with 59.66%.

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
6	1524.1	1524.9	1541.8	1519.4	1529.5	1539.6	1528.5	1520.0	1543.6	17	19	22
7	1554.5	1560.1	1539.7	1550.3	1551.2	1541.6	1558.1	1568.4	1537.4	23	14	19
8	1553.3	1590.6	1590.9	1559.1	1576.5	1594.3	1546.9	1604.2	1587.1	16	20	12
All Grades										56	53	53

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
6	17.65	15.79	13.64	35.29	42.11	63.64	35.29	21.05	18.18	11.76	21.05	4.55	17	19	22
7	30.43	28.57	21.05	39.13	57.14	31.58	21.74	7.14	26.32	8.70	7.14	21.05	23	14	19
8	31.25	50.00	58.33	25.00	30.00	25.00	37.50	20.00	8.33	6.25	0.00	8.33	16	20	12
All Grades	26.79	32.08	26.42	33.93	41.51	43.40	30.36	16.98	18.87	8.93	9.43	11.32	56	53	53

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
6	35.29	47.37	45.45	47.06	31.58	36.36	5.88	5.26	13.64	11.76	15.79	4.55	17	19	22
7	47.83	35.71	47.37	30.43	57.14	31.58	8.70	0.00	10.53	13.04	7.14	10.53	23	14	19
8	37.50	45.00	66.67	37.50	55.00	25.00	18.75	0.00	8.33	6.25	0.00	0.00	16	20	12
All Grades	41.07	43.40	50.94	37.50	47.17	32.08	10.71	1.89	11.32	10.71	7.55	5.66	56	53	53

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
6	11.76	5.26	0.00	11.76	31.58	45.45	52.94	26.32	45.45	23.53	36.84	9.09	17	19	22
7	13.04	28.57	15.79	39.13	21.43	15.79	39.13	42.86	36.84	8.70	7.14	31.58	23	14	19
8	18.75	40.00	16.67	18.75	30.00	50.00	31.25	30.00	25.00	31.25	0.00	8.33	16	20	12
All Grades	14.29	24.53	9.43	25.00	28.30	35.85	41.07	32.08	37.74	19.64	15.09	16.98	56	53	53

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
6	11.76	21.05	22.73	82.35	57.89	68.18	5.88	21.05	9.09	17	19	22
7	30.43	28.57	15.79	60.87	57.14	57.89	8.70	14.29	26.32	23	14	19
8	25.00	25.00	58.33	56.25	70.00	33.33	18.75	5.00	8.33	16	20	12
All Grades	23.21	24.53	28.30	66.07	62.26	56.60	10.71	13.21	15.09	56	53	53

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
6	64.71	68.42	59.09	23.53	21.05	36.36	11.76	10.53	4.55	17	19	22
7	69.57	78.57	68.42	17.39	14.29	21.05	13.04	7.14	10.53	23	14	19
8	62.50	50.00	83.33	31.25	50.00	16.67	6.25	0.00	0.00	16	20	12
All Grades	66.07	64.15	67.92	23.21	30.19	26.42	10.71	5.66	5.66	56	53	53

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
6	5.88	10.53	4.55	52.94	42.11	77.27	41.18	47.37	18.18	17	19	22
7	34.78	35.71	15.79	34.78	50.00	36.84	30.43	14.29	47.37	23	14	19
8	18.75	60.00	41.67	37.50	30.00	41.67	43.75	10.00	16.67	16	20	12
All Grades	21.43	35.85	16.98	41.07	39.62	54.72	37.50	24.53	28.30	56	53	53

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
6	5.88	5.26	22.73	82.35	68.42	77.27	11.76	26.32	0.00	17	19	22
7	13.04	14.29	26.32	78.26	78.57	52.63	8.70	7.14	21.05	23	14	19
8	6.25	5.00	25.00	75.00	95.00	75.00	18.75	0.00	0.00	16	20	12
All Grades	8.93	7.55	24.53	78.57	81.13	67.92	12.50	11.32	7.55	56	53	53

Conclusions based on this data:

1. When comparing 2021-22 to 2019-21 ELPAC Summative, students scoring a Level 4 increased from 26.79% to 32.08%. The overall increase was a result of the significant increase in 8th grade students scoring a level 4 from 31.25% i 2019-20 to 50% in 2021-22. 6th and 7th grade students scoring level 4 slightly decreased in the same time.
2. When comparing 2020-21 to 2021-22 ELPAC Summative data, students scoring level 4 was highest in the Speaking domain, with both 7th and 6th grade students increasing, while 8th grade decreased.

3. When comparing 2020-21 to 2021-22 ELPAC Summative data, students continue to struggle in the area of Writing Domain, showing a slight decrease in students scoring Well-Developed from 8.93% in 2020-21 to 7.55% in 2021-22. 6th and 8th grade slightly decreasing in the number of students scoring Well-Developed, while 7th grade showed a slight increase.

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Orange Grove Middle	19734456014328	349	61 (17.5 %)	85 (24.4 %)	11 (18.6 %)
<u>District Total:</u>		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

2021-22

2021-22 HLPUSD Reclassification Rate by School			
School	# of new RFEP (from Ellevation 10/5/ 2021-10/4/ 2022)	# of EL (from 2021-22 DataQuest)	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Orange Grove	6	58	9.40%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. In 2021-22, Orange Grove's Reclassification rate of 9.4% was comparable to the reclassification rate of the district of 9.4%
2. in 2021-22, the percentage of students at Orange Grove that were identified as English Learners was slightly lower at 17.5% than that of the District at 18.3%, County 18% and State 18.6%.
3. In 2021-22, the percentage of students at Orange grove identified as Redesignated FEP was higher than that of the District at 17.5%, the County at 15.4% and the State at 13.8%.

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
Orange Grove MS	All Students	67	72	69	49	29	286
	6	26	24	21	16	10	97
	7	33	22	21	16	8	100
	8	18	26	27	17	11	99

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
Orange Grove MS	English Learners (ELs)	23	15	8	4	1	51
	Student with Disabilities (SWD)	37	12	9	4	4	66
	Socio-economically Disadvantaged (SED)	63	67	60	42	26	258
	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
Orange Grove MS	All Students	68	65	51	39	21	244
	6	29	30	15	12	7	93
	7	28	20	20	10	6	84
	8	11	15	16	17	8	67

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
Orange Grove MS	English Learners (ELs)	22	12	4	2	1	41
	Student with Disabilities (SWD)	33	9	7	3	2	54
	Socio-economically Disadvantaged (SED)	63	57	45	35	19	219
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

- When comparing 2022-23 SMAP ELA #1 and #2 grade-level scores, 8th grade students increased progress from 28% to 37% students scoring at High Average and High levels, with 6th grade decreasing from 27% to 20% and 7th grade dropping from 24% to 19% in the same levels. These limited progress can be a result of taking both test within a short span from each other.

2. When comparing 2022-23 SMAP ELA #1 and #2 students groups, all subgroups showed a decrease in students who scored in the High Average and High levels: ELs dropped from 10% to 7%, SWD dropped from 12% to 9% and SED dropped from 26% to 25%. The decline in progress can be a result of taking both test within a short span from each other.
3. When comparing 2022-23 SMAP ELA #1 and #2 students groups, English Learner students showed the lowest progress (SMAP #1 56% & SMAP #2 61%) with students scoring at the Low level (1-20%).

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
Orange Grove MS	All Students	112	92	47	28	7	286
	6	39	31	15	7	2	94
	7	37	22	16	8	3	86
	8	36	39	16	13	2	106

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
Orange Grove MS	English Learners (ELs)	29	16	4	1	0	50
	Student with Disabilities (SWD)	47	11	3	2	1	64
	Socio-economically Disadvantaged (SED)	101	84	42	26	6	259
	Homeless	14	*	*	*	*	25
	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
Orange Grove MS	All Students	111	76	51	17	6	261
	6	44	27	18	3	1	93
	7	37	14	15	7	2	75
	8	30	35	18	7	3	93

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
Orange Grove MS	English Learners (ELs)	31	13	2	1	0	47
	Student with Disabilities (SWD)	39	13	4	3	0	59
	Socio-economically Disadvantaged (SED)	104	67	44	16	3	234
	Homeless	*	*	*	*	*	12
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. When comparing 2022-23 SMAP Math #1 and #2 grade-level scores, 6th and 8th grade students scoring at High Average and High levels decreased with 6th grade decreasing from 9% to 4% and 8th grade dropping from 15% to 10%. 7th grade maintained, with a slight increase at the High Average and High levels from 11% to 12%. These limited progress can be a result of taking both test within a short span from each other.

- When comparing 2022-23 SMAP Math #1 and #2 students groups, all subgroups maintained or decreased in students who scored in the High Average and High levels: ELs maintained at 2%, SWD maintained at 5% and SED dropped from 12% to 8%. The decline in progress can be a result of taking both test within a short span from each other.
- Based on the 2022-23 SMAP Math #1 and #2 students groups, students with disabilities showed the lowest achievement compared to other groups with 73% (SMAP #1) and 66% (SMAP #2) of students scoring at the Low level (1-20%).

RFEP Monitoring Report

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

2022-23 RFEP Progress Monitoring Data Report

ORANGE GROVE

Current School

Monitoring Years:

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

Directions:

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

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

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

				Test Scores			
				Criteria 1	Criteria 2		
				2022	2022		
				CAASPP 2022	Level		
				Level	DIA #2		
				Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)			
				Final Spring 2022 Grades		Final Fall 2022 Grades	
				Yes/No		Yes/No	
Last Name	First Name	Current Grade Level	Student ID	LANG Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	
		6		RFEP	05/08/2020	no	1
		6		RFEP	09/12/2019	no	1
		6		RFEP	06/06/2018	no	2
		6		RFEP	11/06/2018	no	2
		6		RFEP	11/06/2018	no	3
		6		RFEP	12/15/2020	yes	1
		6		RFEP	09/27/2019	yes	1
		7		RFEP	01/22/2019	no	1
		7		RFEP	11/28/2018	no	3
		7		RFEP	11/06/2018	no	3
		7		RFEP	03/16/2020	yes	1
		7		RFEP	11/05/2019	no	2
		7		RFEP	09/16/2020	yes	1
		7		RFEP	02/07/2022	no	3
		7		RFEP	11/06/2018	no	2
		7		RFEP	11/06/2018	no	2
		7		RFEP	11/06/2018	no	3
		7		RFEP	11/06/2018	no	3
		7		RFEP	11/27/2018	no	1
		8		RFEP	11/06/2018	no	3
		8		RFEP	05/08/2020	yes	2
		8		RFEP	11/16/2021	yes	1
		8		RFEP	11/06/2018	no	2
		8		RFEP	02/14/2019	no	3
		8		RFEP	02/07/2022	no	3
		8		RFEP	05/08/2020	no	2
		8		RFEP	12/14/2020	no	3
		8		RFEP	10/07/2021	no	2
		8		RFEP	02/16/2022	no	4
		8		RFEP	12/05/2018	yes	1

HLPUSD | Multilingual Ed/School Based Programs
October 2022

Conclusions based on this data:

- Based on the 2022-23 RFEP data, 6 out of the 10 (60%) of students who earned a level 1 on the 2022 CAASPP are Students with Disabilities.
- 67% of (20 students) RFEP students earned A/B/Cs or 4-2s in ELA grades (reading, writing, listening and speaking) in the final fall 2022 grades.
- When comparing 2022 final Spring grades to 2022 final fall grades 13% (4 students) of students improved from earning D/F/1s to A/B/Cs and 4-2s on their report cards in ELA (reading, writing, speaking, listening).
- There was a slight decrease in the number of RFEP students, from 22 to 20, that earned A/B/Cs and 4-2s from the 2022 spring grades to 2022 fall grades.

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

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

	ELA	Math	Social Science	Science	Elective	PE		SWD	SED	Migrant	Homeless	Foster		EO	EL	FEP	RFEP
Orange Grove MS	121	104	116	83	30	92		112	466	0	0	7		311	155	13	60
6	37	39	60	39	13	41		53	190	0	0	0		122	78	1	26
D	20	12	34	22	6	20		27	98	0	0	0		64	33	1	16
F	17	27	26	17	7	21		26	92	0	0	0		58	45		10
7	55	35	34	24	9	30		37	169	0	0	7		122	40	9	16
D	22	22	16	10	6	14		17	78	0	0	0		64	13	4	9
F	33	13	18	14	3	16		20	91	0	0	7		58	27	5	7
8	29	30	22	20	8	21		22	107	0	0	0		67	37	3	18
D	17	22	9	8	2	11		11	57	0	0	0		39	15	3	11
F	12	7	13	12	6	10		10	50	0	0	0		28	21		7
I		1						1	0	0	0	0			1		

Conclusions based on this data:

1. When comparing the different subject areas, there was no common subject where all grade levels showed strength or need. 6th grade earned the most D & Fs in Social Studies (60), 7th grade in ELA (55) and 8th grade in Math (30). This could be attributed to individual teacher/course requirements and expectations. As a whole, students earned the most D & Fs in ELA (121).
2. 6th grade students with disabilities earned more D & Fs (53) than 7th (37) and 8th (22) grade students.
3. 6th and 7th grade English Learner students earned the same amount of D & Fs (122 each), more than 8th grade (67) students.

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?

Need for additional Interventionist focus on SWD and EL students
Need for teacher support in providing Accommodations and Modifications in the classroom
Need for additional expert support for SWD
Need for increased collaboration with Special education teachers

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

Need for increased collaboration with Special education teacher
Need for additional Interventionist focus on SWD and EL students
Need for additional expert support for SWD and ELs through PD

3. How will the school address these inequities?

Teachers will participate in PLC with a focus on SWD and EL students needs, to identify and monitor student progress, and plan and implement evidence-based instruction and intervention plans. PD will be provided by experts in evidence-based practices that focus on SWD, including Accommodations, interventions and other supports in the classrooms. Interventionist will Mentor, Monitor with a focus on SWD and ELs to increase academic (ELA, Math), attendance and social/emotional behavior

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.

Need for additional instructional aides support SWD and EL students
Need for teacher to support in providing Accommodations and Modifications in the classroom

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).

The most recent 2022-23 CalSchls Student Climate Survey indicated that 50% of OGMS students feel a part of the school, 39% feel School is really boring, 13% feel School is worthless and a waste of time, 48% feel Harassed or bullied at school, 51% feel Parents feel welcome to participate at this school, 41% feel School is usually clean and tidy and 45% Experienced chronic sadness/hopelessness.

Based on the most recent 2022-23 Staff California Healthy Kids Survey data, 100% agree or strongly agree that school is a supportive and inviting place for students to learn and for staff to work, 94% agree or strongly agree that the school promotes academic success for all students, 100% agree or strongly agree that school emphasizes helping students academically when they need it, 94% agree or strongly agree that school emphasizes teaching lessons in ways relevant to students, 100% agree or strongly agree that the school is a safe place for students, and 94% agree or strongly agree that the school motivates students to learn.

Based on the most recent 2022-23 Student California Healthy Kids Survey data, 50% of 6th and 50% of 7th Graders who completed the survey felt that there were caring adults at school. 60% of 6th and 61% of 7th felt that adults had high expectations. 25% of 6th and 25% of 7th grade students felt that they had meaningful participation at school, 58% of 6th Grade and 57% of 7th Grade felt connectedness to school, and 64% of 6th Grade and 62% of 7th Grade felt Academic Motivation.

Classroom Observations

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

Classroom observations were conducted regularly by OGMS administration with the end goal of improving student achievement. Orange Grove Middle School teachers and students were observed to gauge implementation of district and school initiatives including NPDL and Ethnic Studies, and best instruction practices that promote student learning and active and expressive engagement such as student talk time, student choice, high rigor lessons, use of cooperative learnings strategies, academic discourse, hands-on learning, use of technology, use of visuals, multiple ways of demonstrating learning (products) and checking for understanding. Administrators capitalized on the information gained during these observations to provide supports that address school needs including procuring professional development opportunities, student behavior support, instructional resources, facilities/classroom needs, etc.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

There is a continuing need for staff to use state assessments such as CAASPP, ELPAC and SMAP results to monitor student progress and modify instruction. Staff also uses District Interims SMAP assessments and ELD Benchmarks to monitor students' progress for proficiency in grade-level standards. The outcomes of these assessments are regularly discussed during Grade-level and Department PLC meetings, professional development staff meetings and early release days. There is a need for teachers to have regularly-scheduled PLC meetings to review data and plan effective instruction, including intervention, based on the data reviewed (ELA, Math, ELD, Universal Screener). Teachers will review how overall students and identified student groups, including ATSI identified SWD in the areas of ELA, Math, Chronic Absenteeism and Suspensions. Teachers and interventionists will provide targeted instruction for struggling students, with a focus on ATSI identified Students with Disabilities (SWD) and English Learners (EL) to decrease the achievement gaps on multiple measures of assessments. Teachers will identify materials or additional supports needed to support all tiers of instruction, to address all learning needs with a focus on SWD and EL students groups. Teachers will use district and site provide technology programs to continue to support specific areas of focus identified on state and district assessments. Additionally, there is a need for learning opportunities for teachers to effectively use data from assessments to address student needs.

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

There is a continuing need to use data from a variety of assessment including teacher created assessments, curriculum unit tests, projects, Lexia and Dreambox to improve instructional strategies. Teachers use the data from these assessments to guide instruction and interventions to address all student needs, with a focus on underperforming students, including SWD and EL students. Adaptive learning computer programs such as Lexia and Dreambox support students' individualized path for learning, identifying key learning gaps, and providing teachers with progress data that guides instruction. Upon effective intervention, our School Leadership Team reviews data to evaluate the effectiveness of school practices for intervention and small groups. There is a continuing need for teachers to participate in regularly scheduled PLCs to review data in order to modify instruction using best practices. There is a continuing need for all teachers to complete the MTSS Universal Screener to identify students who need additional support with Social Emotional Learning, with a focus on SWD and ELs. These students are monitored by their classroom teachers, mentor and / or the school counselor.

Professional Development, Teaching and Learning

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

There is a continuing need for Professional Development and Training for Staff with a focus in meeting the needs of target student groups, including ATSI identified SWD in the areas of ELA, Math, Chronic Absenteeism and Suspensions, and ELs in ELA and Math. There is a need for teacher learning opportunities with experts, with a focus on supporting SWD and ELs. There is a continued need to enhance teachers' best first instruction as well as differentiated small group strategies to better address student needs. There is a need for teachers to receive Professional Development, particularly in their area of Tier 2 and Tier 3 interventions to support struggling student groups (SWD and partial EL).

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

There is a continuing need to build in strategic planning and collaboration time for staff to strengthen data analysis and articulation with a focus on historically at risk student populations, including ELs and SWD. Add additional PD opportunities to support Tier 2 and Tier 3 at-risk students.

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

There is a continuing need to build in Strategic Planning and Collaboration Time for staff to Strengthen Data Analysis and Articulation with a focus on historically at risk student populations including ELs and SWD.

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

There is a continuing need to participate in transition meetings at the elementary and content articulation meetings at the high school levels .

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

There is a need to build to strengthen ELD class (level 1 and 2) with cross content collaboration with PLCs and ensure and monitor integrated ELD in all ELA classes for all EL Levels is occurring with fidelity and continue to monitor for ELPAC readiness and preparation.

Extended learning activities

There is a continuing need to build and strengthen a College and Career Going Culture, Continue to provide and build enrichment opportunities and CTE electives that support content standards, and continue to focus on Campus Beautification. Additionally, there is a continued need to use a Universal Screener to identify students for social and emotional supports (MTSS), with a focus on our ATSI identified SWD student group to reduce Chronic Absenteeism and Suspension rates. There is also a need to continue, but implement additional SEL Tools and Supports to address all students, with a focus on ATSI SWD students.

Opportunity and Equal Educational Access

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

There is a continuing need for an interventionist to support student in social and emotional needs and academic supports, with a focus on supporting our lowest performing groups, SWD and ELs, in the areas of Math, ELA, attendance and behavior. (ATSI)

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

There is a continuing need to expand and strengthen opportunities inside and outside the classroom to support content standards with real world experiences and material, including wide and high interest reading and online resources such as Lexia and Dreambox. There will be a focus target on ATSI identified SWD student group in the areas of ELA, Math, Chronic Absenteeism and Suspension Rate. The following evidence-based practices/interventions will be implemented to address these areas:

MATH: Improving Mathematical Problem Solving in Grades 4 through 8-This is a practice guide that provides recommendations for improving students' mathematical problem solving in grades 4 through 8 (What Work Clearing House). We will also implement Dreambox, a K-8 digital math program designed to complement our district math curriculum that includes adaptive and personalized rigorous and interactive lessons to each student. Teachers will collaborate during Department PLC meetings and will use this resource to plan instruction and interventions that address targeted students, including ATSI identified SWD group.

ELA: Lexia® PowerUp Literacy® program is an online program that delivers an adaptive structured literacy program that addresses individual skill gaps and impacts reading proficiency and academic success. This program provides targeted lessons to each student focusing on developing reading skills in three areas: word study, grammar, and comprehension. The Lexia Powerup program will be implemented and monitored with targeted students, including ATSI identified SWD group.

SUSPENSION RATE: Second Step® Middle School is social-emotional learning (SEL) program for Grades 6–8. We will use this resource to provide multitiered interventions, including school-wide and small group SEL, individual behavior improvement plans, progress monitoring and incentives programs, with a focus on ATSI identified SWD group.

CHRONIC ABSENTEEISM: Attendance Works/Attendance Playbook is an action research project, that uses continuous quality improvement to evaluate gaps in knowledge and capacity building and assesses interventions and provides resources to reduce chronic school absences. We will implement Tier 1, 2 and 3 interventions, such as, increasing parent communication and knowledge, use of incentives, CICO, mentors and Attendance strategies/goals added to IEPs. Strategies will be implemented with all students, with a focus on ATSI identified SWD group.

Parental Engagement

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

There is a continuing need to build to partner with outside groups such as Pacific Clinics to offer resources, workshops, and training to families and students to help with social and emotional needs and provide assistance.

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

There is a need to increase parent participation in SSC, ELAC, and GATE/Honors Parent groups and strengthen communication of those opportunities in multiple modes.

Funding

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

There is a continuing need to build expand After school tutoring, enrichment, and Saturday Academy offerings to provide student with extended learning opportunities and create deeper school inclusion and contentedness. There is a need to motivate our SWD and EL students to participate in these activities.

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
7/26/22	Staff Leadership Team	SPSA Review and Monitoring Reviewed Ocelot Monitoring Tools Data Discussed needs and next steps base don data reviewed
8/9/22	Leadership Team Meeting	SPSA Review and Monitoring Reviewed Ocelot Monitoring Tools Data Discussed needs and next steps base don data reviewed
9/6/22	Leadership Team Meeting	SPSA Review and Monitoring Reviewed Ocelot Monitoring Tools Data Discussed needs and next steps base don data reviewed
2/15/23	SSC Meeting	SPSA and LCAP Review Reviewed CA Dashboard, SMAP (ELA and Math), EL progress monitoring/APPEL, Grades D/F/1s Comprehensive Needs Assessment for SPSA and LCAP Discussed needs and next steps based on data reviewed
3/18/23	SSC Meeting	SPSA and LCAP Review Reviewed CA Dashboard, SMAP (ELA and Math), EL progress monitoring/APPEL, Grades D/F/1s Comprehensive Needs Assessment for SPSA Goal planning and development Discussed needs and next steps base don data reviewed
3/22/23	SSC Meeting	ATSI identification indicators Reviewed CA Dashboard, SMAP (ELA and Math), ELPAC, Suspensions, Attendance Review Comprehensive Needs Assessment
3/23/23	ELAC Meeting	SPSA and ATSI Review Reviewed APPELs, LTEL/ISPELs, ELPAC, 2022-23 SMAP (ELA 1 & 2), 2022 CAASPP Discussed needs with focus on ELs and next steps based on data reviewed

3/23/ 23	Staff Meeting	SPSA and ATSI Review Reviewed CA Dashboard, SMAP (ELA and Math), ELPAC, Suspensions, Attendance Discussed needs and next steps base don data reviewed
4/26/23	ELAC Meeting	Advise plan/recommendations for ELs-SPSA Review budget, needs, plan for ELs
4/26/23	SSC Meeting	Develop/update priorities and goals-SPSA & LCAP Budget, including ATSI alignment Approve SPSA Goals, Plan, and Budget

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 CAASPP Overall 54% to Meet or Exceed Standards 2023 ELA CAASPP SWD - Increase student % Meet/Exceed 2023 ELA CAASPP EL - Increase student % Meet/Exceed	2023 ELA CAASPP Overall 39.7% met/exceeded. While we did not meet the expected outcome, we increased by 1.1% overall from 2021-2022. 2023 ELA CAASPP ELs - 12.2% Met/exceed. We did not meet the expected outcome, Student level of achievement at met/exceed decreased in 2022-23 from 2021-2022. 2023 ELA CAASPP SWDs- 5.2% Met/exceed. We met the expected outcome, we increased by 5.2% overall from 2021-2022.
2022-2023 District Interim SMAP Reading Assessment #1 6th 42% Meet or Exceed Standards 7th 53% Meet or Exceed Standards 8th 65% Meet or Exceed Standards	2022-2023 District Interim SMAP Reading Winter. 2022-2023 SMAP assessments are baseline data as this was the first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade. 6th = 19.3 % at 60th percentile or higher (32.7% are in the lowest percentile*just red category) 7th = 20% at 60th percentile or higher (35.8% are in the lowest percentile*just red category) 8th = 29.6% at 60th percentile or higher (17.1% are in the lowest percentile*just red category) Analysis - Based on the data, a continued focus of analyzing student performance (data) and informing instructional and assessment next steps will be an ongoing focus for the next year. There is a need to continue with our interventionist and counselor to support the lowest achieving students. There is a strong correlation between lowest percentile in SMAP for 6th - 8th grade and Not Met on CAASPP for 6th-8th grade.
Ocelot Monitoring Tool (site based current grade level inventory) 1st Administration 0% 2nd Administration 30% 3rd Administration 40%	For 2022-2023, the Ocelot Monitoring Training Tool was not used because a new assessment system (SMAP) was implemented at the district level to measure student achievement in ELA.

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

For 2022-23, the schoolwide focus was on first best instruction, increasing rigor and active engagement which was supported with PD for teachers. During second semester, the school implemented academic MTSS strategies beginning at Tier 1 (graphic organizers, sentence starters, first best instruction, etc). SpEd teachers also provided coaching to general ed teachers re additional supports that would benefit all students in addition to SWD. Throughout the year, staff re-normed how to analyze data and use data to inform instruction and assessment. During teacher PLC time, the district ELA TOSA worked with teachers to access SMAP and Lexia reports. A targeted after school intervention program was established to provide support for students who are not meeting grade level standards.

A consultant worked with admin to support alignment of instructional strategies to school and district goals. Instructional walks occurred with consultant and admin to observe active engagement of students, academic rigor, checking for understanding etc.

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

In the 2022-23 SPSA, subs were allocated for staff to participate in instructional walks. It was a challenge to coordinate roving sub coverage with HR to facilitate teacher release for the instructional walks.

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.

For 2023-24, there is an additional emphasis on direct support to EL students not meeting grade level standards. For instance, the bilingual aide is providing support in content and Designated ELD classes for Levels 1 and 2 EL students. Additionally, there are opportunities 2x/week for Levels 1 and 2 to receive language intervention from the bilingual aide after school. There is an increase in the number of Newcomers at OGMS over the last 2 years and the primary languages of the students is more varied (Spanish, Mandarin and Thai). Additionally, with respect to ELA, teachers have identified the need to focus on building Tier 2 vocabulary across content areas. The school will develop a process to identify Tier 2 words for schoolwide vocabulary campaign.

School admin have worked with district ELA TOSA to implement specific PD to support teachers' instructional strategies to increase student use and understanding of Tier I vocabulary. Staff will regularly analyze student data to inform instructional strategies and practices as well as identify students in need of additional support.

In order to continue to increase student achievement, continued emphasis will be on academic and behavior MTSS.

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 CAASPP Overall 30% to Meet or Exceed Standards 2023 Math CAASPP SWD - Increase student % Meet/Exceed 2023 Math CAASPP EL - Increase student % Meet/Exceed	2023 Math CAASPP Overall 18.6% met/exceeded. While we did not meet the expected outcome, we increased by nearly 2% overall from 2021-2022. 2023 Math CAASPP ELs - 0% Met/exceed. We did not meet the expected outcome, Student level of achievement at met/exceed decreased in 2022-23 from 2021-2022. 2023 Math CAASPP SWDs- 1.7% Met/exceed. We did not meet the expected outcome, Student level of achievement at met/exceed decreased in 2022-23 from 2021-2022.
2022-2023 District Interim SMAP Reading Assessment #1 (TAKE A LOOK AT THIS...) 6th 42% Meet or Exceed Standards 7th 53% Meet or Exceed Standards 8th 65% Meet or Exceed Standards	2022-2023 District Interim SMAP Math Winter. 2022-2023 SMAP assessments are baseline data as this was the first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade. 6th = 5.2 % at 61st percentile or higher (49% are in the lowest percentile) 7th = 13.9% at 61st percentile or higher (45.7% are in the lowest percentile) 8th = 11.3% at 61st percentile or higher (32.1% are in the lowest percentile) Analysis - Based on the data, a continued focus of analyzing student performance (data) and informing instructional and assessment next steps will be an ongoing focus for the next year. There is a need to continue with our interventionist and counselor to support the lowest achieving students. There is a strong correlation between lowest percentile in SMAP for 6th grade and Not Met on CAASPP for 6th grade.
Ocelot Monitoring Tool (site based current grade level inventory) 1st Administration 0% 2nd Administration 30% 3rd Administration 40%	For 2022-2023, the Ocelot Monitoring Training Tool was not used because a new assessment system (SMAP) was implemented at the district level to measure student achievement in Math.

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

in 2022-23, some teachers explored implementing Tier 2 academic supports (small groups and center-like rotations) and are continuing for current year. The district math TOSA worked with a math teacher to review data, and provided PD on how to better implement and utilize Dreambox for the purposes of identifying individual student needs and grouping students for small group instruction.

Additionally, the schoolwide focus was on first best instruction, increasing rigor and active engagement which was supported with PD for teachers. During second semester, the school implemented academic MTSS strategies beginning at Tier 1 (graphic organizers, sentence starters, first best instruction, etc). SpEd teachers also provided coaching to general ed teachers re additional supports that would benefit all students in addition to SWD. Throughout the year, staff re-normed how to analyze data and use data to inform instruction and assessment. During teacher PLC time, the district Math TOSA worked with teachers to access SMAP and Dreambox reports. A

targeted after school intervention program was established to provide support for students who are not meeting grade level standards.

SpEd used Dreambox to increase students' math skills.

A consultant worked with admin to support alignment of instructional strategies to school and district goals. Instructional walks occurred with consultant and admin to observe active engagement of students, academic rigor, checking for understanding etc.

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

In the 2022-23 SPSA, subs were allocated for staff to participate in instructional walks. It was a challenge to coordinate roving sub coverage with HR to facilitate teacher release for the instructional walks.

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.

For 2023-24, district TOSA is supporting new math teacher to understand and facilitate math curriculum. Admin released the new math teacher to observe model teachers at other schools for content and classroom management.

The math department is working with district data TOSA to align SMAP data to Dreambox resources for teachers to provide interventions to students needing additional math skill development. The math teachers are also using the data to prioritize lesson planning by emphasizing standards in need of more time and instructions versus those standards that students are already meeting.

Additionally, there is an additional emphasis on the need to focus on building Tier 2 vocabulary in content areas. The school will develop a process to identify Tier 2 words for schoolwide vocabulary campaign.

There is a hired interventionist with a math focus working with 8th grade students using push-in support and pull out support.

SpEd students use Dreambox with fidelity.

School admin have worked with district ELA TOSA to implement specific PD to support teachers' instructional strategies to increase student use and understanding of Tier 2 cross content vocabulary (including math). Staff will regularly analyze student data to inform instructional strategies and practices as well as identify students in need of additional support.

In order to continue to increase student achievement, continued emphasis will be on academic and behavior MTSS.

English Learner

School Goal

Provide a strong Tier 1 for ELs and strengthen Tier 2 and Tier 3 language and academic supports

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 Summative ELPAC - Increase to 65% for Level 3 and 4	2023 Summative ELPAC - 26.4% at Level 4 and 43.4% at Level 3. We met our target of increasing Level 3 and 4 by 4.8%
2023 Annual Reclassification Rate - Increase or maintain 10% of EL students reclassification per year	2023 Reclass Rate - 9.52% and 2022 Reclass Rate - 9.52% - Maintained reclassification over 2 years and slightly below (.48%) annual goal of 10%
2023 At Promise List - >7 students EL students	2023 At Promise students = 0, Goal Met

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

Designated ELD class was implemented in 2022-2023 for level 1s and 2s. Administered APPELs and summative ELPAC for 2022-2023.

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

In the 2022-23 SPSA, subs were allocated for staff to participate in instructional walks. It was a challenge to coordinate roving sub coverage with HR to facilitate teacher release for the instructional walks.

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.

For 2023-24, teachers have identified their English learners in all of their classes. A PD will be developed to help teachers understand their student's EL levels and the best strategies to support growing their language proficiency. Students will participate in data chats to review their previous ELPAC performance and set goals for this year. ELPAC practice tests will be administered before the 23-24 ELPAC test.

The bilingual aide is providing support in content and Designated ELD classes for Levels 1 and 2 EL students. Additionally, there are opportunities 2x/week for Levels 1 and 2 to receive language intervention from the bilingual aide after school. There is an increase in the number of Newcomers at OGMS over the last 2 years and the primary languages of the students is more varied (Spanish, Mandarin and Thai). Additionally, with respect to ELA, teachers have identified the need to focus on building Tier 2 vocabulary across content areas. The school will develop a process to identify Tier 2 words for schoolwide vocabulary campaign.

School Climate

School Goal

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

Metric Indicator and Expected Outcome	Data Results & Analysis
ADA - Increase ADA to 97%	2023 ADA - 92.6%

<p>2023 Suspension Data</p> <ul style="list-style-type: none"> Overall - Maintain or decrease from 24 suspensions EL - Decrease by 3% SWD - Decrease by 3% 	<p>2023 Suspension Data - Goals met</p> <ul style="list-style-type: none"> Overall - Decreased from 2021-22 (25 students) to 2022-23 (9 students) EL - Decreased from 2021-22 (4 students) to 2022-23 (0 students) SWD - Decreased from 2021-22 (9 students) to 2022-23 (7 students)
<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Overall - Decrease chronic absenteeism by 7% SWD - Decrease chronic absenteeism by 7% EL - Decrease chronic absenteeism by 7% 	<p>Chronic Absenteeism - Goals met</p> <ul style="list-style-type: none"> Overall - Decreased from 2021-22 (32.1%) to 2022-23 (23.5%) SWD - Decreased from 2021-22 (41.8%) to 2022-23 (30.8%) EL - Decrease from 2021-22 (54.5%) to 2022-23 (39.1%)

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

From 21-22 to 22-23, both chronic absenteeism and suspension have improved dramatically. Students who are identified as having more external predictors have been given more support (CICO, frequent admin check ins, SOM,) Fun Fridays associated with positive behavior support to recognize citizenship every grading period. Saturday ROAR Academy is offered on a monthly basis for students to recover attendance, receive intervention for academic support, and participate in engaging enrichment extended learning opportunities.

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

For attendance, schools did not facilitate attendance campaigns for 21-22 and 22-23 until Spring of 2023.

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.

Internal data aligns with national data that demonstrates drop in achievement, attendance, and behavior when students shift from one school to a new school. 6th grade chronic absenteeism is higher in 6th grade than 8th grade. As a result, additional supports will be put in place to monitor 6th grade attendance to minimize chronic absenteeism. Additionally, we are regularly analyzing data to identify students at risk of chronic absenteeism. Meetings are occurring with students and parents discuss the importance of strong attendance and the link to academic achievement and address barriers (Ex: transportation, social emotional needs, mental health supports, SED, low motivation/not wanting to come, etc.). General education staff and administration work closely with special education staff and administration to increase fidelity of academic and behavior supports based on IEP accommodation and modifications.

Implemented a daily attendance goal for each day that is 96%. And if entire school meets it, there is a raffle the next day to provide incentives to students. The goal is to increase awareness of attendance and provide incentives. The goal is to share attendance data with parents weekly. Assistant principal is working with families on communication and improvement plans. Counselor is also monitoring at-risk 8th graders to receive additional support to meet grade level standards and improve behavior/attendance. A monthly extended lunch/nutrition for improved attendance. Part of

the ATSI evidence-based intervention is using the resources on Attendance Works. The school has implemented tardy sweeps.

Changes were made to Planned Improvement Goal 4 AMOs and Strategy 9.

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

ELA

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and Homeless and Foster Youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

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

Identified Need

Based on the comprehensive needs assessment, all students need to continue to work toward meeting grade-level ELA standards. English Learners (EL) and Students with Disabilities (SWD) demonstrate a significant achievement gap compared to all students in terms of meeting grade-level ELA standards. As a result, there is a consistent need to provide ongoing support, differentiated instruction and assessment and evidence-based interventions to increase EL and SWD achievement. Additionally, there is a need to provide professional development to teachers regarding applying Accommodations and Modifications to their SWD and monitor implementation in the classroom. Also there is a need for PD to review with ELD teacher best practices as to how to differentiate Designated ELD support for Emerging ELs (including At-Risk LTLs and LTELs). Other core content teachers need a PD review on evidence-based strategies to use when facilitating Integrated ELD with all levels of EL students. Finally, there is a need to reduce the number of 8th graders earning F/D/1s in the final grading period and needing summer school intervention courses. The following strategies will be implemented as well to address all students with a focus on SWD and EL: Parent Workshops, Teacher Planning Hours, PLCs, Data Chats with students, Homework Club, Lexia, Saturday School, Early High School Enrichment, Peer Tutoring, ELPAC and SBAC Prep, High Interest Reading Materials and non-fiction magazines, Online resources and subscriptions such as Newsela and Scholastic, Targeting Citing Evidence and Making Claim

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP-all students	38.6% Meet or Exceed Standards	Increase to by 3% to 42% to Meet or Exceed Standards
ELA SMAP #2-all students	EL 7% High Average or High SWD 9% High Average or High SED 24% High Average or High All Students 24% High Average or High	Increase EL by 3% to 10% High Average or High Increase SWD by 3% to 12% High Average or High Increase SED by 3% to 27% High Average or High

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Increase All Students by 3% to 27% High Average or High
CA Dashboard ELA -SWD	147.7 points below standard	Decrease by 5 points to 142.7 points below standard

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 with a focus on SWD and EL student groups, as well as at-promise students

Activity

- 1) Implement District SMAP and use student data to modify instruction and improve student achievement
- 2) Implement CAASPP Assessments and use student data to modify instruction and improve student 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)	Source(s)
0	District Funded 1.1 Implement District SMAP and use student data to modify instruction and improve student achievement, specifically related to identified student groups, including SWD and ELs (No cost to site)
0	District Funded 1.2 Implement CAASPP Assessments and use student data to modify instruction and improve student achievement, specifically related to identified student groups, including SWD and ELs (No cost to site)

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 with a focus on ATSI SWD group and EL student group, as well as at-promise students

Activity

- 1) Implement professional development by site and district personnel for all school staff, to modify/improve instructional strategies and improve achievement with a focus on low performing students, including ATSI SWD group and ELs.(No cost to site)
- 2) Implemented Lexia program with all students with a focus on ATSI SWD group and EL student group, as well as at-promise students
- 3) Use SMAP data during department and grade-level PLC to identify and monitor at-risk students, including SWD and EL groups, and plan and implement instructional practices to address 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 2.1 Implement professional development by site and district personnel for all school staff, to modify/improve instructional strategies and improve achievement with a focus on low performing students, including ATSI SWD group and ELs.(No cost to site)
0	District Funded 2.2 Lexia High-quality, research-based K-8 ELA program designed to empower students to master key English and ELA concepts. With the power to deliver individualized learning paths, Lexia/PowerUp individually tailors every lesson and ensures that students work in their optimal learning zone. An ELA learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness. The program will be implemented with all students with a focus on ATSI SWD group and EL student group, as well as at-promise students.(No cost to site)

0	<p>District Funded</p> <p>2.3 Use SMAP data during department and grade-level PLC to identify and monitor at-risk students, including SWD and EL groups, and plan and implement instructional practices to address needs. (No cost to site)</p>
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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 with a focus on ATSI SWD group and EL student group, as well as at-promise students

Activity

- 3.1) Teachers and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL.
- 3.2) Teacher and staff will attend additional professional development to support school-wide instructional and climate goals.
- 3.3) Substitute Teachers will be used to release teachers and staff to attend additional professional development to increase student achievement. (PD workshops and conferences)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	<p>Title I, Part A Professional Development (Conferences & Workshops)</p> <p>3.1 Teacher and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL . PD workshops and conferences will be attended throughout the school year to support the academic progress of all students with a focus on with a focus on ATSI SWD group, EL students, struggling and "at promise" students.</p>
2000.00	<p>LCFF S&C Professional Development (Conferences & Workshops)</p>

	3.2 Teacher and staff will attend additional professional development to support school-wide instructional and climate goals.
3,600.00	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.3 Substitute Teachers will be used to release teachers and staff will attend additional professional development to support school-wide instructional and climate goals.

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 with a focus on ATSI SWD group and EL student group, as well as at-risk students

Activity

- 4.1) Teachers in 6th, 7th and 8th grade including Spec. Ed and Band will be provided 20 hours each in the school year in order to analyze data and plan targeted lessons that include content specific and social emotional needs of all students with a focus on ATSI SWD group and EL student group.
- 4.2) General materials and supplies to be purchased throughout the school year in order to enhance the instructional experience for students. This includes replacement and service contract costs for the Duplo machine, poster maker, and laminator.
- 4.3) Supplemental instructional materials (including technology devices <500 per item)
- 4.4) Title 1 Classroom supplies and materials including paper, pencils, markers, staplers, staples, markers, glue, novels, and other supplies as needed will be purchased throughout the school year in order to enhance the instructional experience for students to increase the academic outcomes of our lowest performing students groups, including ATSI SWD group and EL students.
- 4.5) Technology based materials and supplies for instructional purposes-ELMOs, projectors and printers will be purchased along with replacement keyboards for various student computers. This also includes classroom equipment upgrades and replacements (Printers, Elmo's, LCD, Projectors, etc.) and supplies needed for the ALL CORE and elective courses.

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)
11,000.00	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 4.1 Teachers in 6th, 7th and 8th grade including Spec. Ed and Band will be provided 20 hours each in the school year in order to analyze data

	and plan targeted lessons that include content specific and social emotional needs of all students with a focus on ATSI SWD group and EL student group.
12,790.00	LCFF General Supplemental Supplies 4.2 Supplies to be purchased throughout the school year in order to enhance the instructional experience for students. This includes replacement and service contract costs for the Duplo machine, poster maker, and laminator.
7500.00	LCFF S&C Supplemental Supplies 4.3 Supplemental instructional materials (including technology devices <500 per item)
19,416.00	Title I, Part A Supplemental Supplies 4.4 Classroom supplies and materials including paper, pencils, markers, staplers, staples, markers, glue, novels, and other supplies as needed will be purchased throughout the school year in order to enhance the instructional experience for students to increase the academic outcomes of our lowest performing students groups, including ATSI SWD group and EL students.
5,000.00	LCFF S&C Non-Capitalized Equipment (\$500-\$4,999 per item) 4.5 ELMOs, projectors and printers will be purchased along with replacement keyboards for various student computers. This also includes classroom equipment upgrades and replacements (Printers, Elmo's, LCD, Projectors, etc.) and supplies needed for the ALL CORE and elective courses.

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 with a focus on ATSI SWD and EL student groups, as well as at-risk students

Activity

5.1) The Leadership Team will meet for one full day in the Summer to analyze data from the school year and develop next steps for the next school year on strategies to address our at-risk students, including SWD and EL students.

5.2) Each teacher will receive teacher release sub time to meet with the admin team to conduct academic conferences/Data Chats during the school day based on data and student achievement

levels. Teachers and admin will review the district interims, common assessments, goals, admin worksheets, and instructional plans for targeted groups- ATSI SWD, EL, and SED student groups. Principal will provide input and direction on goals and plan of teacher's goals as well as input on teaching and 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)
2,982.00	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5.1 The Leadership Team will meet for one full day in the Summer to analyze data
1000.00	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 Each teacher will meet with the admin team to conduct academic conferences

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

Students to be Served by this Strategy

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

All students

Activity

6.1) Teacher Release Time-Sub: 6th grade teachers will receive sub-release time to participate with feeder to collaborate with 5th grade teachers from our feeder schools to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year.

6.2) Teacher Release Time-Sub: Teachers will receive sub release time to articulate with feeder high school staff to articulation in target areas to facilitate students' transition to high school and increase 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.

Amount(s)	Source(s)
400.00	Title I, Part A Teacher Release Time-Subs (Including benefits)

	6.1 5th grade teachers and students from Palm Elementary and Los Robles will visit OGMS for orientation in the spring. 6th grade teachers will receive sub-release time to participate in this event. Additionally, 6th grade teachers will receive sub-release time to collaborate in the spring with 5th grade teachers from our feeder schools so as to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year. During this collaboration, teachers will focus on individual at-risk students, to help plan for additional supports to promote a successful transition.
600.00	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 The OGMS Teachers, High School Teachers and Guidance team will meet this year for the purpose of articulation in targeted and specific areas, including needs of at-risk student Claim and Target data and best practices will be determined and shared to facilitate students' transition to the high school setting and increase achievement.

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

Activity

- 7.1) Students will participate in a variety of electives and clubs, including Speech and Debate, Drama Performing Arts Enrichment, that serve to infuse grade level content to support core classes and provide extended learning opportunities for students.
- 7.2) OGMS will provide a variety of learning opportunities to enrich high performing students through GATE/Honors Excel and Enrichment Activities
- 7.3) OGMS will provide a College and Career Going Culture through various activities and events throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300.00

Source(s)

LCFF S&C

	Supplemental Supplies 7.1 Students will participate in a variety of electives and clubs that serve to infuse grade level content to support core classes and provide extended learning opportunities for students.
3,000.00	LCFF Basic Supplemental Supplies 7.2 OGMS will provide a variety of ways to enrich high performing students through the GATE/Honors Advisory.
500.00	LCFF Basic Supplemental Supplies 7.3 OGMS will provide a College and Career Going Culture through various activities and events throughout the year. OGMS will host a Career Day involving LAHS and the CTE Division of LACOE in order to enhance the experience for our students. In addition, OGMS students will take a field trip to the HLPUSD Adult School in order to learn about Pathway Programs. AVID strategies, school Banners, posters, and material for the College and Career Center and to create and maintain a college going culture will be purchased and utilized to enhance student access

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 with a focus on ATSI identified group SWD and EL student groups, as well as at-promise students

Activity

8.1) An Interventionist will provide support in areas of academic, social and emotional, and attendance and target at-risk students, including ATSI indicator groups SWD and EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000.00

Source(s)

Title I, Part A
Classified Instructional/Support Staff (Including Benefit)

8.1 Interventionist will work with at-risk students, including ATSI indicator groups SWD and EL students. Mentoring, monitoring and motivating students and providing academic assistance. Grades and progress will be monitored and parents will receive weekly updates from the Interventionist.

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 with a focus on ATSI identified SWD group and EL student groups, as well as at-promise students

Activity

- 9.1) Staff will utilize high Interest and wide reading materials including subscriptions in instructional practices.
 9.2) Staff will implement LEXIA/PowerUp program with all students with a focus on ATSI identified SWD group and EL student groups, as well as at-promise students (No cost to site) SEE ELA 2.2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

LCFF S&C
 Supplemental Supplies
 9.1 OGMS will use magazines and articles of high interest to support the curriculum, Literacy Standards, and build academic language development for all students with a focus on SWD and EL students.

0

District Funded
 9.2 Staff will implement LEXIA/PowerUp program to improve academic achievement in ELA and Math with all students with a focus on ATSI identified SWD group and EL student groups, as well as at-promise students (no cost to site) SEE ELA 2.2

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 with a focus on SWD and EL student groups, as well as at-promise students

Activity

10.1) An Interventionist will provide academic and social and emotional supports to target students, with focus on ATSI SWD group (SEE ELA 8.1)

10.2) Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.

10.3) Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster.

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
Classified Instructional/Support Staff (Including Benefit)
10.1 Interventionist will work with targeted at-risk students, with a focus on ATSI SWD group and EL students. Interventionist will provide mentoring, monitoring and motivating students and providing academic assistance. Grades and progress will be monitored and parents will receive updates from the Interventionist. SEE ELA 8.1

8,000.00

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
10.2 Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.

2,000.00

LCFF S&C
Certificated Staff (Including benefits)
10.3 Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster.

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

11.1) OGMS staff will provide parent workshop on a variety of middle school specific topic.

Materials and supplies associated with the parent workshop including books, paper, pencils, pens, staples, light refreshments and other materials as needed.

11.2) OGMS staff will conduct SDM Meetings SSC, ELAC, GATE/Honors Meetings. Materials and supplies associated with these meetings including copy paper, pencils, pens and other materials as needed.

11.3) Custodial Time: Night at the Grove (Open House) will serve as a showcase of the school's best practices and signature programs student work and project will be demonstrated and displayed. Associated cost include Custodial time.

11.4) Supplies: Night at the Grove (Open House) will serve as a showcase of the school's best practices and signature programs student work and project will be demonstrated and displayed. Associated materials and supplies include pamphlets, copies, flyers and as-needed materials to provide parents with information on curriculum, assessment, and proficiency levels and teacher preparation time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

329.00

700.00

200.00

Source(s)

Title I Parent Involvement
Supplemental Supplies
11.1 OGMS will provide parenting workshop

LCFF Basic
Supplemental Supplies
11.2 Parents will serve on the ELAC, GATE/Honors Advisory, SSC and LCAP meetings. All meetings will be conducted within the compliance requirements. ELAC and SSC meetings are scheduled to occur no less than five times each school year. This strategy also includes the development of the school's School-Home Compact. Materials and supplies associated with the parent workshop including copy paper, pencils, pens, light refreshments, and other materials as needed.

LCFF General
Classified Instructional/Support Staff (Including Benefit)

	11.3 Night at the Grove (Open House) will serve as a showcase of the school's best practices and signature programs student work and project will be demonstrated and displayed. OGMS will also provide community partners an opportunity to articulate our partnership. Associated cost include custodial time.
100.00	LCFF Basic Supplemental Supplies 11.4 Night at the Grove will serve a showcase of the school's best practices and signature programs student work and project will be demonstrated and displayed. OGMS will also provide community partners an opportunity to articulate our partnership. Associated materials and supplies include pamphlets, copies, flyers and as-needed materials to provide parents with information on curriculum, assessment, and proficiency levels and teacher preparation time.

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

Students to be Served by this Strategy

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

All Students with a focus on ATSI SWD group and EL student groups, as well as at-promise students

Activity

12.1) Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades. (SEE ELA 10.2)
12.2) OGMS staff will use magazines and articles of high interest to support the curriculum, Literacy Standards, and build academic language development for all students with a focus on SWD and EL students. (SEE ELA 9.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Certificated Staff (Including benefits)
12.1 Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades SEE ELA 10.2

0.

LCFF S&C

Supplemental Supplies

12.1 OGMS staff will use magazines and articles of high interest to support the curriculum, Literacy Standards, and build academic language development for all students with a focus on SWD and EL students. SEE ELA 9.1

Goals, Strategies, & Proposed Expenditures

Goal Subject

Math

LEA/LCAP Goal

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

School Goal - Math

All students, particularly English Learners (EL) and Students with Disabilities (SWD), will increase their students achievement in Mathematics as measured by the CAASPP, SMAP and CA Dashboard.

Identified Need

Based on the comprehensive needs assessment, all students need to continue to work toward meeting grade-level Math standards. English Learners (EL) and ATSI identified Students with Disabilities (SWD) group demonstrate a significant achievement gap compared to all students in terms of meeting grade-level Math standards. As a result, there is a consistent need to provide ongoing support, differentiated instruction and assessment and evidence-based interventions to increase EL and SWD achievement. Additionally, there is a need to provide professional development to teachers regarding applying Accommodations and Modifications to their SWD and monitoring implementation in the classroom. Also there is a need for PD to review with ELD teacher best practices as to how to differentiate Designated ELD support for Emerging ELs (including At-Risk LTELs and LTELs). Other core content teachers need a PD review on evidence-based strategies to use when facilitating Integrated ELD with all levels of EL students. Finally, there is a need to reduce the number of 8th graders earning F/D/1s in the final grading period and needing summer school intervention courses. The following strategies will be implemented, as well, to address all students with a focus on ATSI identified SWD group and EL: Parent Workshops, Teacher Planning Hours, PLCs, Student Data Chats, Interventionists support, Math Lab/Homework Club, Dream Box, Generation Genius, CTE Electives that support math and science skills, C-STEM, Saturday School, Peer Tutoring, and Early High School Enrichment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP-all-students	16.67% Meet or Exceed Standards	Increase by 3% to 20% of students will meet or exceed standards
2023-24 Math SMAP #2-all students	EL 2% High Average or High SWD 5% High Average or High SED 8% High Average or High All students -9% High Average or High Level	EL Increase by 3% to achieve 5% High Average or High SWD Increase by 3% to achieve 8% High Average or High

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>SED Increase by 3% to achieve 11% High Average or High</p> <p>All Students Increase by 3% to achieve 12% High Average or High</p>
2023-24 2022 Dashboard-Mathematics -SWD & EL	<p>EL 103.4 points below standard</p> <p>SWD 179.2 points below standard</p>	<p>Decrease EL points below standard by 5 points, from 103.4 to 98.4</p> <p>Decrease SWD points below standard by 5 points, from 179.2 to 174.2</p>

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 with a focus on ATSI SWD group and EL student groups, as well as at-promise students

Activity

- 1) Implement District SMAP and use student data to modify instruction and improve student achievement (No cost to site)
- 2) Implement CAASPP Assessments and use student data to modify instruction and improve student achievement (No cost to site)
- 3) Teachers will implement Improving Mathematical Problem Solving in Grades 4 through 8 Intervention strategies to improve student achievement in math with a focus on (ATSI) SWD and ELs (No cost to site)

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

Source(s)

District Funded

	1.1 No cost to site
0	District Funded
	1.2 No cost to site
0	
	1.3 No cost to site

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 with a focus on ATSI SWD group and EL student group, as well as at-promise students

Activity

2.1) Implement professional development by site and district personnel for all school staff, to modify/improve instructional strategies and improve achievement with a focus on low performing students, including ATSI SWD group and ELs.

2.2) Highest-quality, research-based K-8 math lessons empower students to master key math concepts. With the power to deliver millions of individualized learning paths, DreamBox individually tailors every math lesson and ensures that students work in their optimal learning zone. A math learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness. with a focus on ATSI SWD group and EL student groups, as well as at-promise students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded
	2.1 No cost to site
0	District Funded
	2.2 No cost to site

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 with a focus on ATSI SWD group and EL student group, as well as at-promise students

Activity

- 1) Teachers and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL.
- 2) Teacher and staff will attend additional professional development to support school-wide instructional and climate goals.
- 3) Substitute Teachers will be used to release teachers and staff will attend additional professional development (PD workshops and conferences)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A
Professional Development (Conferences & Workshops)
3.1 Teacher and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL . PD workshops and conferences will be attended throughout the school year to support the academic progress of all students with a focus on with a focus on ATSI SWD group, EL students, struggling and "at promise" students. SEE ELA 3.1

0

LCFF S&C
Professional Development (Conferences & Workshops)
3.4 Teacher and staff will attend additional professional development to support school-wide instructional and climate goals. Professional development will be attended throughout the school year to support all students with academic progress with a focus on ATSI SWD and EL students, struggling and "at promise" students. SEE ELA 3.2

0

Title I, Part A
Teacher Release Time-Subs (Including benefits)
3.4 Substitute Teachers will be used to release teachers and staff will attend additional professional development to support school-wide instructional and climate goals. PD

workshops and conferences will be attended throughout the school year to support all students with academic progress with a focus on struggling, including ATSI SWD and ELs, and "at promise" students. (SEE ELA 3.3)

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 with a focus on ATSI SWD group and EL student group, as well as at-promise students

Activity

- 1) Teachers in 6th, 7th and 8th grade including Spec. Ed and Band will be provided 20 hours each in the school year in order to analyze data and plan targeted lessons that include content specific and social emotional needs of all students with a focus on ATSI SWD group and EL student group. (SEE ELA 4.1)
- 2) Supplies to be purchased throughout the school year in order to enhance the instructional experience for students. This includes replacement and service contract costs for the Duplo machine, poster maker, and laminator. (SEE ELA 4.2)
- 3) Supplemental instructional materials (including technology devices <500 per item) (SEE ELA 4.3)
- 4) Title 1 Classroom supplies and materials including paper, pencils, markers, staplers, staples, markers, glue, novels, and other supplies as needed will be purchased throughout the school year in order to enhance the instructional experience for students to increase the academic outcomes of our lowest performing students groups, including ATSI SWD group and EL students. (SEE ELA 4.4)
- 5) Technology based materials and supplies for instructional purposes-ELMOs, projectors and printers will be purchased along with replacement keyboards for various student computers. This also includes classroom equipment upgrades and replacements (Printers, Elmo's, LCD, Projectors, etc.) and supplies needed for the ALL CORE and elective courses. (SEE ELA 4.5)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
4.1 Teachers in 6th, 7th and 8th grade including Spec. Ed and Band will be provided 20 hours each in the school year in order to analyze data and plan targeted lessons that include content specific and social emotional needs of all

	students with a focus on ATSI SWD group and EL student group. SEE ELA 4.1
0	LCFF Basic Supplemental Supplies 4.2 Supplies to be purchased throughout the school year in order to enhance the instructional experience for students. This includes replacement and service contract costs for the Duplo machine, poster maker, and laminator. SEE ELA 4.2
0	LCFF S&C Supplemental Supplies 4.3 Supplemental instructional materials (including technology devices <500 per item) SEE ELA 4.3
0	Title I, Part A Supplemental Supplies 4.4 Classroom supplies and materials including paper, pencils, markers, staplers, staples, markers, glue, and other supplies as needed will be purchased throughout the school year in order to enhance the instructional experience for students to increase the academic outcomes of our lowest performing students groups, including ATSI SWD group and EL students. SEE ELA 4.4
0	LCFF S&C Non-Capitalized Equipment (\$500-\$4,999 per item) 4.5 ELMOs, projectors and printers will be purchased along with replacement keyboards for various student computers. This also includes classroom equipment upgrades and replacements (Printers, Elmo's, LCD, Projectors, etc.) and supplies needed for the ALL CORE and elective courses. SEE ELA 4.6

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 with a focus on ATSI SWD and EL student groups, as well as at-risk students

Activity

1) The Leadership Team will meet for one full day in the Summer to analyze data from the school year and develop next steps for the next school year on strategies to address our at-risk students, including SWD and EL students.

2) Each teacher will receive teacher release sub time to meet with the admin team to conduct academic conferences/Data Chats during the school day based on data and student achievement levels.

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) 5.1 The Leadership Team will meet for one full day in the Summer to analyze data from the school year and develop next steps for the next school year on strategies to address our at-risk students, including SWD and EL students. The Leadership Team will meet with Admin. once a month to review and analyze student performance data and strategically plan next steps to support all students with a focus on ATSI SWD group, ELs and low-performing students. SEE ELA 5.1
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 Each teacher will meet with the admin team to conduct academic conferences during the school day based on data and student achievement levels. Teachers and admin will review the district interims, common assessments, goals, admin worksheets, and instructional plans for targeted groups- ATSI SWD, EL, and SED student groups. Principal will provide input and direction on goals and plan of teacher's goals as well as input on teaching and learning. SEE ELA 5.2

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

Students to be Served by this Strategy

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

All students

Activity

- 1) Teacher Release Time-Sub: 6th grade teachers will receive sub-release time to participate in feeder schools 6th grade orientations as well as to collaborate with 5th grade teachers from our feeder schools to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year.
- 2) Teacher Release Time-Sub: Teachers will receive sub release time to articulate with feeder high school staff to articulation in target areas to facilitate students' transition to high school and increase 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.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.1 5th grade teachers and students from Palm Elementary and Los Robles will visit OGMS for orientation in the spring. 6th grade teachers will receive sub-release time to participate in this event. Additionally, 6th grade teachers will receive sub-release time to collaborate in the spring with 5th grade teachers from our feeder schools so as to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year. During this collaboration, teachers will focus on individual at-risk students, to help plan for additional supports to promote a successful transition. SEE ELA 6.1
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 The OGMS Teachers, High School Teachers and Guidance team will meet this year for the purpose of articulation in targeted and specific areas, including needs of at-risk student. Student progress data and best practices will be determined and shared to facilitate students' transition to the high school setting and increase achievement. SEE ELA 6.2

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

Activity

- 1) Students will participate in a variety of electives and clubs including STEAM Enrichment (science Olympiad, robotics, CSTEM, Makerspace) that serve to infuse grade level content to support core classes and provide extended learning opportunities for students.
- 2) STEAM Materials and Supplies
- 3) OGMS will provide a variety of learning opportunities to enrich high performing students through GATE/Honors Excel and Enrichment Activities (SEE ELA 7.2)
- 4) OGMS will provide a College and Career Going Culture through various activities and events throughout the year. (SEE ELA 7.3)

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)
700.00	LCFF S&C Certificated Staff (Including benefits) 7.1 Teacher will prepare students to compete in a variety of Science and Math based competitions including Science Olympiad, Robotics, and STEAM
6,000.00	LCFF S&C Supplemental Supplies 7.2 Materials and supplies to enables students to build, program, and test their solutions based on real-life robotics technology. With the EV3 Core Set, EV3 Software and EV3 Expansion Set, students will be able to: Design and build programmable robots using motors, sensors, gears, wheels and axles, and other technical components. Understand and interpret two-dimensional drawings to create three-dimensional models. Build, test, troubleshoot, and revise designs to improve robot performance.
0	LCFF Basic Supplemental Supplies 7.3 OGMS will provide a variety of ways to enrich high performing students through the GATE/Honors Advisory. SEE ELA 7.2
0	LCFF Basic Supplemental Supplies 7.4 OGMS will provide a College and Career Going Culture through various activities and events throughout the year. OGMS will host a Career Day involving LAHS and the CTE Division of LACOE in order to enhance the

experience for our students. In addition, OGMS students will take a field trip to the HLPUSD Adult School in order to learn about Pathway Programs. AVID strategies, school Banners, posters, and material for the College and Career Center and to create and maintain a college going culture will be purchased and utilized to enhance student access SEE ELA 7.3

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 with a focus on ATSI identified group SWD and EL student groups, as well as at-promise students

Activity

- 1) Students will participate in a variety of CTE and high school aligned electives that serve to infuse grade level content to support core classes with a focus to engage our lowest performing struggling, including a focus on ATSI identified group SWD and EL student groups.
- 2) Teachers will implement Improving Mathematical Problem Solving in Grades 4 through 8 Intervention strategies to improve student achievement in math with a focus on (ATSI) SWD and Els

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)

1,500.00

Source(s)

LCFF S&C
Supplemental Supplies
8.1 Students will participate in a variety of CTE and high school aligned electives that serve to infuse grade level content to support core classes and provide extended learning opportunities for all students with a focus to engage our lowest performing struggling, including a focus on ATSI identified group SWD and EL student groups and at-promise students to in increase achievement, attendance, and connectedness.

0

None Specified

8.2 Teachers will implement 'Improving Mathematical Problem Solving in Grades 4

through 8' Intervention strategies to improve student achievement in math with a focus on (ATSI) SWD and Els (No cost to site) SEE Math 1.3

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 with a focus on ATSI identified SWD group and EL student groups, as well as at-promise students

Activity

1) Teachers will collaborate during Department PLC meetings to instruction and interventions, including using Practice Guide "Improving Mathematical Problem Solving in Grades 4 through 8" to address ATSI SWD, ELs and other low-performing students (No cost to site).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

1) Teachers will collaborate during Department PLC meetings to instruction and interventions, including using Practice Guide "Improving Mathematical Problem Solving in Grades 4 through 8" to address ATSI SWD, ELs and other low-performing students (No cost to site).

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 with a focus on SWD and EL student groups, as well as at-promise students

Activity

1) An Interventionist will provide academic and social and emotional supports to target students, with focus on ATSI SWD group
2) Teachers will provide after-school (Math Lab) tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.
3) Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster.

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
Classified Instructional/Support Staff (Including Benefit)
10.1 Interventionist will work with targeted at-risk students, with a focus on ATSI SWD group and EL students. Interventionist will provide mentoring, monitoring and motivating students and providing academic assistance. Grades and progress will be monitored and parents will receive updates from the Interventionist. SEE ELA 8.1

0

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
10.2 Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.

0

LCFF S&C
Certificated Staff (Including benefits)
10.3 Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster. SEE ELA 10.3

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

Activity

1) OGMS staff will provide parent workshop on a variety of middle school specific topic. Materials and supplies associated with the parent workshop including books, paper, pencils, pens, staples, light refreshments and other materials as needed.

2) OGMS staff will conduct SDM Meetings SSC, ELAC, GATE/Honors, LCAP meetings. Materials and supplies associated with these meetings including copy paper, pencils, pens and other materials as needed.

3) Supplies: Night at the Grove (Open House) will serve as a showcase of the school's best practices and signature programs student work and project will be demonstrated and displayed. Associated materials and supplies include pamphlets, copies, flyers and as-needed materials to provide parents with information on curriculum, assessment, and proficiency levels and teacher preparation time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Supplies 11.1 SEE ELA 11.1
0	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 11.2 SEE ELA 11.2
0	LCFF Basic Supplemental Supplies 11.3 SEE ELA 11.4

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

Students to be Served by this Strategy

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

All with a focus on SWD and EL student groups, as well as at-promise students

Activity

- 1) Teachers will provide after-school tutoring (Homework Club/Math Lab) to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades (SEE ELA 10.2)
- 2) OGMS staff will use magazines and articles of high interest to support the curriculum, Literacy Standards, and build academic language development for all students with a focus on SWD and EL students. (SEE ELA 9.1)

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)
12.1 SEE ELA 10.2

0

LCFF S&C
Supplemental Supplies
12.1 SEE ELA 9.1

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

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

School Goal - English Learners

- 1) Increase the percent of students scoring 4 on ELPAC by 1% from 66% to 67%
- 2) Increase Reclassification Rate from 9% of to 11%
- 3) Decrease "Points Below Standard" by 3 points from 52.2 to 49.2 in the area of ELA on CA Dashboard

Identified Need

The following evidence based activities have been identified as needs to support EL students. All EL students, will increase their academic achievement through implementation of Designated and Integrated ELD, LTELs and RFEP Monitoring and Reclassification. The following strategies will be implemented as a result of the continuing need to address the needs of ELs, including ELs SWD: ELD Elective Class, Integrated ELD Support in Core setting, ELPAC Practice and Readiness, Professional Development, Training Parent Workshops, Teacher Planning Hours, PLCs, Student Data Chats, Interventionist to target SEL for Special Populations, including SWD, IABs, Math Lab, Homework Club, Dream Box, Lexia, Saturday School, Peer Tutors, Early High School Enrichment, Monitoring (including APPELs), Close Reading, High Interest Reading Materials including primary Language, SEL, Planning and Collaboration with Teacher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 Summative ELPAC	2023 Summative ELPAC - 26.4% of EL students at Level 4	Increase the percent of students at Level 4
2024 Reclassification Rate	2023 Reclassification Rate - 9.5% of EL students reclassified per year	Increase to 12% or higher of EL students reclassification per year
2023 CA Dashboard-ELA Performance for all student groups (English Learners)	2022 CA Dashboard - 52.2 points below standard in ELA	Decrease by 3 points to 49.2 points below standard in ELA

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

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

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

Students to be Served by this Strategy

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

EL Students

Activity

- 1) Teachers will implement SBAC and ELPAC Readiness Strategies (No cost to site)
- 2) Teachers will conduct ELPAC and SBAC Data Chat with students and families (No cost to site)

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

Source(s)

District Funded

1.1 Teachers will implement SBAC and ELPAC Readiness Strategies to support EL students achievement in ELA and ELD standards. (No cost to site)

0

1.2 Teachers will conduct ELPAC and SBAC Data Chat with students and families to support EL students in goal setting and academic achievement. (No cost to site)

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

Students to be Served by this Strategy

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

EL Students

Activity

- 1) ELD Teacher and Core content Teachers will articulate on students needs and content supports (No cost to site)
- 2) Staff will create and implement school wide diagnostics in ELA and math to be given at beginning, middle, and end of year (No cost to site)
- 3) Staff will continuously monitor student progress using APPEAL Folders and monitoring tools (No cost to site)

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	District Funded 2.1 ELD Teacher and Core content Teachers will articulate on EL students needs and plan and implement content supports (No cost to site)
0	District Funded 2.2 Staff will create and implement school wide diagnostics in ELA and math to be given at beginning, middle, and end of year to monitor EL student progress, plan and implement instruction. (No cost to site)
0	District Funded 2.3 Staff will continuously monitor student progress using APPEAL Folders and monitoring tools to plan and implement instruction.(No cost to site)

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

Activity

- 1) Teachers and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL. (SEE ELA 3.1)
- 2) Teacher and staff will attend additional professional development to support school-wide instructional and climate goals.(SEE ELA 3.2)

- 3) Substitute Teachers will be used to release teachers and staff will attend additional professional development (PD workshops and conferences) (SEE ELA 3.3)
- 4) Provide Designated/Integrated ELD to staff to increase EL student 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)	Source(s)
0	Title I, Part A Professional Development (Conferences & Workshops) 3.1 Teacher and staff will attend professional development to increase the academic achievement of our lowest performing students, including ATSI SWD group and EL . PD workshops and conferences will be attended throughout the school year to support the academic progress of all students with a focus on with a focus on ATSI SWD group, EL students, struggling and "at promise" students. SEE ELA 3.1
0	LCFF S&C Professional Development (Conferences & Workshops) 3.2 Teacher and staff will attend additional professional development to support school-wide instructional and climate goals. Professional development will be attended throughout the school year to support all students with academic progress with a focus on ATSI SWD and EL students, struggling and "at promise" students. SEE ELA 3.2
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.3 Substitute Teachers will be used to release teachers and staff will attend additional professional development to support school-wide instructional and climate goals. PD workshops and conferences will be attended throughout the school year to support all students with academic progress with a focus on struggling, including ATSI SWD and ELs, and "at promise" students. (SEE ELA 3.3)
0	None Specified

3.4 Provide Designated and Integrated ELD to teachers

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)

EL Students

Activity

1) An Interventionist will provide support in areas of academic, social and emotional, and attendance and target at-risk students, including ATSI indicator groups SWD and EL students. (SEE ELA 8.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Classified Instructional/Support Staff (Including Benefit)
4.1 Interventionist will work with at-risk students, including ATSI indicator groups SWD and EL students. Mentoring, monitoring and motivating students and providing academic assistance. Grades and progress will be monitored and parents will receive weekly updates from the Interventionist. SEE ELA 8.1

0

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

Activity

1) Teacher will participate in Monthly PLC Meetings to discuss student progress and plan instruction (No cost to site)

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	District Funded 1) Teacher will participate in Monthly PLC Meetings to discuss student progress and plan instruction to address student needs and improve academic achievement, particularly with EL students. (No cost to site)

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

Students to be Served by this Strategy

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

All students

Activity

1) Teacher Release Time-Sub: 6th grade teachers will receive sub-release time to participate in feeder schools 6th grade orientations as well as to collaborate with 5th grade teachers from our feeder schools to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year. (SEE ELA 6.1) 2) Teacher Release Time-Sub: Teachers will receive sub release time to articulate with feeder high school staff to articulation in target areas to facilitate students' transition to high school and increase achievement. (SEE ELA 6.2)

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 Release Time-Subs (Including benefits) 6.1 5th grade teachers and students from Palm Elementary and Los Robles will visit OGMS for orientation in the spring. 6th grade teachers will receive sub-release time to participate in this event. Additionally, 6th grade teachers will receive sub-release time to collaborate in the spring with 5th grade teachers from our feeder schools so as to plan supports for the

	successful social and academical transition of the 5th graders into OGMS for the following school year. During this collaboration, teachers will focus on individual at-risk students, to help plan for additional supports to promote a successful transition. SEE ELA 6.1
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 The OGMS Teachers, High School Teachers and Guidance team will meet this year for the purpose of articulation in targeted and specific areas, including needs of at-risk student. Student progress data and best practices will be determined and shared to facilitate students' transition to the high school setting and increase achievement. SEE ELA 6.2

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

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

All

Activity

3) OGMS will provide a College and Career Going Culture through various activities and events throughout the year. (SEE ELA 7.3)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF Basic
Supplemental Supplies
7.1 OGMS will provide a College and Career Going Culture through various activities and events throughout the year. OGMS will host a Career Day involving LAHS and the CTE Division of LACOE in order to enhance the experience for our students. In addition, OGMS students will take a field trip to the HLPUSD Adult School in order to learn about Pathway Programs. AVID strategies, school Banners, posters, and material for the College and Career Center and to create and maintain a college going culture will be purchased and utilized to enhance student access SEE ELA 7.3

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)

EL Students

Activity

1) EL Levels 1 and 2 students will participate in a Designated ELD Elective to support their achievement in ELD standards.(No cost to site)
2) ALL EL students will participate in an Integrated ELD Model within their ELA courses to support their achievement in ELD standards (No cost to site)

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	District Funded 1) EL Levels 1 and 2 students will participate in a Designated ELD Elective to support their achievement in ELD standards. (No cost to site)
0	District Funded 2) ALL EL students will participate in an Integrated ELD Model within their ELA courses to support their achievement in ELD standards (No cost to site)

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 with a focus on EL students

Activity

1) Teachers will implement evidenced-based educational practices including Close Reading Strategies, Citing Evidence Strategies, Reading Comprehensions Strategies to increase EL student achievement in ELA and ELD standards. (No cost to site)
2) Admin will determine the languages spoken by ELs as well as the US Entry dates of ELs - How many ELs are 12 mos or less? How many ELs are 3 years or less?

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	District Funded 1) Teachers will implement evidenced-based educational practices including Close Reading Strategies, Citing Evidence Strategies, Reading Comprehensions Strategies to increase EL student achievement in ELA and ELD standards. (No cost to site)
0	None Specified 2) Admin to determine additional EL data and share with teachers

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 with a focus on EL students

Activity
 1) OGMS staff will provide parent workshop on a variety of middle school specific topic. Materials and supplies associated with the parent workshop including books, paper, pencils, pens, staples, light refreshments and other materials as needed. (SEE ELA 11.1)

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 Parent Involvement Supplemental Supplies 10.1 OGMS will provide parenting workshop on a variety of middle school specific topics including cyber bullying workshop for parents. Three hundred dollars is allocated for materials and supplies associated with the parent workshop including books, paper, pencils, pens, staples, light refreshments, and other materials as needed. SEE ELA 11.1

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

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

EL students

Activity

1) OGMS staff will conduct ELAC Meetings. Materials and supplies associated with these meetings including copy paper, pencils, pens and other materials as needed. (SEE ELA 11.2)
 2) OGMS staff will provide parents with information and strategies to support their students in the areas of socio-emotional and academic achievement through a Parent Institute subscription E-Tips.
 3) OGMS staff will hold annual meetings for Annual EL and Title 1 Meeting to inform parents of their rights and responsibilities and how they can get involved in the planning, review and needs assessment of school and district programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF Basic Supplemental Supplies 11.1 Parents will serve on the ELAC, GATE/Honors Advisory, and SSC. All meetings will be conducted within the compliance requirements. ELAC and SSC meetings are scheduled to occur no less than five times each school year. This strategy also includes the development of the school's School-Home Compact. Materials and supplies associated with the parent workshop including copy paper, pencils, pens, light refreshments, and other materials as needed. SEE ELA 11.2
304.00	Title I Parent Involvement Contracted Services 11.2 OGMS has a subscription to The Parent Institute. E-tips are sent weekly and posted on the school website and on our School Facebook page. E-tips are available in English and Spanish. The subscription provides parents with information and strategies to support their students in the areas of socio-emotional and academic achievement.
300.00	LCFF Basic

Supplemental Supplies
OGMS will hold annual meetings for English Language Learners and Title 1. The purpose is to inform parents of the rights and responsibilities and how they can get involved in the planning, review and needs assessment of school and district programs. Supplies for the meetings will include costs associated with meeting materials (paper, ink, pencils/pens, flyers, light refreshments, and other supplies as needed).

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

Students to be Served by this Strategy

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

EL Students

Activity

- 1) Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades. (SEE ELA 10.2)
- 2) Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster. (SEE ELA 10.3)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
12.1 Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.. SEE ELA 10.2

0

LCFF S&C
Certificated Staff (Including benefits)
12.2 Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster. SEE ELA 10.3

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

All students, particularly ELs and ATSI SWD, will contribute to an improvement in school climate as measured by the CA Dashboard and Suspension rate data.

Identified Need

Based on the numbers of chronically absentee students, particularly ATSI SWD and ELs, there is a need to implement research-based interventions to address students as it related to improving attendance. Additionally, based on the disproportionate number of SWD getting suspension in comparison to other student groups, there is a need to implement interventions, including Second Step SEL to address this need. The following strategies will be implemented to reduce chronic absenteeism and suspension rates, by improving school climate, as well to address SWD and EL needs: Professional Development/Training, PLCs, Student Data Chats, Interventionist Behavior, Interventionist Special Populations, Universal Screener, GATE/Honors Enrichment, Early High School Enrichment, Increase Elective Choices, PR Campaign, PAWS Tracker, SEL Tool, Code of Conduct/Banners/Posters/Visuals, Leadership Team, MTSS Team, Student Store and Incentives, Parent Education/Workshops, Site Supervision Aides, Saturday School, Peer Tutoring, Field Trips, Fun Fridays, School-wide Theme, Online tools and resources, Campus Beautification, Rehab plans for students, Good Behavior Raffle.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronically Absent	All students Chronically Absent 35.5%	Decrease Chronic Absenteeism by 3% to 32.5%
CA Dashboard-Suspension rates	All students Suspension rate 6.8%	Decrease suspension rate by .3% to 6.5%
Aeries Analytics - Suspension Rate by Student	2023 - 9 students Overall <ul style="list-style-type: none">EL - 0 studentsSWD - 7 students	Decrease or maintain Overall Suspension by student Maintain EL suspensions by student Decrease of maintain SWD suspensions by student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Analytics - Chronic Absenteeism	2023 - 23.5% Overall <ul style="list-style-type: none"> • 30.8% EL • 39.1% SWD 	Decrease chronic absenteeism by 5% Overall, EL and SWD

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 with a focus on SWD and EL student groups, as well as at-promise students

Activity

- 1) Teachers and staff will implement a social/emotional Universal Screener tool in the Fall and Spring to identify at-risk students and plan MTSS.
- 2) GATE/Honors Pathways and Activities
- 3) Staff will implement Second Step® Middle School to provide multitiered interventions, including school-wide and small group SEL, individual behavior improvement plans, progress monitoring and incentives programs

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	District Funded 1.1 No cost to site
0	LCFF Basic Supplemental Supplies 1.2 SEE ELA 7.2
0	District Funded 1.3 There is No cost to site

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 with a focus on ATSI SWD and EL student groups, as well as at-promise students

Activity

2.1) Admin, Leadership Team, and Guidance Counselor will implement and monitor SEL curriculum by analyzing climate data, conducting walk-throughs, gaining teacher feedback, and providing teachers with feedback throughout the school year to support students and increase academic achievement.

2.2) Implemented Lexia program with all students with a focus on ATSI SWD group and EL student group, as well as at-promise students

3) Implemented Dreambox program with all students with a focus on ATSI SWD group and EL student group, as well as at-promise students to improve student achievement in math

4) Online digital resources and subscriptions-District Paid (No cost to site)

5) Teachers and students use a variety of online and digital resources to improve student engagement and instruction. Online subscriptions such as Kami, Generation Genius, Scholastic, and Brain Pop will be used to assist teachers and staff in student engagement and curricular 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2000.00	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.1 Admin, Leadership Team, and Guidance Counselor will implement and monitor SEL curriculum
0	District Funded 2.2 Lexia High-quality, research-based K-8 ELA program designed to empower students to master key English and ELA concepts. With the power to deliver individualized learning paths, Lexia/PowerUp individually tailors every lesson and ensures that students work in their optimal learning zone. An ELA learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness. The program will be implemented with all students with a focus on ATSI SWD group and EL

	student group, as well as at-promise students.(No cost to site) SEE ELA 2.2
0	<p>District Funded</p> <p>2.3 Highest-quality, research-based K-8 math lessons empower students to master key math concepts. With the power to deliver millions of individualized learning paths, DreamBox individually tailors every math lesson and ensures that students work in their optimal learning zone. A math learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness. with a focus on ATSI SWD group and EL student groups, as well as at-promise students SEE MATH 2.2</p>
0	<p>District Funded</p> <p>2.4 Teachers and students use a variety of online and digital resources to improve student engagement and instruction. Online subscriptions such PEAR Deck, Discovery Education, and SMART Music will be used to assist teachers and staff in student engagement and curricular needs.</p>
2000.00	<p>Title I, Part A Contracted Services</p> <p>2.5 Teachers and students use a variety of online and digital resources to improve student engagement and instruction. Online subscriptions such as Kami, Generation Genius, Scholastic, and Brain Pop will be used to assist teachers and staff in student engagement and curricular needs.</p>

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

Activity

3.1) Administration and Guidance Team will attend professional development workshops that will address topics such as improving school attendance, special education, student support services, or mental health supports, to implement school programs that will promote student engagement

and increase academic achievement. There will be increased focus on addressing needs of ATSI SWD and EL students.

3.2) Coach will provide professional development through monthly meetings with the administrative and leadership teams at Orange Grove Middle School, with an emphasis on building a culture of professional collaboration within an environment of mutual trust and respect. The Coach will facilitate reflection of practices based on student data, goal-setting, progress monitoring, and supports and interventions to promote student achievement. The coach should have experience serving as K-8 school administrator, teacher, and leadership consultant.

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)
1000.00	Title I, Part A Professional Development (Conferences & Workshops) 3.1 Administration and Guidance Team will attend professional development workshops
5000.00	Title I, Part A Contracted Services 3.2 Coach will provide professional development

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 with a focus on EL, ATSI SWD, and At Promise students

Activity

- 1) Teachers and staff will implement a MTSS incentive programs to encourage positive behavior aligned with OGMS Code of Conduct matrix.
- 2) Staff will purchased and display Ocelot Code of Conduct/Behavior/Motivational visuals and banners to encourage positive behavior.

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)
1100.00	LCFF S&C

	Supplemental Supplies 4.1 Teachers and staff will implement a MTSS incentive programs to encourage positive behavior aligned with OGMS Code of Conduct matrix. Associated costs include materials and supplies for rallies such as poster/construction paper, paint, markers, craft supplies, glue, certificates, awards, incentives and other supplies as needed.
2000.00	LCFF General Supplemental Supplies 4.2 Staff will support OGMS Code of Conduct matrix and positive behavior through motivational banners and visuals displayed throughout the school campus.

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 with a focus on EL, SWD, and At Promise students

Activity

5.1) The MTSS team will meet monthly to review effectiveness and fidelity in Tier 1 implementation as well as Tier 2 and Tier 3 services provided to at-risk students, including ATSI SWD student group. Team members will discuss school-wide practices to promote student engagement and increase academic achievement. The team will also address and create individual student plans for high-risk students to increase academic 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.

Amount(s)	Source(s)
500.00	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5.1 The MTSS team monthly meetings

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

Students to be Served by this Strategy

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

All students

Activity

- 1) Teacher Release Time-Sub: 6th grade teachers will receive sub-release time to participate in feeder schools 6th grade collaborate with 5th grade teachers from our feeder schools to plan supports for the successful social and academical transition of the 5th graders into OGMS for the following school year.
- 2) Teacher Release Time-Sub: Teachers will receive sub release time to articulate with feeder high school staff to articulation in target areas to facilitate students' transition to high school and increase 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.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.1 SEE ELA 6.1
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 SEE ELA 6.2

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

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

All

Activity

- 1) School staff will purchase of music instruments, sheet music, and equipment will be purchased for the entire band program, including replacement items and repairs.
- 2) School staff will purchase of school/district sports teams uniforms/Jersey
- 3) School staff will provide elective class and grade-level field trips and educational experiences
- 4) School staff will provide all students with a College Spirit Shirt to promote our college going culture
- 5) School staff will lead families through a series of book study collaboratives
- 6) Use of 3D printer in our CTE STEAM courses: Robotics, Makerspace, and STEAM

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)
1000.00	LCFF Basic

	<p>Non-Capitalized Equipment (\$500-\$4,999 per item)</p> <p>7.1 Music instruments, sheet music, and equipment will be purchased for the entire band program, including replacement items, in order to enhance and grow the OGMS Band Program and its feeder articulation program.</p>
1000.00	<p>LCFF General Supplemental Supplies</p> <p>7.2 Students participating in sports teams and district athletics are required to wear uniforms/Jerseys that are well maintained and in good repair. Athletics and sports teams are open to all students wishing to participate.</p>
1000.00	<p>LCFF Basic Supplemental Supplies</p> <p>7.3 OGMS Electives will be provided an educational experience or field trip in the field to enhance and enrich their understanding of content, community, and civics</p>
3500.00	<p>LCFF S&C Supplemental Supplies</p> <p>7.4 All students will receive a College Spirit Shirt to promote our college going culture</p>
500	<p>LCFF S&C Books (Excluding core textbooks)</p> <p>7.5 The School staff will lead families through a series of book study collaboratives that will provide skills, tools, and strategies specifically to help students and families navigate their middle school years and meet the needs of adolescents.</p>
1500.00	<p>LCFF General Non-Capitalized Equipment (\$500-\$4,999 per item)</p> <p>7.6 A 3D printer, and associated supplies, will be used in our CTE STEAM courses: Robotics, Makerspace, and STEAM to create and engage students with 21st Century Skills and experiences.</p>

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 with a focus on EL, SWD, and At Promise students

Activity

- 1) Students Achievement, attendance, and goal attainment incentives, rewards, and awards (Attendance Works/Attendance Playbook)
- 2) Additional supports will be put in place to monitor 6th grade attendance to minimize chronic absenteeism.
- 3) OGMS will regularly analyze data to identify students at risk of chronic absenteeism. Meetings will occur with students and parents to discuss the importance of strong attendance and the link to academic achievement and address barriers (Ex: transportation, social emotional needs, mental health supports, SED, low motivation/not wanting to come, etc.).
- 4) General education staff and administration will work closely with special education staff and administration to increase fidelity of academic and behavior supports based on IEP accommodation and modifications.

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)
2000.00	LCFF S&C Supplemental Supplies 9.1 Progress report, SBAC, EOY achievement awards for students, and recognition of participation in Tier 2 intervention services: Students who reflect positive behavior as explicitly outlined in the OGMS Code of Conduct receive incentives from the Student Store. The Student Store is open on a weekly basis on Fridays after school. At the end of each grading period, "Scholar Snack Day" will also be implemented so as to recognize the 'Work Hard' component of our school motto. This is for students with a 3.0 - 4.0 and no Fs on their progress reports and report cards. Further, in order to promote the importance of attendance, and in particular, CBEDS Day, incentive awards will be provided to students. Attendance Works/Attendance Playbook resources will be implemented to reduce chronic absenteeism, with a focus on at-risk students including ATSI SWD.
0	None Specified 9.2 Monitoring 6th grade attendance
0	None Specified

	9.3 Analyzing absence data and identifying at-risk students in need of additional supports
0	None Specified
	9.4 - Working closely w/SpEd Dept to implement accommodations and modifications with fidelity

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 with a focus on EL, SWD, and At Promise students

Activity

- 1) Additional Site Supervision Aide Hours
- 2) The School staff will lead families through a series of book study collaboratives

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)
3706.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10.1 Additional supervision during unstructured times: Before school, lunch time, and After School supports student behavioral needs and promotes better decision making from students
1200.00	Title I Parent Involvement Books (Excluding core textbooks) 10.2 The School staff will lead families through a series of book study collaboratives that will provide skills, tools, and strategies specifically to help students and families navigate their middle school years and meet the needs of adolescents.

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) School staff will provide Pacific Clinics Parent Workshops and classes for parents
- 2) Teachers will implement a Citizenship/Behavior Communication program to inform parents of student behavior
- 3) School staff will use a poster Maker/Printer Materials and supplies communicate about school events
- 4) District Tech TOSA will support with articulation of the school mission and vision
- 5) The Guidance and Admin Teams will coordinate parent meetings for students who are at risk and who are not meeting academic, behavior, or attendance goals.
- 6) School staff will purchase brochures, mailers, and enrollment/ recruitment event supplies
- 7) School staff will procure campus enhancements and physical improvements

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)
1000.00	Title I Parent Involvement Contracted Services 11.1 Parents will earn a certificate at the completion by participating in a 10-week long Parent Classes/Workshops course.
100.00	LCFF S&C Supplemental Supplies 11.2 When students reach a C+ on their Paws' Trackers, homeroom teachers will send home a notification letter to parents encouraging them to discuss the importance of good citizenship with their child.
5000.00	LCFF S&C Supplemental Supplies 11.3 Poster Maker/Printer will be used to advertise Parent Meetings, workshops, parent conferences, school events and, important school information.
1000.00	LCFF S&C Certificated Staff (Including benefits) 11.4 Two Tech TOSAs will support with the articulation of the school mission and vision
100.00	LCFF Basic Certificated Staff (Including benefits) 11.5 The Guidance and Admin Teams will coordinate parent meetings for students who are at risk and who are not meeting academic,

	behavior, or attendance goals. This includes promotion criteria for 8th graders.
2000.00	LCFF General Contracted Services 11.6 In an effort to increase enrollment and celebrate school success OGMS will updated school brochures, mailers, and replenish supplies for enrollment and recruitment events
2000.00	LCFF General Contracted Services 11.7 In an going effort to beautify and and elevate the function and ascetic of the campus campus as Identified in the LCAP, school staff will procure campus enhancements and physical improvements.

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

Students to be Served by this Strategy

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

All students with a focus on EL, SWD, and At Promise students

Activity

- 1) Teachers will provide after-school tutoring (Homework Club/Math Lab) to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades.
- 2) Teachers will provide additional after-school tutoring to targeted students (ATSI- SWD in Math and ELA)
- 3) Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster.
- 4) Selected 8th grade girls will participate in the American Association of University Women conference at Whittier College

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) 12.1 Teachers will provide after-school tutoring to target students at risk, including ATSI SWD group and EL students, as needed and monitor their progress and grades. SEE ELA 10.2

2519.00	<p>Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.2 Teachers will provide additional tutoring</p>
0	<p>LCFF S&C Certificated Staff (Including benefits) 12.3 Teachers will provide additional tutoring and enrichment to support all core subjects at Saturday School Academy to targeted students, with of focus on EL, ATSI SWD group, and Homeless/Foster. SEE ELA 10.3</p>
250.00	<p>LCFF Basic Supplemental Supplies 12.4 Selected 8th grade girls will participate in the American Association of University Women conference at Whittier College in the spring. These students will receive career presentations in the fields of math and science.</p>

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)	\$82,850.00
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)	\$82,850.00
Total CSI Funds Provided to the School from the LEA	\$0
Total CSI Funds Budgeted for SPSA actions and strategies to meet goals in the SPSA	\$0

Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,833.00
Title I, Part A	\$80,017.00

Subtotal of federal funds included for this school: \$82,850.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF Basic	\$6,950.00
LCFF General	\$21,490.00
LCFF S&C	\$54,906.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$83,346.00

Total of federal, state, and/or local funds for this school: \$166,196.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Basic	6,950.00
LCFF General	21,490.00
LCFF S&C	54,906.00
None Specified	0.00
Title I Parent Involvement	2,833.00
Title I, Part A	80,017.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	1,700.00
Certificated Staff (Including benefits)	3,800.00
Classified Instructional/Support Staff (Including Benefit)	33,906.00
Contracted Services	12,304.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	7,500.00
Professional Development (Conferences & Workshops)	4,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	2,000.00
Supplemental Supplies	70,385.00
Teacher Release Time-Subs (Including benefits)	5,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	District Funded	0.00
Certificated Staff (Including benefits)	LCFF Basic	100.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Basic	0.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF Basic	1,000.00
Supplemental Supplies	LCFF Basic	5,850.00
Classified Instructional/Support Staff (Including Benefit)	LCFF General	200.00
Contracted Services	LCFF General	4,000.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF General	1,500.00
Supplemental Supplies	LCFF General	15,790.00
Books (Excluding core textbooks)	LCFF S&C	500.00
Certificated Staff (Including benefits)	LCFF S&C	3,700.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	3,706.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF S&C	5,000.00
Professional Development (Conferences & Workshops)	LCFF S&C	2,000.00
Supplemental Supplies	LCFF S&C	29,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	11,000.00
	None Specified	0.00
	None Specified	0.00
Books (Excluding core textbooks)	Title I Parent Involvement	1,200.00
Contracted Services	Title I Parent Involvement	1,304.00
Supplemental Supplies	Title I Parent Involvement	329.00

Certificated Staff (Including benefits)	Title I, Part A	0.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	30,000.00
Contracted Services	Title I, Part A	7,000.00
Professional Development (Conferences & Workshops)	Title I, Part A	2,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	2,000.00
Supplemental Supplies	Title I, Part A	19,416.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	5,600.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	14,001.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	114,417.00
Goal 2 - Math	8,200.00
Goal 3 - English Learner	604.00
Goal 4 - School Climate	42,975.00

Duty Statements - Title I funded positions (FTE only)

<div>Duty Statement</div> <div>Job Title: NA</div> <div>Employee Name: NA</div>	
Funding Resource: Title I Percent FTE: NA	Funding Resource: NA Percent FTE: NA

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
David Nieto	X				
Cynthia Higbee		X			
Andrew Manuele		X			
Adrian Alvarez		X			
Jonathan Chang		X			
Gycelle Castaneda			X		
Ron Armstrong				X	
Ana Armstrong				X	
Karen Carbins				X	
Abner					X
Marissa					X
Josias					X
Numbers of members of each category:	1	4	1	3	3

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

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

2022-2023 English Learner Advisory Committee (ELAC)

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

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Yolanda Urrea	X			
Eva Torres		X		
Elias Enriquez				X
Susana Pacheco			X	
Maria Hilario			X	
Gloria Guinac			X	
Numbers of members of each category:	1	1	3	1

ELAC Composition Requirements

Requirements for ELAC elections include:

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 4/26/23

Attested:



Principal, David Nieto, Ed.D on 4/26/23



SSC Chairperson, Sam Higbee on 4/26/23

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/guidanceusesinvestment.pdf>

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

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

- 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.)

- 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/>

- 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>

- X <https://www.sciencedirect.com/science/article/pii/S0193397321000927>

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.

MATH: Improving Mathematical Problem Solving in Grades 4 through 8-This is a practice guide that provides recommendations for improving students' mathematical problem solving in grades 4 through 8 (What Work Clearing House). We will also implement Dreambox, a K-8 digital math program designed to complement our district math curriculum that includes adaptive and personalized rigorous and interactive lessons to each student (What Works Clearinghouse).

ELA: Lexia® PowerUp Literacy® program is an online program that delivers an adaptive structured literacy program that addresses individual skill gaps and impacts reading proficiency and academic success. This program provides targeted lessons to each student focusing on developing reading skills in three areas: word study, grammar, and comprehension.

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).

MATH: The guide, Improving Mathematical Problem Solving in Grades 4 through 8, provides practical, clear information on critical topics related to improving mathematical problem solving and is based on the best available evidence as judged by the authors. This is a Tier 1 (strong) intervention found in What Works Clearing House. Teachers will collaborate during Department PLC meetings and will use this resource to plan instruction and interventions that address targeted students, including SWD. There is no additional cost. Math PI 1.4 and Math PI 5.1

ELA: PowerUp is a computer-based program that adapts instruction to the specific needs of adolescent learners. The activities in PowerUp support and build on your school's English Language Arts curriculum, focusing on developing reading skills in three areas: word study, grammar, and comprehension. This targeted approach allows each student to make literacy gains quickly and develop the reading and critical thinking skills necessary to meet the demands of secondary curriculum and beyond. The Lexia Powerup program will be implemented and monitored with targeted students, including SWD. There is no cost to site. ELA PI Section 2.2

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

MATH: District SMAP Math #1 and #2 assessment data will be used to evaluate the intervention, based on the percentage of students that score at the High and Very High (61-80%) proficiency levels.

ELA: District SMAP ELA #1 and #2 assessment data will be used to evaluate the intervention, based on the percentage of students that score at the High and Very High (61-80%) proficiency levels.

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

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

\$ 0

Evidence-Based Interventions

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

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

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

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

X Chronic Absenteeism (TK-12)

X 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/>

X 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/>

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.

Second Step (Social-Emotional Learning Interventions (RAND))
Attendance Works and Attendance Playbook

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).

Second Step® Middle School is social-emotional learning (SEL) program for Grades 6–8, is backed by the latest research in adolescent brain development and social psychology. The curriculum includes: A bullying and harassment unit, Relatable scenarios for students, Differentiation between grade levels and Additional interactive activities to keep students engaged and learning. We will use this resource to provide multitiered interventions, including school-wide and small group SEL, individual behavior improvement plans, progress monitoring and incentives programs, with a focus on SWD. We will use student disciplinary data (i.e. suspensions, office referrals, etc.) to gauge progress toward goal. (There is No cost to site.) School Climate and Student Engagement PI Section 1.6.

Attendance Works/Attendance Playbook is an action research project, that uses continuous quality improvement to evaluate gaps in knowledge and capacity building and assesses interventions and provides resources to reduce chronic school absences. We will implement Tier 1, 2 and 3 interventions, such as, increasing parent communication and knowledge, use of incentives, CICO, mentors and Attendance strategies/goals added to IEPs. Strategies will be implemented with all students, with a focus on SWD. We will use monthly Chronic Absentee report data to gauge progress toward goal. (There is no cost cost for the program resources- funding is for related activities materials/supplies). School Climate and Student Engagement PI Section 9.1

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

All students, particularly ELs and SWD, will contribute to an improvement in school climate as measured by the CA Dashboard and Suspension rate data.

- 1) Based on CA Dashboard data, decrease the percentage of chronically absent by 3%, from 35.5 to 32.5%
- 2) Based on CA Dashboard data, decrease the number of suspensions all students by .3%, from 6.8% to 6.5%

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”

NA

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

\$ 0

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

District/School:
Hacienda La Puente Unified School District

School:
Los Altos High School

College:
Colegio Comunitario Citrus /
Citrus Community College

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



Daniela Perez
\$600 award

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

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

*Virtual Path to Success
Scholarship Award*



Citrus College
Cosmetology

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

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

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Professional Development, Teaching and Learning

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

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

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

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

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

Extended learning activities

Opportunity and Equal Educational Access

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

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

Parental Engagement

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

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

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019