



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 Del Valle Elementary School Site Council, describes the strategies for improving student academic achievement.

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

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Del Valle Elementary	19 73445 6014153	4/27/23	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

SWD-ELA, Math, and Chronic Absenteeism

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

The purpose of the SPSA is to meet the ESSA requirements of Title I School-wide Programs and the California Department of Education requirements for Additional Targeted Support and Improvement (ATSI). We recognize that there are achievement gaps and students who are not meeting or approaching standards. Alignment continues between District and site goals. With the support of District Departments and school site professional developments, we continue to embrace the rigorous standards and move students to enhancing their critical thinking skills. Goals include providing professional development and support for students, parents, teachers, and additional staff supporting our learning management program Canvas and targeting reading and writing skills through literacy across all content areas. Our school goal is to work closely with targeted student groups to close the achievement gap including student groups such as English Language Learners. In addition, support SWD student group to meet ATSI requirements through building foundational skills to support grade level standards. Del Valle continues to use a collaborative model seeking input from all stakeholders as noted in our needs Assessment section. Del Valle will continue to work closely with students, parents, and teachers to analyze and monitor data, make recommendations, and set priorities that will support student outcomes, including completing the SPSA and LCAP process with fidelity.

School Vision and Mission

Del Valle is committed to promoting a dynamic learning community for all students. A community which promotes individual achievement and success in such areas as literacy, mathematics, visual, performing and fine arts, and technology; as well as positive personal experiences which facilitate self-regulation, decision-making, problem-solving, conflict resolution, life management, social responsibility, and an appreciation of cultural diversity.

Del Valle Elementary School is dedicated to developing life-long learners and to providing a safe and drug-free learning environment. We will empower students to become creative problem solvers, confident decision makers, effective communicators, and responsible citizens, who are culturally aware, technologically literate, and who value themselves and the diversity of all people. In partnership with home and community, we will prepare students to contribute in a positive way to the 21st century workforce.

School Profile

Del Valle Elementary is located in La Puente, California in Hacienda La Puente Unified School District. The main ethnic group in the community is Hispanic/Latino. Funded programs include school-wide Title I and supplemental services that are provided through a variety of programs. As part of our school plan utilizing our school funds, we continue to enhance our school-wide initiatives including Professional Learning Communities, College and Career, and a safe environment for all students. Our professional developments including District lead teacher trainings and staff meetings. Our decisions are made through a shared responsibility and leadership focused on student achievement through analyzing student data. Del Valle takes pride in building a partnership with all parents of our students. We have numerous parent meetings calendared including ELAC, SSC, and Café with the Principal. In addition we will begin our 2nd year of a partnership with the City of La Puente for our Life Experiences about Democracy (LEAD) program. Our students will take part in better understanding local government and democracy and be provided virtual opportunities to get more involved throughout the year. We continue to communicate all school-wide events through Parent Square, Instagram, and School Loop (website). In addition all students and parents have access to Aeries which enable parents and students to access their grade online.

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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	0.7%	0.83%	0.91%	2	2	2
Asian	1.7%	2.48%	5.91%	5	6	13
Filipino	0.3%	0.83%	0.45%	1	2	1
Hispanic/Latino	96.3%	95.04%	91.36%	289	230	201
Pacific Islander	%	%	0%			0
White	0.7%	0.41%	0%	2	1	0
Multiple/No Response	%	%	0.45%			1
Total Enrollment				300	242	220

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	31	25	27
Grade 1	40	23	25
Grade 2	45	32	27
Grade3	38	40	32
Grade 4	44	32	34
Grade 5	48	38	34
Grade 6	54	52	41
Total Enrollment	300	242	220

Conclusions based on this data:

1. The enrollment numbers continue to decrease
2. The enrollment dropped significantly in 1st grade from 20-21 to 21-22
3. 6th grade has dropped the least when comparing years.

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	96	86	84	32.00%	35.5%	38.2%
Fluent English Proficient (FEP)	46	31	26	15.30%	12.8%	11.8%
Reclassified Fluent English Proficient (RFEP)	12	5		12.5%	5.50%	

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

2019-20

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	10	0	0	0	10	0	10
01	24	0	0	0	24	0	24
02	26	0	0	0	26	0	26
03	12	3	0	0	15	7	22
04	4	2	0	4	10	16	26
05	1	5	0	9	15	9	24
06	3	0	3	7	13	20	33

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	8	0	0	0	8	0	8
01	10	0	0	0	10	0	10
02	11	0	0	0	11	0	11
03	14	3	0	0	17	0	17
04	1	13	0	0	14	5	19
05	0	13	0	3	16	4	20
06	2	2	6	0	10	16	26

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	8	0	0	0	8	0	8
01	10	0	0	0	10	0	10
02	11	0	0	0	11	0	11
03	14	3	0	0	17	0	17
04	1	13	0	0	14	5	19
05	0	13	0	3	16	4	20
06	2	2	6	0	10	16	26

Conclusions based on this data:

1. EL's percentages continue to increase.
2. RFEP numbers continue to fluctuate by grade level and school year.
3. At-Risk numbers are higher in the upper grade levels.

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
220	78.6	38.2	1.8
Total Number of Students enrolled in Del Valle Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	38.2
Foster Youth	4	1.8
Homeless	8	3.6
Socioeconomically Disadvantaged	173	78.6
Students with Disabilities	32	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.9
Asian	13	5.9
Filipino	1	0.5
Hispanic	201	91.4
Two or More Races	1	0.5

Conclusions based on this data:

1. Student enrollment continues to drop , although academic and SEL support continues to rise
2. WHat programs are keeping families here at Del Valle.
3. Conintue to a high population of high need supports

School and Student Performance Data






2. Overall Performance

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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  Orange
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. ELA was in yellow based on 2019 scores for all students
2. Math scores identified by green for 2019
3. Chronic Abs. was identified as green for 2019

School and Student Performance Data

3. Academic Performance 1. English Language Arts

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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	1	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
 Yellow 35.1 points below standard Increased +10.7 points 133 Students	 Orange 61.8 points below standard Decreased -3 points 63 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Yellow 33.2 points below standard Increased Significantly +15 points 126 Students	105.4 points below standard Increased +8.9 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.2 points below standard Increased +12.5 points 128 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 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 points below standard Decreased Significantly -18.7 points 42 Students	11.2 points below standard Increased +14.7 points 21 Students	24.1 points below standard Increased Significantly +21.7 points 60 Students

Conclusions based on this data:

1. ELA showing growth with identified groups earning 3 yellow and 1 orange identification
2. All students increased significantly by 19.1 points
3. EL students grew 19.6 points based on 2019 CAASPP scores

School and Student Performance Data

Academic Performance 2. Mathematics

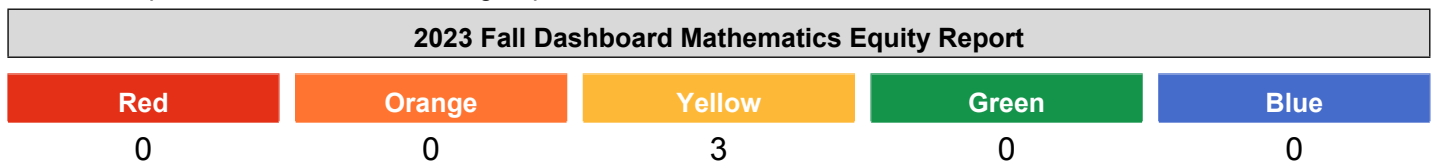
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 55.6 points below standard Increased Significantly +17.5 points 133 Students	English Learners Yellow 73 points below standard Increased +12.1 points 63 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Yellow 54.8 points below standard Increased Significantly +19.2 points 126 Students	Students with Disabilities 126.7 points below standard Increased Significantly +17.2 points 29 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 54.7 points below standard Increased Significantly +19.7 points 128 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 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
94.1 points below standard Decreased -5 points 42 Students	30.9 points below standard Increased Significantly +40.9 points 21 Students	50.9 points below standard Increased Significantly +23.7 points 60 Students

Conclusions based on this data:

1. Identified group colors improve from previous Dashboard to 1 orange and 3 yellows
2. All students identified as green with a 14.1 point gain
3. SWD still over 100 points away from meeting standard despite 22.2 point gain

School and Student Performance Data

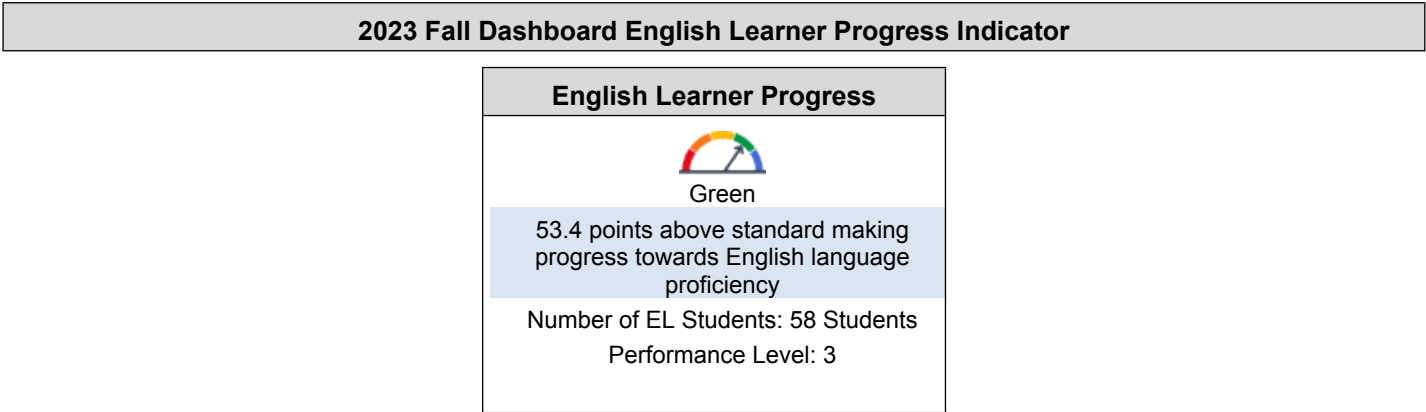
3. Academic Performance English Learner Progress

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

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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.



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
9	18	0	31

Conclusions based on this data:

1. EL students identified as Performance High. Great support and daily routine in primary grades K-3, 5+6
2. 13.2% that decreased were in grades 4-6
3. 50% of our EL students gained a level due to designated ELD instruction, Small Groups, and Intervention support

School and Student Performance Data

4. Academic Engagement 1. Chronic Absenteeism

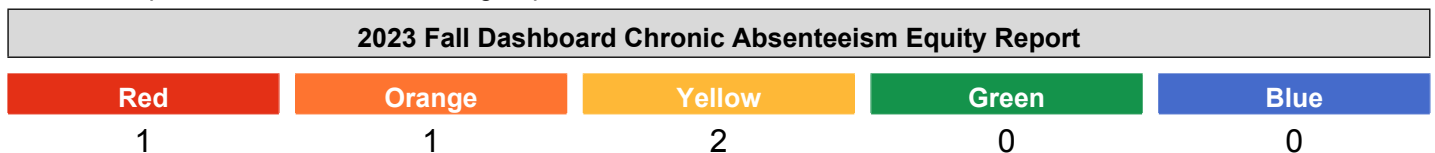
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 27.6% Chronically Absent Declined Significantly -3.6 225 Students	English Learners  Red 23.3% Chronically Absent Increased 2 90 Students	Foster Youth Less than 11 Students 6 Students
Homeless 61.5% Chronically Absent Increased 19.4 13 Students	Socioeconomically Disadvantaged  Yellow 28.7% Chronically Absent Declined Significantly -4.2 209 Students	Students with Disabilities  Orange 32.6% Chronically Absent Declined -12.1 43 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>15.4% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>27.2% Chronically Absent</p> <p>Declined Significantly -3.6</p> <p>206 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. Improvements still need to be made even though we have been identified by 3 groups in green and 1 blue
2. Decline over all in scores specific to SES, Foster, SWD, EL, and Homeless
3. Change in Office staff and protocols had a negative impact on our attendance to reflect -0.4

School and Student Performance Data

5. Conditions & Climate 1. Suspension Rate

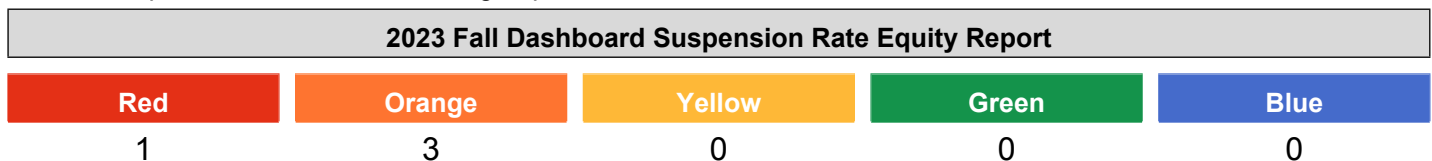
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This section provides number of student groups in each level.



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  Orange 3% suspended at least one day Increased Significantly 2.2 233 Students	English Learners  Orange 2.2% suspended at least one day Increased 2.2 92 Students	Foster Youth Less than 11 Students 6 Students
Homeless 7.7% suspended at least one day Increased 7.7 13 Students	Socioeconomically Disadvantaged  Red 3.2% suspended at least one day Increased Significantly 2.8 216 Students	Students with Disabilities  Orange 2.3% suspended at least one day Increased 2.3 43 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian 0% suspended at least one day 15 Students	Filipino Less than 11 Students 1 Student
Hispanic  Orange 2.8% suspended at least one day Increased 2 212 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. MTSS program is strong at our site for behavior modifications
2. Progressive discipline has allowed us to correct behaviors prior to suspensions under 48900
3. Continue to support 48900 infraction suspensions

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37	38	33	0	38	31	0	38	31	0.0	100.0	93.9
Grade 4	46	31	33	0	31	33	0	31	33	0.0	100.0	100.0
Grade 5	48	38	34	0	38	31	0	38	31	0.0	100.0	91.2
Grade 6	54	50	41	0	50	40	0	50	40	0.0	100.0	97.6
All Grades	185	157	141	0	157	135	0	157	135	0.0	100.0	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2332.	2393.		2.63	22.58		7.89	12.90		23.68	22.58		65.79	41.94
Grade 4		2460.	2399.		25.81	3.03		6.45	18.18		38.71	18.18		29.03	60.61
Grade 5		2481.	2489.		15.79	22.58		28.95	19.35		23.68	22.58		31.58	35.48
Grade 6		2484.	2510.		12.00	17.50		20.00	25.00		28.00	17.50		40.00	40.00
All Grades	N/A	N/A	N/A		13.38	16.30		16.56	19.26		28.03	20.00		42.04	44.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.63	16.13		57.89	48.39		39.47	35.48
Grade 4		16.13	9.09		70.97	54.55		12.90	36.36
Grade 5		2.63	9.68		71.05	70.97		26.32	19.35
Grade 6		6.00	17.50		52.00	50.00		42.00	32.50
All Grades		6.37	13.33		61.78	55.56		31.85	31.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	12.90		39.47	51.61		60.53	35.48
Grade 4		6.45	3.03		70.97	51.52		22.58	45.45
Grade 5		13.16	19.35		57.89	58.06		28.95	22.58
Grade 6		10.00	22.50		50.00	35.00		40.00	42.50
All Grades		7.64	14.81		53.50	48.15		38.85	37.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.63	6.45		63.16	64.52		34.21	29.03
Grade 4		0.00	15.15		87.10	60.61		12.90	24.24
Grade 5		13.16	16.13		78.95	58.06		7.89	25.81
Grade 6		14.00	12.50		60.00	65.00		26.00	22.50
All Grades		8.28	12.59		70.70	62.22		21.02	25.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	19.35		50.00	45.16		50.00	35.48
Grade 4		25.81	6.06		58.06	66.67		16.13	27.27
Grade 5		15.79	16.13		63.16	61.29		21.05	22.58
Grade 6		12.00	12.50		64.00	72.50		24.00	15.00
All Grades		12.74	13.33		59.24	62.22		28.03	24.44

Conclusions based on this data:

1. In looking at the overall achievement, there was a higher percentage of students who nearly or did not meet the standard.
2. Listening is an overall area of need.
3. Research/Inquiry has the highest combined % Above Standard in all grade levels in 21-22.

School and Student Performance Data

CAASPP Results Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37	38	33	0	38	33	0	38	33	0.0	100.0	100.0
Grade 4	46	31	33	0	31	33	0	31	33	0.0	100.0	100.0
Grade 5	48	38	34	0	38	32	0	38	32	0.0	100.0	94.1
Grade 6	54	50	41	0	50	41	0	50	41	0.0	100.0	100.0
All Grades	185	157	141	0	157	139	0	157	139	0.0	100.0	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2352.	2383.		0.00	3.03		15.79	15.15		21.05	36.36		63.16	45.45
Grade 4		2460.	2404.		12.90	0.00		25.81	6.06		32.26	45.45		29.03	48.48
Grade 5		2463.	2457.		5.26	6.25		7.89	9.38		50.00	34.38		36.84	50.00
Grade 6		2450.	2518.		10.00	17.07		12.00	24.39		18.00	26.83		60.00	31.71
All Grades	N/A	N/A	N/A		7.01	7.19		14.65	14.39		29.30	35.25		49.04	43.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.26	9.09		47.37	51.52		47.37	39.39
Grade 4		19.35	3.03		51.61	45.45		29.03	51.52
Grade 5		5.26	0.00		50.00	50.00		44.74	50.00
Grade 6		6.00	24.39		36.00	41.46		58.00	34.15
All Grades		8.28	10.07		45.22	46.76		46.50	43.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.63	6.06		39.47	57.58		57.89	36.36
Grade 4		6.45	0.00		58.06	42.42		35.48	57.58
Grade 5		5.26	6.25		65.79	56.25		28.95	37.50
Grade 6		8.00	19.51		38.00	51.22		54.00	29.27
All Grades		5.73	8.63		49.04	51.80		45.22	39.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.26	6.06		36.84	66.67		57.89	27.27
Grade 4		16.13	3.03		64.52	48.48		19.35	48.48
Grade 5		5.26	6.25		60.53	46.88		34.21	46.88
Grade 6		4.00	17.07		60.00	58.54		36.00	24.39
All Grades		7.01	8.63		55.41	55.40		37.58	35.97

Conclusions based on this data:

1. When looking at all grades for overall achievement, most students nearly or did not meet the standard.
2. Concepts and Procedures is an areas of strength in both grade levels.
3. Problem Solving/Modeling is an areas of focus.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1417.0	*	*	1427.2	*	*	1393.1	*	*	12	8	5
1	1410.2	*	*	1428.6	*	*	1391.2	*	*	11	10	6
2	1492.6	1453.3	1426.0	1501.5	1448.7	1418.9	1483.2	1457.3	1432.6	21	12	13
3	1491.9	1472.6	1449.8	1492.4	1482.1	1439.3	1491.1	1462.5	1459.8	18	16	13
4	1487.8	1529.8	1527.3	1489.6	1524.4	1538.9	1485.5	1534.6	1514.9	17	14	14
5	*	1550.5	1545.0	*	1558.3	1551.7	*	1542.2	1537.8	8	16	12
6	1525.1	*	*	1515.3	*	*	1534.5	*	*	14	9	8
All Grades										101	85	71

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*	*
1	0.00	*	*	63.64	*	*	0.00	*	*	36.36	*	*	11	*	*
2	9.52	8.33	0.00	57.14	50.00	23.08	33.33	0.00	46.15	0.00	41.67	30.77	21	12	13
3	5.56	0.00	0.00	44.44	25.00	23.08	44.44	62.50	38.46	5.56	12.50	38.46	18	16	13
4	11.76	28.57	35.71	17.65	50.00	35.71	47.06	21.43	28.57	23.53	0.00	0.00	17	14	14
5	*	31.25	41.67	*	56.25	33.33	*	12.50	16.67	*	0.00	8.33	*	16	12
6	21.43	*	*	35.71	*	*	14.29	*	*	28.57	*	*	14	*	*
All Grades	9.90	16.47	21.13	42.57	41.18	33.80	30.69	31.76	28.17	16.83	10.59	16.90	101	85	71

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*	*	41.67	*	*	33.33	*	*	16.67	*	*	12	*	*
1	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11	*	*
2	42.86	16.67	0.00	33.33	41.67	30.77	23.81	8.33	46.15	0.00	33.33	23.08	21	12	13
3	16.67	18.75	7.69	66.67	56.25	46.15	11.11	18.75	15.38	5.56	6.25	30.77	18	16	13
4	23.53	35.71	57.14	41.18	50.00	42.86	23.53	14.29	0.00	11.76	0.00	0.00	17	14	14
5	*	68.75	58.33	*	31.25	33.33	*	0.00	0.00	*	0.00	8.33	*	16	12
6	28.57	*	*	35.71	*	*	7.14	*	*	28.57	*	*	14	*	*
All Grades	25.74	30.59	33.80	41.58	44.71	36.62	19.80	17.65	15.49	12.87	7.06	14.08	101	85	71

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*	*	8.33	*	*	66.67	*	*	16.67	*	*	12	*	*
1	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*	*
2	9.52	8.33	0.00	47.62	41.67	23.08	14.29	8.33	30.77	28.57	41.67	46.15	21	12	13
3	11.11	0.00	0.00	16.67	12.50	15.38	55.56	37.50	30.77	16.67	50.00	53.85	18	16	13
4	0.00	7.14	7.14	17.65	57.14	35.71	41.18	28.57	35.71	41.18	7.14	21.43	17	14	14
5	*	18.75	33.33	*	25.00	8.33	*	43.75	41.67	*	12.50	16.67	*	16	12
6	21.43	*	*	21.43	*	*	21.43	*	*	35.71	*	*	14	*	*
All Grades	9.90	9.41	11.27	23.76	32.94	25.35	36.63	36.47	33.80	29.70	21.18	29.58	101	85	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
1	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
2	38.10	16.67	7.69	61.90	50.00	69.23	0.00	33.33	23.08	21	12	13
3	27.78	18.75	0.00	66.67	68.75	61.54	5.56	12.50	38.46	18	16	13
4	35.29	71.43	42.86	47.06	28.57	57.14	17.65	0.00	0.00	17	14	14
5	*	37.50	41.67	*	62.50	50.00	*	0.00	8.33	*	16	12
6	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
All Grades	27.72	32.94	21.13	59.41	60.00	63.38	12.87	7.06	15.49	101	85	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
1	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
2	38.10	16.67	0.00	61.90	58.33	61.54	0.00	25.00	38.46	21	12	13
3	22.22	50.00	15.38	72.22	43.75	53.85	5.56	6.25	30.77	18	16	13
4	29.41	35.71	78.57	47.06	64.29	21.43	23.53	0.00	0.00	17	14	14
5	*	81.25	66.67	*	18.75	25.00	*	0.00	8.33	*	16	12
6	64.29	*	*	7.14	*	*	28.57	*	*	14	*	*
All Grades	34.65	41.18	42.25	49.50	47.06	38.03	15.84	11.76	19.72	101	85	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	83.33	*	*	16.67	*	*	12	*	*
1	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
2	9.52	0.00	0.00	57.14	58.33	53.85	33.33	41.67	46.15	21	12	13
3	5.56	0.00	0.00	61.11	31.25	30.77	33.33	68.75	69.23	18	16	13
4	0.00	7.14	0.00	52.94	78.57	78.57	47.06	14.29	21.43	17	14	14
5	*	18.75	33.33	*	56.25	41.67	*	25.00	25.00	*	16	12
6	21.43	*	*	42.86	*	*	35.71	*	*	14	*	*
All Grades	8.91	9.41	9.86	57.43	51.76	53.52	33.66	38.82	36.62	101	85	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
1	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
2	23.81	25.00	15.38	57.14	33.33	38.46	19.05	41.67	46.15	21	12	13
3	11.11	0.00	7.69	77.78	68.75	53.85	11.11	31.25	38.46	18	16	13
4	5.88	28.57	35.71	47.06	71.43	42.86	47.06	0.00	21.43	17	14	14
5	*	18.75	25.00	*	75.00	58.33	*	6.25	16.67	*	16	12
6	14.29	*	*	64.29	*	*	21.43	*	*	14	*	*
All Grades	15.84	21.18	25.35	59.41	63.53	49.30	24.75	15.29	25.35	101	85	71

Conclusions based on this data:

1. The total number of students has decreased from when compared to the previous year.

2. The mean scores have increased when comparing years.
3. Students scored the highest combined at level 3 in the area of Overall Language.

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Del Valle Elementary	19734456014153	320	113 (35.3 %)	58 (18.1 %)	30 (21.6 %)
<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)
Del Valle	5	86	5.50%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. The percentage of EL students is lower than the District.
2. The reclassification rate is lower than the District.
3. The District's total English Learners percentage is similar to the State.

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
Del Valle ES	All Students	70	50	48	37	10	215
	K	3	7	9	6	2	27
	1	11	5	5	2	2	25
	2	15	7	2	2	1	27
	3	14	5	5	5	1	30
	4	9	13	8	4	0	34
	5	8	3	10	9	4	34
	6	10	10	9	9	0	38

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
Del Valle ES	English Learners (ELs)	34	20	12	1	2	69
	Student with Disabilities (SWD)	23	7	6	2	0	38
	Socio-economically Disadvantaged (SED)	62	44	43	35	9	193
	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
Del Valle ES	All Students	78	44	46	26	13	207
	K	5	6	5	6	3	25
	1	14	5	4	1	1	25
	2	15	8	3	0	2	28
	3	8	4	11	4	1	28
	4	16	5	7	1	0	29
	5	10	6	10	6	3	35
	6	10	10	6	8	3	37

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
Del Valle ES	English Learners (ELs)	36	16	9	5	0	66
	Student with Disabilities (SWD)	20	9	3	4	1	37
	Socio-economically Disadvantaged (SED)	69	37	44	24	12	186
	Homeless	*	*	*	*	*	*
	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 overall students scored at higher levels for SMAP 1.
2. When comparing student groups scored at higher levels for SMAP 1.

3. Students had the highest number of students for high average for Kinder, 5th, and 6th grades for SMAP 2.
4. Student with Disabilities group results had less students in the high average category.

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
Del Valle ES	All Students	70	61	53	17	18	219
	K	5	5	5	3	9	27
	1	8	7	4	3	3	25
	2	9	8	6	2	2	27
	3	10	10	11	1	0	32
	4	18	7	8	1	0	34
	5	9	11	9	4	1	34
	6	11	13	10	3	3	40

2022-23 Math SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Del Valle ES	English Learners (ELs)	32	20	14	2	1	69
	Student with Disabilities (SWD)	23	9	4	1	1	38
	Socio-economically Disadvantaged (SED)	61	56	50	16	14	197
	Homeless	11	*	*	*	*	22
	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
Del Valle ES	All Students	89	53	48	19	10	219
	K	7	6	4	5	4	26
	1	11	3	4	3	3	24
	2	12	10	4	0	2	28
	3	13	7	9	4	0	33
	4	22	5	5	1	0	33
	5	12	12	6	5	0	35
	6	12	10	16	1	1	40

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
Del Valle ES	English Learners (ELs)	33	23	9	4	0	69
	Student with Disabilities (SWD)	24	9	3	1	1	38
	Socio-economically Disadvantaged (SED)	77	49	46	16	8	196
	Homeless	*	*	*	*	*	*
	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 overall students scored at higher levels for SMAP 1.
2. When comparing, student groups scored at higher levels for SMAP 1.

3. Students ha the highest number of students for high average for Kinder and 5th for SMAP 2.
4. Student with Disabilities group results in the high average and high levels remained the same.

RFEP Monitoring Report

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

2022-23 RFEP Progress Monitoring Data Report

DEL VALLE K-5

Current School

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

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.

Monitoring Years:

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

Grades Monitoring:

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

		Test Scores					Criteria 3 Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)				
		Criteria 1		Criteria 2 (Most Recent DIA)							
		2022		2022		DIA #2					
		CAASPP 2022 Level									
		SWD									
		R-FEP Date (Fall 2018-Spring 2022)									
		Lang Fluency									
		Student ID									
		Current Grade Level									
		First Name									
		Last Name									
2020-21	2021-22										
	</										

RFEP Monitoring Designee Name: Alisa Fuentes

Fall RFEP Monitoring Designee Signature: _____

Email: afuentes@hlpusd.k12.ca.us

Date: _____

Phone number and extension: (626) 933-4100 EXT: 4112

Date: _____

Spring RFEP Monitoring Designee Signature: _____

2022-23 RFEP Progress Monitoring Data Report

DEL VALLE

Current School

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

Directions:

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

Monitoring Years:

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

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 (Most Recent DIA)		Criteria 3					
2022		2022		Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)			Final Fall 2022 Grades Yes/No		
Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2	Final Spring 2022 Grades Yes/No
		6		RFEP	05/13/2019	no	3	N/A	
		6		RFEP	12/10/2020	yes	1	N/A	
		6		RFEP	11/14/2018	no	2	N/A	
		6		RFEP	09/23/2022	yes	1	N/A	
		6		RFEP	10/22/2019	yes	1	N/A	
		6		RFEP	02/09/2022	yes	1	N/A	
		6		RFEP	09/26/2022	yes	1	N/A	

RFEP Monitoring Designee Name: _____

Fall RFEP Monitoring Designee Signature: _____

Email: _____

Date: _____

Phone number and extension: _____

Date: _____

Spring RFEP Monitoring Designee Signature: _____

Conclusions based on this data:

- 1. Most students K-5 were in 5th grade
- 2. There were seven 6th grade students that were in this category.
- 3. Overall there were 12 students school-wide.

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?

1a. There is a need to provide additional support to our SWD student group in the areas of ELA and Math.

1b. There is a need to update our Attendance Improvement Plan to support our SWD student group. Students were absent due to Covid related circumstances and/or not feeling well and staying home from school.

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

1a. We need to ensure that students with IEPs are receiving additional support in ELA and Math within the school day.

1b. Following all safety protocols we need to update our Attendance Improvement Plan to support students and work closely with the District to determine possible ADA recovery programs.

3. How will the school address these inequities?

Provide important information and updates throughout the year in terms of identified ATSI areas of focus and goals aligned to monitoring progress. In addition continue to work closely with the District to create and provide strategic professional development to support growth with educational partners. Lastly, adjust goals and implementation as appropriate to the school year's instructional model.

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.

1b. Students were absent due to Covid related circumstances and/or not feeling well and staying home from school.

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).

Del Valle Elementary completes the LCAP District surveys with all stakeholders including students, staff, and parents and site LCAP surveys/activities/results are discussed at staff and parent meetings. Additional surveys utilized included the CHKS and 2 Universal Screeners. Results are communicated to stakeholders as appropriate. Examples of needs from surveys include additional tutoring and interventions and summer school to support students meetings grade level standards and continuing or expanding extracurricular activities.

Classroom Observations

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

Formal and informal observations support the classroom learning environment. Conversations and documentation are kept to support both behavioral and instructional needs. School-wide initiatives include analyzing data of student groups, assisting with implementation of best practices, and working closely with administration, ELP facilitators, and teachers to monitor student group progress and assist in meeting timelines. Findings include that more time is needed for PLCs to have planning time, analyze student data, and develop short and long term goals that support student groups. Due to continued sub shortages PLCs have not been able to have planning days.

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

At Del Valle, teachers and Principal analyzes state and local assessments (CAASPP, SMAP, ELPAC) to identify student achievement gaps in standards, claims, literacy domains, ect. There is a continued need to disaggregate data on an ongoing basis to identify and monitor student groups with the greatest needs and plan strategic instruction, interventions and supports to improve student achievement. PLC time during early release Thursdays is needed to collaborate and plan strategic lessons and vertically articulate grade levels standards to support lesson design and strategies. Els and SWDs are student groups with ongoing needs. For SWDs this includes monitoring their progress as indicated through ATSI (ELA, Math, and Chronic Absenteeism).

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

The school site will analyze Lexia and Dreambox data to support and monitor student progress. In addition teachers will complete the APPEL monitoring process and communicate to students and parents as appropriate to support English Learners. There is a continued need to provide additional PLC planning time. For SWDs this includes monitoring their progress as indicated through ATSI (ELA, Math, and Chronic Absenteeism).

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 an ongoing need for professional development for teachers to support SWD and EL students. Teachers are encouraged to attend optional professional development provided by the district. In addition, our site goals address specific areas of focus including ATSI and providing professional development throughout the school year. Although there have been multiple meetings with District Departments to identify and plan professional development, there have been limited opportunities due to substitute shortages that have have pulled District TOSAs to sub instead of supporting and/or providing professional development. A few professional developments have included NPDL, CCEIS, and Math. Future professional development will continue to support EL and SWD student groups to meet academic standards, and further developing an Attendance Improvement Plan. Our ELP facilitators will continue to work closely with teachers to ensure fidelity in administering and monitoring APPELs, ISPELs, and ELPAC.

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

As a staff grades K-6 will use and provide instruction through “Core Materials”, grade-level Content and Work samples that demonstrate instructional Rigor. Deficits in students educational Content Spiral will be addressed through small group instruction using grade level context. Students will be provided access to all core materials and content by their teacher. The staff will work on prioritizing and focusing on instructional content, delivery, and needs through their PLCs and Site Expectations. For SWDs this includes monitoring their progress as indicated through ATSI (ELA, Math, and Chronic Absenteeism).

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

There is a need to continue to allow time for teachers to collaborate during the school day. Meetings include staff meetings (Tuesday afternoons 2x a month) and PLC meetings (Thursday afternoons 2x a month). Agendas and meeting minutes are archived and referenced on a shared Google Drive.

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

There is a need to continue vertical articulation since most grades only have 1 teacher per grade level. In addition we will work closely with our feeder school to build a collaborative culture and support a smooth transition for students and families. These initiatives will include planning events throughout the year with our feeder school and promote consistency in our Workman Quad. For SWDs this includes monitoring their progress as indicated through ATSI (ELA, Math, and Chronic Absenteeism).

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

Needs included: Administration and ELP facilitators will share expectations and create timelines and supports to monitor EL and RFEP academic progress. Academic interventions may include ISPEL or RFEP monitoring tools. For ISPELs, teachers will set specific EL strategies that support each individual student's needs. In addition our office will support following up with parent phone calls as needed. Teachers will document and communicate progress with parents throughout the year. Admin will support all teachers who have RFEP students not making adequate progress to share evidence based practices to support academic growth. In addition, teachers will monitor LTEL student progress to support adequate growth throughout the school year. Our ELP facilitators will also provide updates at staff meetings as appropriate and work closely with our teacher to meeting all timelines. Lexia will support EL students to close the literacy gaps specific to word study, grammar, and comprehension. Lexia may also provide translated supports for students identifies as 1's and 2's in the ELD class. Admin will work closely with ELP facilitators and meet with students who are close to meeting reclassification criteria to set goals. Student reports will be given to teachers so that they can identify who their LTELs are and learn how to better support them through future professional developments.

Extended learning activities

Needs include: Del Valle will encourage students to utilize the District funded programs including Lexia, Dreambox, and Tutor.com to support extended learning opportunities. In addition site based activities and experiences include LEAD (Life Experiences ABout Democracy), Science Olympiad, and sports through out after school program. Admin and TUPE facilitator will provide lessons to all 6th grade students. School-wide field trips will support all K-6th grade students that will be aligned to curriculum and/or college and career initiatives.

Opportunity and Equal Educational Access

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

Needs include: Our lowest underperforming students will be identified and supported in the classroom through small group instruction and intervention as appropriate. In addition time will be provided for students to complete Lexia and Dreambox minutes weekly to support individualized gaps. Teachers administering ELPAC will complete all necessary training with administration. Our part time counselor will closely monitor chronically absent students and communicate to families as well as follow our policies and procedures to help improve attendance. There is a need to further develop goals for attendance and behavior, increase parent involvement, fidelity of MTSS supports, and SART/SARB meetings. In addition counseling groups (both individual/group) will be determined through our Universal Screener results. With respect to ATSI SWD will be monitored and supported through IEPs, and Tier II and Tier III MTSS strategies. We will continue to work closely with the district to create and provide focused PDs to support growth with stakeholders. In addition, adjust goals and implementation as appropriate to the school year instructional model.

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

Per ATSI identification, targeted needs included professional development that emphasize instructional supports as well as strengthening our Attendance Improvement Plan. Administration will work with District TOSAs and Departments to create, facilitate, and support all teachers with evidenced based instructional strategies. Our Special Ed team will work closely with Administration and Special Ed District Department to identify needs and provide targeted core intervention and support. Data will be analyzed to track student progress and determine additional student supports. Additional school-wide needs included professional developments that will focus on using ELD standards aligned to core content standards to increase language fluency. Staff will analyze data to identify trends and determine next steps for both language and academic content supports. Administration will work with District TOSAs and Multilingual Department to create, facilitate, and support all teachers with evidenced based instructional strategies to increase EL student achievement. This will also include sharing best practices to build language fluency while increasing academic achievement. Specific areas of need are reading and writing to improve student achievement and increase reclassification rate. We are planning professional development for next year and hope that opportunities are not limited as they were last year due to substitute shortages that has not allowed for teachers to be subbed out and limited District TOSA support.

Parental Engagement

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

Ongoing needs will continue to exist supporting Del Valle Elementary collaboration with district and community resources. Del Valle will contact and arrange for vouchers, events, and services. The following community groups and organizations provide resources and support:

Del Haven

Pacific Clinics

Family Foothill

SGV Dental Health Org

Additional partnerships to support student incentives (In N Out, Panda Express, Shakey's, Pizza Hut, Raising Canes, BJ's)

We will also work closely with our Attendance, Foster, Homeless, EL, and Counseling liaisons.

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

There is always a need to include and engage all stakeholders in the planning, implementation and evaluation of categorical programs in including Title I. Parent meetings (ELAC, SSC, Café with the Principal) will include content specific data that highlights celebrations as well as areas of focus for all significant student groups (SWD, EL, At Promise). Agenda minutes will reflect information shared throughout the year that support data analysis and goals. This includes reviewing student data at ELAC and SSC meetings, developing the SPSA, monitoring progress of activities and actions funded in whole or part with Title I and other funds, approving SPSA plan, and evaluation the effectiveness of the site-based Title I programs/actions. DAC and DELAC reports will also be shared. Parent Education Classes (virtual or in person as appropriate) are needed to inform parents on education and parenting topics. Parenting topics will include how to support student groups academically within content areas. Parents workshops will be calendared and shared. District programs Canvas/Aeries will provide access for parents and students academics increasing levels of communication. Task: Counselor will have access to both platforms to identify struggling students that need academic and behavioral supports. Grades will also be communicated with parent including those who are At-Promise.

We will communicate with our middle school feeder schools to support a smooth transition for students and parents. Social media accounts and Parent Square will provide school-wide resources, updates, upcoming events to staff, parents, and students.

Funding

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

Needs include:

Academic Interventionist will support small group instruction through a push in model and focus on specific student groups by grade level to meeting the underperforming needs of our students.. A schedule will be created to support rotations.

The Lexia web based program will be used to support specific skills based on individualized student levels that build upon word study, grammar, and comprehension. The Dreambox web based program will be used to support Math targeted areas identified by individualized student levels in math computation. Both program are currently funded by the District.

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
8/12	Annual Title I	Parent informational meeting covering Title I requirements
8/17	Annual Title I	Parent informational meeting covering Title I requirements
8/19	Annual EL meeting	Parent informational meeting covering ELL requirements, LCAP goals, and budget overview
9/16	ELAC 1	Discussed purpose, roles and responsibilities, SPSA overview included budget summary, alignment, and parent and community involvement
9/22	SSC 1	Discussed purpose, roles and responsibilities, SPSA overview included budget summary, alignment, and parent and community involvement
10/14	ELAC 2	Completed all agenda items
10/27	SSC 2	Completed all agenda items
1/27	ELAC 3	Completed all agenda items
2/9	SSC 3	Completed all agenda items
2/24	Stakeholders	LCAP information letter emailed out through Parent Square
2/27	Stakeholders	Sent out an LCAP survey asking parents to complete and return during parent conference week
3/7	Staff meeting	Facilitated LCAP activity in staff meeting through a google form
3/17	ELAC 4	Facilitated LCAP activity and completed agenda items
3/21	Staff meeting	Followed up and facilitated LCAP next steps through identifying priorities
3/23	SSC 4	Facilitated LCAP activity and completed agenda items
3/24	Document uploaded	Uploaded stakeholder input to Multilingual google drive
4/13	SSC 5A	Completed all agenda items including ATSI
4/21	ELAC 5	Completed all agenda items including ATSI
4/27	SSC 5B	Completed all agenda items including ATSI. Final review including updates to DTS and approved school plan.

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 I for ELA and strengthen Tier 2 and Tier 3 Academic Supports

Metric Indicator and Expected Outcome	Data Results & Analysis
<p>1. 22-23 ELA CAASPP results by:</p> <ul style="list-style-type: none"> Overall: Increase the percent of students scoring Met/Exceeded by 3% EL: Increase the percent of students scoring Met/Exceeded by 3% SWD: Increase the percent of students scoring Met/Exceeded by 3% 	<p>Overall: 21-22 29.94% 22-23 35.56% Met goal EL: 21-22 16.07% 22-23 11.63% Did not meet goal SWD: 21-22 3.45% 22-23 3.85% Did not meet goal</p>
<p>2. 22-23 ELA SMAP measures</p>	<p>2022-23 District ELA Interim Assessments (Winter SMAP Reading) - 2022-23 S-MAP assessments are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade:</p> <p>Kinder - 34.7% at 61st percentile or higher (17.4% are in the lowest percentile) 1st Grade - 8.6% at 61st percentile or higher (52.2% are in the lowest percentile) 2nd Grade - 7% at 61st percentile or higher (53.6% are in the lowest percentile) 3rd Grade - 16.1% at 61st percentile or higher (32.3% are in the lowest percentile) 4th Grade - 3% at 61st percentile or higher (57.6% are in the lowest percentile) 5th Grade - 28.2% at 61st percentile or higher (25% are in the lowest percentile) 6th Grade - 30% at 61st percentile or higher (25% are in the lowest percentile)</p> <p>Analysis - Primary grades are still learning how to take an online assessments. MTSS seems to be effective in reducing the percentage of students at the lowest percentile in Grades 3-6. In comparing CAASPP to Winter S-MAP Reading results by grade level, there is a strong correlation between Level 1 in CAASPP and lowest percentile in S-MAP Reading.</p>

3. 22-23 Lexia (Core 5/Power Up) <ul style="list-style-type: none"> 100% of Tier 2+3 Students will meet their weekly requirement of minutes. 70% of K-6 students will meet their weekly minutes in Lexia/Power Up 	100% of Tier 2+3 students did not meet their weekly requirement of minutes. Did not meet goal Kinder: 65% met usage Did not meet goal 1st 28% met usage Did not meet goal 2nd: 28% met usage Did not meet goal 3rd: 42% met usage Did not meet goal 4th: 68% met usage Did not meet goal 5th: 55% met usage Did not meet goal 6th: 53% met usage Did not meet goal
4. 2023 ELA CA Dashboard - Increase from 2022 (45.8 pts below standard)	2023 ELA CA Dashboard data will be released by CDE on December 15, 2023

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

For 22-23, Del Valle increased ELA overall in their CAASPP scores from 21-22 and slightly increased with SWD. S-MAP results showed Kinder as having the highest percentage while 2nd grade showed the lowest. Although Lexia minutes were completed within every grade level, the goals set were not met. Overall implementation of strategies/activities included specific PD (SMAP) that supported our first year of implementation.

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 22-23 school year money was allocated to hire part time support personnel to work with our students who were struggling academically. Unfortunately, our school was unable to fully implement our Tiered interventions and supports for our student due to change in personnel status.

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 23-24, MTSS systems have been thoughtfully planned, communicated, monitored, and supported. Through data analysis, identified students have been grouped and assigned to our Academic Interventionist through a push in model. Through progress monitoring student groups may shift according to need.

Our Academic Interventionist support students 5 days a week with 30 minutes. Our Bilingual Aide is working 4 days a week to build language fluency in small groups (ELPAC levels 1 and 3) and 1 day a week to supports Newcomers with 30 minute rotations. Both support staff schedules have been thoughtfully created and aligned so that intervention occurs during the same block of time 4 days a week for teachers. All schedules have been communicated with staff members. In addition specific PD has facilitated with District Tosas and provided to both support staff members to gain knowledge and be granted access to intervention programs. PLC areas of focus include working together through the lens of curriculum, instruction, assessment, and data analysis. Additional PD will be provided to expand knowledge of SMAP assessments and how to analyze data to inform instruction. Add 1-3 additional items

Planned Improvement Goal 1 Strategies 12.1

Math School Goal

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

Metric Indicator and Expected Outcome	Data Results & Analysis
<p>1. 22-23 Math CAASPP results by:</p> <ul style="list-style-type: none"> Overall: Increase the percent of students scoring Met/Exceeded by 3% EL: Increase the percent of students scoring Met/Exceeded by 3% SWD: Increase the percent of students scoring Met/Exceeded by 3% 	<p>Overall: 21-22 21.66% 22-23 21.58% Did not meet goal EL: 21-22 16.08% 22-23 8.51% Did not meet goal SWD: 21-22 0% 22-23 3.85% Met Goal</p>
<p>2. 22-23 Math SMAP measures</p>	<p>2022-23 District Math Interim Assessments (Winter SMAP Math) - 2022-23 S-MAP assessments are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade:</p> <p>Kinder - 39.1% at 61st percentile or higher (21.7% are in the lowest percentile) 1st Grade - 27.4% at 61st percentile or higher (40.9% are in the lowest percentile) 2nd Grade - 7.1% at 61st percentile or higher (42.9% are in the lowest percentile) 3rd Grade - 12.5% at 61st percentile or higher (37.5% are in the lowest percentile) 4th Grade - 3% at 61st percentile or higher (66.7% are in the lowest percentile) 5th Grade - 15.6% at 61st percentile or higher (31.3% are in the lowest percentile) 6th Grade - 5% at 61st percentile or higher (30% are in the lowest percentile)</p> <p>Analysis - Primary grades are still learning how to take an online assessments. MTSS seems to be effective in reducing the percentage of students at the lowest percentile in Grades 3-6. In comparing CAASPP to Winter S-MAP Math results by grade level, there is a strong correlation between Level 1 in CAASPP and lowest percentile in S-MAP Math.</p>
<p>3. 2022-23 Dreambox</p> <ul style="list-style-type: none"> 100% of Tier 2+3 Students will meet their weekly requirement per week (5 Lessons). 90% of K-6 students will meet their weekly requirement (5 Lessons). 	<ul style="list-style-type: none"> 100% of Tier 2+3 students did not meet their weekly requirement 5 lessons. Did not meet goal <p>Kinder: 96% met 5 or more lessons Met goal 1st 63% met 5 or more lessons. Did not meet goal 2nd: 41% met 5 or more lessons. Did not meet goal 3rd: 36% met 5 or more lessons. Did not meet goal 4th: 18% met 5 or more lessons. Did not meet goal 5th: 0% met 5 or more lessons. Did not meet goal 6th: 18% met 5 or more lessons. Did not meet goal 6th SDC 91% met 5 or more lessons. Met goal</p>

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

For 22-23, Del Valle had a slight decrease in Math overall in their CAASPP scores from 21-22. Our SWD showed an increase. S-MAP results showed Kinder as having the highest percentage while 4th grade showed the lowest. Although Dreambox lessons were completed within every grade level, the goals set were not met in most classes with the exception of 6th SDC. Overall implementation of strategies/activities included specific PD (SMAP) that supported our first year of implementation. In addition our Workman Quad created PDs that were pre-planned, implemented and facilitated by a District Math TOSA. The focus supported Tier I strategies that teachers implemented in classrooms.

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

For 22-23 school year money was allocated to hire part time support personnel to work with our students who were struggling academically. Unfortunately, our school was unable to fully implement our Tiered interventions and supports for our student due to change in personnel status.

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 23-24, MTSS systems have been thoughtfully planned, communicated, monitored, and supported. Through data analysis, identified students have been grouped and assigned to our Academic Interventionist through a push in model. Through progress monitoring student groups may shift according to need. Our Academic Interventionist support students 5 days a week with 30 minutes. Support staff schedule has been thoughtfully created and aligned so that intervention occurs during the same block of time 4 days a week for teachers. This schedule has been communicated with staff members. In addition specific PD has facilitated with District Tosas and provided to both support staff members to gain knowledge and be granted access to intervention programs. PLC areas of focus include working together through the lens of curriculum, instruction, assessment, and data analysis. Additional PD will be provided to expand knowledge of SMAP assessments and how to analyze data to inform instruction.

Planned Improvement Goal 1 Strategies 12.1

English Learner

School Goal

Provide a strong Tier I for English Learners and strengthen Tier 2 and Tier 3 Academic Supports

Metric Indicator and Expected Outcome	Data Results & Analysis	
1. 2023 ELA CAASPP EL student group - Increase by 3% <ul style="list-style-type: none"> EL Overall EL by Grade level 	EL Overall: 21-22 16.07%	22-23 11.63%% Did not meet goal
	EL Grade 3: 21-22 0%	22-23 18.18% Met goal
	EL Grade 4: 21-22 13.34%	22-23 7.14% Did not meet goal
	EL Grade 5: 21-22 25%	22-23 18.18% Did not meet goal
	EL Grade 6: 21-22 Data not available	22-23 Data not available

2. 2023 Summative ELPAC - Increase % of students at Level 4	Summative ELPAC Level 4: 21-22 16.47% 22-23 21.13% Met Goal
3. 2023 Reclassification Rate - Increase by 3%	21-22 2.22% 22-23 15.96% (HLP average was 15.49%) Goal met
2023 CA Dashboard English Learner Progress Indicator - Increase % of EL students making progress on the ELPAC (2022 - 46.6%)	2023 CA Dashboard is released December 15, 2023

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

For 22-23 EL student achievement demonstrates a need for on-going schoolwide focus. Although our 3rd grade showed a significant increase, the other grade levels did not. Results showed an increase in the number students reaching a level 4 on the ELPAC. In addition our Reclassification rates showed a significant increase. Last year we were able to add 2 ELP facilitators (K-5, 6) that supported the process of monitoring and increasing our reclassifications.

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 22-23 school year money was allocated to hire part time support personnel to work with our students who were struggling academically. Unfortunately, our school was unable to fully implement our Tiered interventions and supports for our student due to change in personnel status. In addition we were unable to hire a Bilingual Aide which limited addition push in interventions and supports needed.

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 23-24, MTSS systems have been thoughtfully planned, communicated, monitored, and supported. Through data analysis, identified students have been grouped and assigned to our Academic Interventionist through a push in model. Our Bilingual Aide is working 4 days a week to build language fluency in small groups (ELPAC levels 1 and 3) and 1 day a week to supports Newcomers with 30 minute rotations. This support staff schedule has been thoughtfully created and aligned so that intervention occurs during the same block of time 4 days a week for teachers. This schedule has been communicated with staff members. In addition specific PD has facilitated with District Tosas and provided to both support staff members to gain knowledge and be granted access to intervention programs.

School Climate

School Goal

The school will provide a structure that supports teachers in the implementation of evidence-based instructional/behavioral strategies to improve our culture and climate.

1. Increase fidelity for Tier I and Tier II systems
2. Increase or maintain SART/SARB meetings
3. Reduce the Chronic Absenteeism Rate: K-6 96.52% and maintain/increase to 97% or higher in Spring 23

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 CA Dashboard Chronic Absenteeism - 31.1% (2022)	2023 CA Dashboard is released December 15, 2023
2023 CA Dashboard Suspension - .8% (2022)	2023 CA Dashboard is released December 15, 2023
2023 Average Daily Attendance Rates - Maintain attendance at 96.6% for the entire school year.	2023 Average Daily Attendance Rates: 21-22 91.46% 22-23 92.28% Did not meet goal
2023 Chronic Absenteeism - Decrease Chronic Absenteeism by 5%	21-22 - 28.9% (SWD - 39%) 22-23 - 25.7% (SWD - 31%) Goal Met
2023 Suspensions	21-22 - 2 students were suspended 22-23 - 7 students were suspended (SED - 7)

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

For 22-23, Del Valle showed a slight increase in average daily attendance rates. Our school struggled with students staying home due to Covid like symptoms. Additional supports and meetings were created that informed parents on the importance of students attending school, pre-SART letters, and students completing the SART process. Our chronic Absenteeism with SWD decreased. Although suspension rates increased, the Principal worked closely with students and families to shape positive behavior.

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 22-23 school year money was allocated to hire part time support personnel to work with our students who were struggling academically. Unfortunately, our school was unable to fully implement our Tiered interventions and supports for our student due to change in personnel status.

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 23-24, our plan will continue to further develop goals for attendance and behavior, increase parent involvement, and increase fidelity of MTSS supports. Our attendance improvement plan includes goals to increase our average daily attendance rates. Our part time counselor and Principal will work closely to monitor data through Aeries analytics. This includes pulling weekly reports, calling parents to discuss the importance of attendance, and facilitating meetings that may include SART/SARB. Evidence based resources, incentives and activities have been pulled through Attendance Works. Our SFT process identifies Tier I student needs and helps facilitate academic and behavioral goals through parent meetings.

Our SEL interventionist works 3 days a week and provides MTSS SEL Behavior support with social and emotional activities to support student development in social skills. Students are identified through our MTSS Universal Screener as well as incident reports. In addition we recognize the importance of maintaining a positive school culture and climate that includes adding additional spirit days and awareness days (Red Ribbon week, anti-bullying, kindness). Each month we follow the CASELS that identify a different area of focus. This is communicated every Monday through our school-wide morning announcements (through Zoom). Teachers select their student of the month based on the area of focus. Our SEL interventionist also supports these areas through focus walls and activities.

Planned Improvement Goal 1 12.2

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 >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- Low Income	27.3% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- English Learner	10.1% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Foster Youth	9.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- SWD	8.4% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Homeless	16.7% scored >= 61% of peers in national norm reference test	Increase by 3% or more

ACTION PLAN: MATHEMATICS

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

Annual Measurable Outcomes

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

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

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

ACTION PLAN: ENGLISH LEARNERS

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

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

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

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

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

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

Annual Measurable Outcomes

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

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

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Language Arts

LEA/LCAP Goal

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

School Goal - ELA

The school will provide a structure that supports teachers in the implementation of evidence-based instructional strategies to improve the achievement of English Language Arts that include all students, particularly English Learners and Students with Disabilities as measured by the Dashboard, CAASPP, SMAP, site based assessments, and Lexia.

Identified Need

Dashboard, CAASPP, SMAP, Site Based Assessments, and Lexia data indicate the need to close the achievement gap in ELA for all students (including specific EL and SWD student groups).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. Dashboard-All students 1b. Dashboard-Low Income 1c. Dashboard-English Learners 1d. Dashboard-Students with Disabilities	1a. Performing 45.8 below standard 1b. Performing 48.3 below standard 1c. Performing 58.7 below standard 1d. Performing 114.3 below standard	The School will provide a structure that supports teachers in the implementation of evidence-based instructional strategies to improve the achievement of English Language Arts. 1a. Increase by 3pts or more by Spring 2024 1b. Increase by 3pts or more by Spring 2024 1c. Increase by 3 pts or more by Spring 2024 1d. Increase by 3 pts or more by Spring 2024
2a. CAASPP-All Students 2b. CAASPP-Low Income 2c. CAASPP-English Learners 2d. CAASPP-Students with Disabilities	2a. Performing 29.95% Met/Exceeded 2b Performing 35.24%% Met/Exceeded 2c. Performing 54.57%% Met/Exceeded 2d. Performing 15.61%% Met/Exceeded	2a. Increase by 3% by Spring 2024 2b. Increase by 3% by Spring 2024 2c. Increase by 3% by Spring 2024 2d. Increase by 3% by Spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3a. SMAP Reading-All Students $\geq 61\%$ of peers in national norm reference test 3b. SMAP Reading-Low Income $\geq 61\%$ 3c. SMAP Reading-English Learner $\geq 61\%$ 3d. SMAP Reading-Students with Disabilities $\geq 61\%$	3a. SMAP Reading-All Students 18.6% $\geq 61\%$ of peers in national norm reference test 3b. SMAP Reading-Low Income 19% $\geq 61\%$ 3c. SMAP Reading-English Learner 7% $\geq 61\%$ 3d. SMAP Reading-Students with Disabilities 16% $\geq 61\%$	3a. Increase by 3% by Spring 2024 3b. Increase by 3% by Spring 2024 3c. Increase by 3% by Spring 2024 3d. Increase by 3% by Spring 2024
4a. Site Based Assessments: BPST, Wonders Chapter/Unit Assessments, Study Sync Units 4b. Site Based Assessments: Kinder-6th grade	4a. 3 out of 7 grade levels met or exceeded grade-level benchmark at 55% or better 4b. 7 out of 7 grade levels completed Site Based Assessments Kinder-6th grade	4a. 4 out of 7 grade levels met or exceeded grade level benchmark at 55% or better 4b. 100% of grade levels will complete Site Based Assessments Kinder-6th grade
5a. Lexia/Core 5 Usage K-5 5b. Lexia/Power Up Usage 6th	5a. 53% of K-5th grade students met/exceeded their weekly minutes in Core 5 5b. 3% of 6th grade student met/exceed their weekly minutes in Power Up	5a. Increase by 10% 5b. Increase by 10%

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

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

Students to be Served by this Strategy

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

All Students/Special Ed student group

Activity

1.1 Staff will continue to meet in PLC teams 2 times a month to review and analyze assessment results and determine differentiated instructional needs. This will assist with identifying, placing, monitoring and delivering small group instruction for all Identified Student Groups: SWD, EL, and SES (Foster and Homeless)

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)
	1.1 No Cost

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

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

Activity

2.1 PLC teams will work together to discuss local assessments and benchmarks that support articulation. Assessments will be given to all students in order to review data and disaggregate by student groups including EL and SWD. This will occur 2 times a month during early release Thursday rotations.

2.2 Teachers will meet to discuss performance tasks, writing benchmarks (rubrics), and research-based “student projects” to expose students to Critical Thinking opportunities, grade content expectations, student collaboration, and the implementation of California Standards through “Essential Goals”.

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)
	2.1 No Cost
	2.2 No Cost

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

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

Activity

3.1 Teachers are encouraged to attend after school District PD's as calendared throughout the year and funded by the District.

All staff will participate in reading of articles, viewing videos, sharing of current research-based strategies. Allow classroom instructional walks for teachers to allow them to participate in Vertical teaming (16 Proactive, GLAD, Thinking Maps, EL Shadowing, NPDL, Backwards Mapping, Unit Planning, and site expectations).

3.2 Subs will be provided to support teacher planning and articulation. (pending sub availability)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,435

Source(s)

3.1 No Cost

LCFF S&C

Teacher Release Time-Subs (Including benefits)

3.2 Subs

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

Students to be Served by this Strategy

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

All Students

Activity

4.1 District trainings and District TOSAS provide after school paid trainings and online resources to support for curriculum and instruction to teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4.1 No Cost

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

Students to be Served by this Strategy

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

All Students

Activity

5.1 PLC planning hours (including summer) will be approved for PLC teams to collaborate and develop curriculum, instruction, and assessments.

5.2 Teacher hours will be given to analyze data and disaggregate by student groups including EL and SWD to identify target areas that include:

- Analyzing student groups and determining areas of focus
- Further developing needs assessment
- Further developing skills and strategies that support the ELA/ELD framework
- Analyze data and disaggregate by student groups including EL and SWD

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)

1,369

Source(s)

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
5.1

1,369

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
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

6.1 Kindergarten teacher will collaborate 3 times per year with Head Start/State Preschool to ensure a smooth transition to Kindergarten.

6.2 Principal, Kindergarten Teachers, Head Start and State Preschool staff will attend district transition meetings and meet on a regular basis.

6.3 Principal will meet with the Middle School Principal at least twice a year to ensure a smooth transition to 7th grade.

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)
	6.1 No Cost
	6.2 No Cost
	6.3 No Cost

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/'Special Ed student group

Activity

9.1 Per ATSI, targeted area professional developments will include instructional supports. Principal will work with District TOSAS and Departments to create, facilitate, and support all teachers with evidenced based instructional strategies.

9.2 Implementation of the Language Arts programs (Wonders and Study Sync), scaffolding early literature skills (5 Domains of ELA) and writing to increase rigor.

9.3 Provide explicit direct instruction that employs strategies that engages all learners, allows for interaction, collaboration and ensures that instruction is rigorous. Tier 1, 2, and 3 instruction/intervention

9.4 Renaissance program will support school-wide reading campaign through AR that will enhance student reading levels, allow them to take assessments, and monitor student progress.

9.5 Moving Mindz will provide STEAM curriculum to K-6 grade students that includes engineering, robotics, and coding.

9.6 Principal will work with Special Ed team to identify needs and provide targeted core intervention and support. Data will be analyzed to track student progress and determine additional student supports.

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)
	9.1 No Cost
	9.2 No Cost
	9.3 No Cost
8,750.00	Title I, Part A Contracted Services 9.4 AR - Renaissance
13,200	LCFF S&C Contracted Services 9.5 Moving Mindz
	9.6 No Cost

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

Students to be Served by this Strategy

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

All Students

Activity

10.1 Throughout the school year, contact and arrange for vouchers, events, and services. The following community groups and organizations provide resources and support:
Hathaway Sycamore
Family Foothill
Pacific Clinics
Boys & Girls club
Kiwanis (backpack distribution)
Plan to start a PTO (Donations through the year)
Additional partnerships to support student incentives (In N Out, Pizza Hut, Shakey's, Baskin Robbins, Raising Canes, BJs, and Panda Express)

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)
	10.1 No Cost

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)

Identified Student Groups: SWD, EL, and SES (Foster and Homeless)

Activity

11.1 Parent meetings (SSC, Cafe with the Principal) will include ELA specific data that highlights celebrations as well as areas of focus for all significant student groups (SWD, EL, At Promise). Agenda minutes will reflect information shared throughout the year that support data analysis and goals. This includes reviewing student data at SSC meetings, developing the SPSA, monitoring progress of Title I and other funds, approving SPSA plan, and evaluating programs. DAC and DELAC reports will also be shared.

11.2 Parent meetings (ELAC) will include ELA specific data that highlights celebrations as well as areas of focus for all significant student groups (SWD, EL, At Promise). Agenda minutes will reflect information shared throughout the year that support data analysis and goals. This includes reviewing student data at ELAC and SSC meetings, developing the SPSA, monitoring progress of Title I and other funds, approving SPSA plan, and evaluating programs. ELAC will analyze data specific to ELs and provide feedback to SSC regarding EL needs. ELAC will also provide input to the SSC regarding EL Planned Improvements in the SPSA. DAC and DELAC reports will also be shared.

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)
430	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.1 SSC, Cafe with Principal,

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

Activity

12.1 Interventionist will support site initiatives within curriculum, instruction, and assessment to increase student achievement. This will include push in/pull out intervention and support for teachers with lowest achieving students, support to analyze data of student groups, assist with implementation of best practices to increase student achievement, and work with identified student groups to support ELA areas of focus as noted in the SPSA needs assessment.

12.2 Interventionist will provide MTSS SEL Behavior support with social and emotional activities to support student development in social skills. This will also include supporting identified Tier I and Tier II students.

12.3 Lexia web based program will be used to support classes to target student growth in word study, grammar, and comprehension that support the core curriculum. (District funded)

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)

36,786

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

25,000

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12.2 MTSS interventionist

District Funded
Supplemental Instructional Materials (Including technology devices <\$500 per item)
12.3 Lexia No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

Math

LEA/LCAP Goal

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

School Goal - Math

The school will provide a structure that supports teachers in the implementation of evidence-based instructional strategies to improve the achievement of Math that include all students, particularly English Learners and Students with Disabilities as measured by the Dashboard, CAASPP, SMAP, site based assessments, and Dreambox.

Identified Need

Dashboard, CAASPP, SMAP, Site Based Assessments, and Lexia data indicate the need to close the achievement gap in ELA for all students (including specific EL and SWD student groups).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. Dashboard-All students 1b. Dashboard-Low Income 1c. Dashboard-English Learners 1d. Dashboard-Students with Disabilities	1a. Performing 73.1 below standard 1b. Performing 74 below standard 1c. Performing 85.2 below standard 1d. Performing 144 below standard	The School will provide a structure that supports teachers in the implementation of evidence-based instructional strategies to improve the achievement of Math. 1a. Increase by 3pts or more by Spring 2024 1b. Increase by 3pts or more by Spring 2024 1c. Increase by 3 pts or more by Spring 2024 1d. Increase by 3 pts or more by Spring 2024
2a. CAASPP-All Students 2b. CAASPP-Low Income 2c. CAASPP-English Learners 2d. CAASPP-Students with Disabilities	2a. Performing 21.66% Met/Exceeded 2b Performing 21.23% Met/Exceeded 2c. Performing 38.65% Met/Exceeded 2d. Performing 11.41% Met/Exceeded	2a. Increase by 3% by Spring 2024 2b. Increase by 3% by Spring 2024 2c. Increase by 3% by Spring 2024 2d. Increase by 3% by Spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3a. SMAP Math-All Students >=61% of peers in national norm reference test 3b. SMAP Math-Low Income >=61% 3c. SMAP Math-English Learner >=61% 3d. SMAP Math-Students with Disabilities >=61%	3a. SMAP Math-All Students 13.8%>=61% of peers in national norm reference test 3b. SMAP Math-Low Income 12%>=61% 3c. SMAP Math-English Learner 6%>=61% 3d. SMAP Math-Students with Disabilities 8%>=61%	3a. Increase by 3% by Spring 2024 3b. Increase by 3% by Spring 2024 3c. Increase by 3% by Spring 2024 3d. Increase by 3% by Spring 2024
4a. Site Based Assessments: TK Number Sense, 1st-6th Math Chapter tests 4b. Site Based Assessments: Kinder-6th	4a. 3 out of 7 grade levels met or exceeded grade-level benchmark at 55% or better 4b. 7 out of 7 grade levels completed Site Based Assessments (K-6)	4a. 4 out of 7 grade levels met or exceeded grade level benchmark at 55% or better 4b. 100% of grade levels will complete Site Based Assessments (K-6th)
5. Dreambox Usage	5. 4 out of 7 Grades Met or Exceeded the 5 lessons	5. 5 out of 7 Grades will Meet or Exceed 5 lessons

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

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

Students to be Served by this Strategy

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

ALL Students: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

1.1 Staff will continue to meet in PLC teams 2 times a month to review and analyze assessment results and determine differentiated instructional needs. This will assist with identifying, placing, monitoring and delivering small group instruction for all identified Student Groups: SWD, EL, nd SES (Foster and Homeless)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Students to be Served by this Strategy

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

ALL Students

Activity

2.1 PLC teams will work together to discuss local assessments and benchmarks that support articulation. Assessments will be given to all students in order to review data and disaggregate by student groups including EL and SWD. This will occur 2 times a month during early release Thursday rotations.

2.2 Teachers will meet to discuss performance tasks, writing benchmarks (rubrics), and research-based "student projects" to expose students to Critical Thinking opportunities, grade content expectations, student collaboration, and the implementation of California Standards through "Essential Goals".

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)

2.1 No Cost

2.2 No Cost

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

Students to be Served by this Strategy

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

All Students

Activity

3.1 Teachers are encouraged to attend after school Math District PD's as calendared throughout the year and funded by the District.

- 3.2 Continue to work closely as a Workman Quad and provide Math PD's during staff meetings throughout the year to support Tier 1 instruction and lesson design.
- 3.3 Math TOSAs will work closely with teachers during the school day to provide demo lessons and additional supports during open early release Thursday's
- 3.4 Principal will work closely with District Departments and other Principal's of the Workman Quad to plan, facilitate, and support areas of focus.

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)
	3.1 No Cost
	3.2 No Cost
	3.3 No Cost
	3.4 No Cost

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: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

4.1 District trainings and District TOSAs provide after school paid trainings and online resources to support curriculum and instruction for teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4.1 No Cost

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: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

5.1 PLC planning hours (including summer) will be approved for PLC teams to collaborate and develop curriculum, instruction, and assessments.

5.2 Teacher hours will be given to analyze data and disaggregate by student groups including EL and SWD to identify target areas that include:

- Analyzing student groups and determining areas of focus
- Further developing needs assessment
- Further developing skills and strategies that support the ELA/ELD framework
- Analyze data and disaggregate by student groups including EL and SWD

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)

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
5.1 See ELA 5.1

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
5.2 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

6.1 Kindergarten teacher will collaborate 3 times per year with Head Start/State Preschool to ensure a smooth transition to Kindergarten.

6.2 Principal, Kindergarten Teachers, Head Start and State Preschool staff will attend district transition meetings and meet on a regular basis.

6.3 Principal will meet with the Middle School Principal at least twice a year to ensure a smooth transition to 7th grade.

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)
	6.1 No Cost
	6.2 No Cost
	6.3 No Cost

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: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

9.1 Per ATSI, targeted area professional developments will include instructional supports. Principal will work with District TOSAS and Departments to create, facilitate, and support all teachers with evidenced based instructional strategies.

9.2 Implementation of the Math program including the 8 Math Practice Standard, along with current research-based site goals.

9.3 Provide explicit direct instruction that employs strategies that engages all learners, allows for interaction, collaboration and ensures that instruction is rigorous. Tier 1, 2, and 3 instruction/intervention

9.4 Moving Mindz will provide STEAM curriculum to K-6 grade students that includes engineering, robotics, and coding.

9.5 Principal will work with Special Ed team to identify needs and provide targeted core intervention and support. Data will be analyzed to track student progress and determine additional student supports.

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)
	9.1 No Cost
	9.2 No Cost
	9.3 No Cost
	LCFF S&C Contracted Services 9.4 Moving Mindz (see ELA 9.5)
	9.5 No Cost

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

Students to be Served by this Strategy

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

ALL Students

Activity

10.1 Throughout the school year, contact and arrange for vouchers, events, and services. The following community groups and organizations provide resources and support:

Hathaway Sycamore

Family Foothill

Pacific Clinics

Boys & Girls club

Kiwanis (backpack distribution)

Plan to start a PTO (Donations through the year)

Additional partnerships to support student incentives (In N Out, Pizza Hut, Shakey's, Baskin Robbins, Raising Canes, BJs, and Panda Express)

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)
	10.1 No Cost

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: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

11.1 Parent meetings (SSC, Cafe with the Principal) will include Math specific data that highlights celebrations as well as areas of focus for all significant student groups (SWD, EL, At Promise). Agenda minutes will reflect information shared throughout the year that support data analysis and goals. This includes reviewing student data at SSC meetings, developing the SPSA, monitoring progress of Title I and other funds, approving SPSA plan, and evaluating programs. DAC and DELAC reports will also be shared.

11.2 Parent meetings (ELAC) will include Math specific data that highlights celebrations as well as areas of focus for all significant student groups (SWD, EL, At Promise). Agenda minutes will reflect information shared throughout the year that support data analysis and goals. This includes reviewing student data at ELAC and SSC meetings, developing the SPSA, monitoring progress of Title I and other funds, approving SPSA plan, and evaluating programs. ELAC will analyze data specific to ELs and provide feedback to SSC regarding EL needs. ELAC will also provide input to the SSC regarding EL Planned Improvements in the SPSA. DAC and DELAC reports will also be shared.

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)
	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.1 (See ELA 11.1)

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

Activity

12.1 Interventionist will support site initiatives within curriculum, instruction, and assessment to increase student achievement. This will include push in/pull out intervention and support for teachers with lowest achieving students, support to analyze data of student groups assist with implementation of best practices to increase student achievement, and work with identified student groups to support ELA and Math areas of focus as noted in the SPSA needs assessment.

12.2 Interventionist will provide MTSS SEL Behavior support with social and emotional activities to support student development in social skills. This will also include supporting identified Tier I and Tier II students.

12.3 Dreambox web based program will be used to support classes to target student growth in math computation and provide individualized instruction that support the core curriculum. (District funded)

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)

Title I, Part A
Classified Instructional/Support Staff (Including Benefit)
12.1 Academic Interventionist (see ELA 12.1)

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12.2 MTSS Interventionist (see ELA 12.2)

District Funded
Contracted Services
12.3 Dreambox

Goals, Strategies, & Proposed Expenditures

Goal Subject

ELD

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

The school will provide a structure that supports teachers in the implementation of evidence-based instructional strategies to improve the achievement of English Language learners.

that include all students, particularly English Learners and Students with Disabilities as measured by the Dashboard, CAASPP, SMAP, site based assessments, and Lexia.

Identified Need

Dashboard, ELPAC, Reclassification, and ISPEL data indicate the need to close the achievement gap and closely monitor English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. English Learner Progress Predictor-Dashboard	1. 64% ELA	Increase by 1% or more as measure on Dashboard
2. Summative ELPAC Level 4	2. 15.57%	2. Increase by 1% or more
3. English Learner Reclassification Rate	3. English Learner Reclassification Rates: School-wide rate is 0% in 21-22 and (12/72) 17% in 22-23	3. Increase school-wide reclassification rate by 3%

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

1.1 Collaborate with Multilingual Department to develop and facilitate specific PD focusing on EL students and standards. Run reports that monitor the progress of targeted 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)

1.1 No Cost

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

2.1 Principal and ELD Facilitators will support teachers in completion of APPEL planning tools. Writing and ELD standards will be used to record student progress throughout the year. Assessments and work samples in the three genres of writing will be used to measure EL student progress. Data will also be communicated to parents.

2.2 Principal and ELP Facilitators will follow timelines to monitor EL and RFEP academic progress. Academic interventions may include ISPEL or RFEP monitoring tools. For ISPELs teachers will set specific EL strategies that support each individual student's needs relating to acquiring English. Teachers will document and communicate progress with parents throughout the year. Principal and ELD Facilitators will support teachers who have RFEP students not making adequate progress to share evidence based practices to support academic growth. In addition teachers will monitor LTEL student progress to support adequate growth throughout the school year. (No cost)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2.1 No Cost

2.2 No Cost

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

Students to be Served by this Strategy

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

EL students

Activity

3.1 Teachers are encouraged to attend District PD's calendared throughout the year that support EL strategies and funded by the District.

3.2 ELP Facilitators will attend district meetings and follow up with teachers to discuss timelines, updates, and supports as required (district funded)

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)

3.1 No Cost

3.2 No Cost

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

4.1 Principal will work with teachers with on-going implementation of Designated ELD instruction using appropriate district adopted core curriculum based on language fluency level.

4.2 ELP Facilitators will provide ongoing support as needed 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)	Source(s)
	4.1 No Cost
	4.2 No Cost

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

Students to be Served by this Strategy

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

EL students

Activity

5.1 As an ATSI target area, Special Ed will provide additional intervention to all Special Ed students (including EL student group). Special Ed team will work closely with Principal and Special Ed District Department to identify needs and provide targeted core intervention throughout the year. Data will be analyzed to track student progress and determine additional student supports.

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)
	5.1 No Cost

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)

EL students

Activity

6.1 Staff will attend appropriate district provided training and/or vertical articulation meetings to share at grade level and/or staff meetings.

6.2 The TK and Kindergarten teachers will collaborate with the Head Start and State Pre-School Teachers to ensure readiness and smooth transition of Pre-Schoolers to Transitional Kindergarten or Kindergarten.

6.3 Staff will collaborate with RSP and SDC teachers to ensure that the needs of Special Education English Learner students are met and will allow for a smooth transition.

6.4 Sixth grade teachers and RSP teacher will collaborate with Sierra Vista teachers to plan activities for a smooth transition to middle school

6.5 Principal will meet with Sierra Vista Middle School Administrator to discuss transition plans to ensure a smooth transition for 6th graders to the Middle School.

6.6 Principal will meet with Sierra Vista Middle School Administrator to discuss plans for orientation meetings for parents and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	6.1 No Cost
	6.2 No Cost
	6.3 No Cost
	6.4 No Cost
	6.5 No Cost
	6.6 No Cost

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

8.1 Principal will share updates as needed in staff meetings to ensure compliance. Teachers will complete ELPAC Moodle training and work with Principal to develop a testing schedule. In addition we will review all necessary documentation and levels of support to support EL students taking the ELPAC test.

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)
	8.1 No Cost

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)

EL students

Activity

9.1 Professional Developments include using ELD standards aligned to core content standards to increase language fluency. Staff will analyze EL data to identify trends and determine next steps for both language and academic content supports. Principal will work with District TOSDAS and Multilingual Department to create, facilitate, and support all teachers with evidenced based instructional strategies to increase EL student achievement. This will also include sharing best practices to build language fluency while increasing academic achievement. Specific areas of need include increasing the reclassification rate.

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)
	9.1 No Cost

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)

EL students

Activity

10.1 Throughout the school year, contact and arrange for vouchers, events, and services. The following community groups and organizations provide resources and support:
Hathaway Sycamore
Family Foothill
Pacific Clinics
Boys & Girls club
Kiwanis (backpack distribution)
Plan to start a PTO (Donations through the year)
Additional partnerships to support student incentives (In N Out, Pizza Hut, Shakey's, Baskin Robbins, Raising Canes, BJs, and Panda Express)

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)

10.1 No Cost

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

11.1 ELAC members will provide recommendations to SSC using the ELAC recommendation form to support school-wide initiatives that support the SPSA. ELAC input includes analysis of EL student achievement data and recommendations to the EL Planned Improvements section of the SPSA. Agenda and meeting flyer will be posted at least 72 hours in advance and also communicated through Parent Square. Agenda minutes will reflect information shared throughout the year that support data analysis (Attendance, Suspension, ELPAC, and assessments) specific to student group and ATSI areas of focus. DAC and DELAC rep will also share updates.

11.2 Virtual Parent Education Classes will be provide to parents on education ad parenting topics. Topics will be offered in English and Spanish and will include how to support student groups academically within content areas. (District Funded)

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)
	11.1 No Cost
	11.2 No Cost

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

Students to be Served by this Strategy

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

EL students

Activity

12.1 Principal will communicate EL programs and interventions to increase communication with parents. Roles will include translating all (SSC, ELAC, Cafe with the Principal) meetings that support EL programs and site funding. In addition support and communicate with parents to ensure that the EL student population is reflected in the ELAC membership. Our office will also assist with monitoring and contacting parents of 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.

Amount(s)	Source(s)
	12.1 No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate

LEA/LCAP Goal

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.

School Goal - School Climate

The school will provide a structure that supports teachers in the implementation of evidence-based instructional/behavioral strategies to improve our culture and climate.

1. Dashboard

- All students
- Low Income
- English Learners
- Students with Disabilities

2. Chronic Absenteeism

- All students
- Low Income
- English Learners
- Students with Disabilities

3. CHKS "Safe or Very Safe" Overall Perception-Grade 5

4. CHKS "Agree/Strongly Agree" Overall Connectedness-Grade 6

Identified Need

Dashboard, Chronic Absenteeism, CHKS indicate the need to improve our culture and climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. Dashboard Suspension Rate-All Students 1b. Dashboard Suspension Rate-Low Income 1c. Dashboard Suspension Rate-English Learners 1d. Dashboard Suspension Rate-Students with Disabilities	1a. All Students 0.8% 1b. Low Income 0.4% 1c. English Learner 0% 1d. Students with Disabilities 0%	1a. All Students-maintain 1b. Low Income-maintain 1c. English Learner-maintain 1d. Students with Disabilities-maintain
2a. Chronic Absenteeism-All Students 2b. Chronic Absenteeism-Low Income 2c. Chronic Absenteeism-English Learners	2a. All Students 31.1% 2b Low Income 32.9% 2c. English Learners 21.3% 2d. Students with Disabilities 44.7%	2a. All Students-Decrease by 5% 2b Low Income-Decrease by 5% 2c. English Learners-Decrease by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2d. Chronic Absenteeism-Students with Disabilities		2d. Students with Disabilities- Decrease by 5%
3. CHKS "Safe or Very Safe" Overall Perception-Grade 5	3. Pending District recommendations	3. Increase by 1%
4. CHKS "Agree/Strongly Agree" Overall Connectedness-Grade 6	4. Pending District recommendations	4. Increase by 1%

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

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

Students to be Served by this Strategy

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

ALL Students

Activity

1.1 California Healthy Kids survey will be complete by all 5th and 6th grade students. Counselor will attend District meetings to understand survey logistics. The survey will be administered and data will be shared with staff members. The results will guide next steps for teachers and administrators in creating a safer and friendlier environment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1.1 No Cost

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

Students to be Served by this Strategy

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

All Students

Activity

2.1 Principal and part time Counselor will monitor student suspension and/or absenteeism data (disaggregating by student groups to support ATSI) and grades to implement academic/behavior intervention strategies to support student success in the core content areas. A plan will be further developed to support an Academic Improvement Plan.

2.2 Principal, will share goals and monitor progress at staff meetings as reflected in minutes. Data will be presented (suspension, referral, attendance, and Tier 1) at staff and additional parent meetings. In addition the SART and SARB procedures will be followed. Teachers will use site specific MTSS fillable form to support academic and behavioral supports. In addition Tier II students will be supported and data will be created to monitor individual student progress. The site will organize and help facilitate upcoming school-wide events (within the school day).

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)

2.1 No Cost

2.2 No Cost

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

Students to be Served by this Strategy

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

ALL Students

Activity

3.1 Goals will be shared and monitored through staff meetings as reflected in minutes. Data will be presented (suspension, referral, attendance, and Tier 1) at staff and additional parent meetings.

3.2 Work with Student Family Services in summer/August to plan and provide evidence-based PD for teacher and Principal on effective MTSS classroom management practices.

3.3 Teachers are encouraged to attend District PD's calendared throughout the year and funded by the District.

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)
	3.1 No Cost
	3.2 No Cost
	3.3 No Cost

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: English Learners, Students With Disabilities, and Socioeconomic (Foster and Homeless)

Activity

- 4.1 Maintain an academic and behavioral MTSS Pyramid of Interventions.
- 4.2 School-wide expectations and procedures clearly posted and communicated (safe, respectful, responsible) to support positive behavior. Teachers will give out Patriot tickets to students who demonstrate the expectations through the year, promoting a positive behavior. Students will us Patriot tickets as incentives for student store items. Items may also include donations received. (UPDATE)
- 4.3 Conduct a district/school-wide student universal screening for teachers in Fall and Spring to determine Tier II student needs. Data will be analyzed and used to place students in Tier II interventions that will include meeting with our part time Counselor.
- 4.4 Update MTSS site goals in specific areas: School-wide PBIS, Proactive classroom management, Tier II service delivery, and Attendance. Staff meeting minutes reflect progress.
- 4.5 SEL (Tier I) curriculum completed for each grade level promoting positive social/emotional/learning skills. Teachers will complete all assigned SEL lessons with fidelity to support increase in positive behavior and attendance for all students.
- 4.6 Support teachers with classroom supplies and materials needed to enhance the curriculum and support the lowest achieving students and promote high achievement for all students. Items will enhance the classroom environment and include Ziploc bags, protector sheets, easel pads, pens, pencils, color pencils, crayons, erasers, white board markers, white board cleaner, correction

tape, card stock, laminator film poster paper, sleeves, student bins, ink toner (support printers purchased with Title I funds), and professional readings for teachers. Increase organizational skills by providing a HW folder.

4.7 Support teachers with classroom supplies and materials needed to enhance the curriculum and support all students. S&C funds will enhance the classroom environment and include classroom staplers, staple remover, masking tape, index cards, scissors, batteries, folders, construction paper, card stock, 1 to 1 student headphones, and calculators.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	4.1 No Cost
	4.2 No Cost
	4.3 No Cost
	4.4 No Cost
	4.5 No Cost
17,129	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.6
14,096	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.7

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

Students to be Served by this Strategy

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

ALL Students

Activity

- 5.1 Attendance Improvement Plan will be implemented in the beginning of the year. September will be declared attendance month. Teachers will develop student activities that promote daily attendance.
- 5.2 College and Career Campaign promotes student exploration and preparation enhancing the school culture. Areas include every classroom adopting a different college, Thursday college spirit days where college facts are read during Monday announcements.
- 5.3 Trimester/Semester award ceremonies recognize students for positive behavior and academics throughout the year that include.

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)
	5.1 No Cost
	5.2 No Cost
	5.3 No Cost

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 6th grade teachers will support articulation and smooth transition to middle school.
- 6.2 Special Ed team will work with middle schools to facilitate transition meetings.
- 6.4 Collaborate and consult with Pre-School to support a smooth transition to elementary school.
- 6.3 Workman Quad Principals will work together to develop common goals and support one another throughout the school year.
- 6.4 Part time Counselor will work with all feeder schools to collect MTSS Tier II student support systems.

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)
	6.1 No Cost
	6.2 No Cost
	6.3 No Cost
	6.4 No Cost

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 Project LEAD (Life Experiences About Democracy) will provide opportunities to strengthen the partnership between the school site, local government, and the La Puente community. Students will attend presenter workshops, city council meetings, school-wide projects, and city community events. Students will take leadership roles both on campus and outside of school, foster a sense of community pride and ownership including speaking at city council meetings. (No additional funding needed)

7.2 A field trip will be selected for each grade level (curriculum or college) for every student to attend. Al field trips will receive prior approval. The cost will cover student transportation.

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)

	7.1 No Cost
2,500	LCFF S&C Contracted Services 7.2 field trips

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

Students to be Served by this Strategy

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

ALL Students

Activity

8.1 Part time counselor roles and responsibilities support all academic and behavioral school-wide initiatives. Additional support will be provided for SWDs, ELs, and re-designated ELs as time permits. In addition on demand support includes providing behavioral skills and strategies for all students.

8.2 Further develop goals for attendance and behavior, increase parent involvement, increase fidelity of MTSS supports, and increase SART/SARB meetings as needed. With respect to ATSI, SWD will be monitored and supported through Tier II and Tier II MTSS strategies. Continue to work closely with the district to create and provide focused PDs to support growth with stakeholders. In addition adjust goals and implementation as appropriate to the school year instructional model.

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)
	8.1 No Cost
	8.2 No Cost

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

Activity

9.1 Incentives will be purchased that align to our school expectations and build relationships with students supporting a positive school culture and climate. Incentives will support our Patriot Store.

9.2 Continue to expand and support the Tiers of Intervention that include Foundational strategies, Tier 1, Tier 2, Tier 3 as well as build positive conditions for learning (Greeting at the door) through Attendanceworks.org

9.3 Trophies and medals will support school-wide incentives promoting our AR program. (cost TBD) S&C)

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

LCFF S&C
Supplemental Instructional Materials (Including technology devices <\$500 per item)
9.1 Patriot Store

9.2 No Cost

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/SWD and EL student groups

Activity

10.1 Throughout the school year, contact and arrange for vouchers, events, and services. The following community groups and organizations provide resources and support:

Hathaway Sycamore

Family Foothill

Pacific Clinics

Boys & Girls club

Kiwanis (backpack distribution)

Plan to start a PTO (Donations through the year)

Additional partnerships to support student incentives (In N Out, Pizza Hut, Shakey's, Baskin Robbins, Raising Canes, BJs, and Panda Express)

10.2 Provide after-school enrichment to support homework, good attendance, positive behavior, work habits, and social skills.

10.3 Interprogram fingerprinting to support parent involvement (following all safety guidelines) for low income parents.

10.4 Additional Interprogram printing will support specific student groups that include supplemental materials that support the core curriculum (EL and SWD)

10.5 Postcards will support instructional SEL areas of focus and promote a positive climate and culture

10.6 Copy machines will support instructional needs through lease, repair, and maintenance

10.7 Copy machines will support administrative office needs through lease, repair, and maintenance

10.8 Non-capitalized equipment may support technology as needed.

10.9 Boys & Girls club (after school program) will promote the opportunity for students to receive additional supports. Monthly meetings may be scheduled between Principal and coaches. Program will highlight 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)	Source(s)
	10.1 No Cost
	10.2 No Cost
300	Title I Parent Involvement Contracted Services 10.3 Finger printing for low income families
500	Title I, Part A Contracted Services 10.4 Interprogram printing (print shop)
50	Title I, Part A Contracted Services 10.5
6,880	LCFF S&C Contracted Services 10.6 Copy machines
1,720	LCFF S&C Contracted Services

	10.7 Copy machines
1,500	LCFF S&C Non-Capitalized Equipment (\$500-\$4,999 per item) 10.8 Non-capitalized equipment
	10.9 No cost

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 District programs Canvas/Aeries will provide access for parents and student academics increasing levels of communication.

11.2 Communicate for middle school feeder school throughout the year including scheduled events to promote a smooth transition to middle school.

11.3 Parent meetings (ELAC, SSC, Cafe with the Principal) target specific school-wide initiative and campaigns. Ongoing information and updates will be provided on LCFF/LCAP district goals for all stakeholders. Updated agenda items and appropriate materials will be shared and accessed through a shared Google Drive. In addition school data (student and climate) will be shared and communicated with all stakeholders. Data will also reflect specific target areas of growth as well as student gropus through a continuous evaluation process. Parent will also share at DAC and DELAC reports. All site governance documentation will be kept current as of review date reflecting input from all stakeholders following district timelines. All parent involvement policies will be approved and kept current (Parnet Involvement Policy, School Parent Compact/ELAC and SSC by laws). All documents ill be translated.

11.4 Establish a PTO that can support and enhance a positive climate and culture. (PTO funded and donations)

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)

	11.1 No Cost
--	--------------

	11.2 No Cost
	11.3 No Cost
	11.4 No Cost

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)	\$65264.00
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)	\$65264.00
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	\$730.00
Title I, Part A	\$64,584.00

Subtotal of federal funds included for this school: \$65,314.00

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

State or Local Programs	Allocation (\$)
	\$2,435.00
LCFF S&C	\$68,265.00

Subtotal of state or local funds included for this school: \$70,700.00

Total of federal, state, and/or local funds for this school: \$136,014.00

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

	2,435.00
LCFF S&C	68,265.00
Title I Parent Involvement	730.00
Title I, Part A	64,584.00

Expenditures by Budget Reference

Budget Reference

Amount

	2,435.00
Classified Instructional/Support Staff (Including Benefit)	61,786.00
Contracted Services	33,900.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	1,500.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	33,655.00
Teacher Workshop/Additional Hrs (Including benefits)	2,738.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		2,435.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	25,000.00
Contracted Services	LCFF S&C	24,300.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF S&C	1,500.00

Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	16,096.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	1,369.00
Contracted Services	Title I Parent Involvement	300.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I Parent Involvement	430.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	36,786.00
Contracted Services	Title I, Part A	9,300.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	17,129.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	1,369.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	89,339.00
Goal 2 - Math	
Goal 3 - English Learner	
Goal 4 - School Climate	46,675.00

Duty Statements - Title I funded positions (FTE only)

<div><div>Duty Statement</div><div>Job Title: Only Interventionists</div><div>Employee Name: No FTEs for 22-23</div></div>	
Funding Resource: Title I Percent FTE: 0%	Funding Resource: Percent FTE: 0%

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
Collin Miller	X				
Sandra Cano		X			
Maria Esparza		X			
Lynn Che		X			
Carmen Valenzuela			X		
Edith Hernandez				X	
Marisela Marroquin				X	
Alma Robles				X	
Ingrid Navarro				X	
Isabel Godoy				X	
Corinna Ramirez				X	
Numbers of members of each category:	1	3	1	5	

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

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

2022-2023 English Learner Advisory Committee (ELAC)

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

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Collin Miller	X			
Maby Venegas			X	
Isabel Godoy			X	
Jasmin Ramos Ceron			X	
Numbers of members of each category:	1		3	

ELAC Composition Requirements

Requirements for ELAC elections include:

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on: 4/27/23

Attested:



Principal, Collin Miller on 4/27/23



SSC Chairperson, Alma Robles on 4/27/23

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.

- X Evidence for ESSA: <https://www.evidenceforessa.org/>
- X What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>
- Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>
- Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>
- Other-Specify and Provide Link to Study:

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

X New

Continuing

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

ELA - Lexia
Math - Dreambox

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).

ELA - Lexia web based program will be used to target student growth in word study, grammar, and comprehension that support the core curriculum. ELA Strat 12.3
Math- Dreambox web based program will be used to support classes to target student growth in math computation and provide individualized instruction that support the core curriculum. Math Strat 12.3

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

These programs will be evaluated by monitoring and analyzing data within the program to track student progress and measure growth. Outcomes and progress will be communicated with all stakeholders throughout the year. This includes categories of All Students, low income, English Learners, and Students with Disabilities.
Lexia: 5a. Increase by 10% 5b. Increase by 10% Dreambox: 5. 5 out of 7 Grades will Meet or Exceed 5 lessons

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

N/A

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

\$

Evidence-Based Interventions

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

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

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

All Students

English Learners

Foster Youth

Homeless

Race/Ethnicity – Specify

Socioeconomically Disadvantaged

X Students with Disabilities

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

X Strong

Moderate

Promising

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

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

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

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

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

X Attendanceworks <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.

Tiers of Intervention that include Foundational strategies, Tier 1, Tier 2, and Tier 3 (Attendanceworks.org)

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).

Continue to expand and support the Tiers of Intervention that include Foundational strategies, Tier 1, Tier 2, and Tier 3 as well as build positive conditions for learning (Greeting at the door) (Attendanceworks.org.) (School Climate 9.2)

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

These programs will be evaluated by monitoring and analyzing data to track chronic absenteeism and support school climate through Attendance Improvement Plan. Outcomes and progress will be communicated with all stakeholders throughout the year. This includes our Students with Disabilities. 2a. All Students-Decrease by 5% 2b Low Income-Decrease by 5% 2c. English Learners-Decrease by 5% 2d. Students with Disabilities-Decrease by 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"

N/A

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

\$

HACIENDA LA PUENTE MIGRANT EDUCATION PROGRAM



MIGRANT EDUCATION PURPOSE

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

HEALTH



Free Health Services

- Vision
- Dental
- Other Health Services




SUPPLEMENTARY INSTRUCTIONAL SERVICES

Regular School Year

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

REGIONAL SERVICES

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

PARENT INVOLVEMENT

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



MIGRANT STUDENTS ARE ELIGIBLE FOR SCHOLARSHIPS!

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


Citrus College

Districto Escolar/District:
Hacienda La Puente Unified School District

Escuela/School:
Los Altos High School

Colegio/College:
Colegio Comunitario Citrus /
Citrus Community College

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



Daniela Perez
\$600 award

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

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

*Virtual Path to Success
Scholarship Award*



Citrus College
Cosmetology

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

School and Student Performance Data

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

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Professional Development, Teaching and Learning

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

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

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

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

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

Extended learning activities

Opportunity and Equal Educational Access

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

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

Parental Engagement

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

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

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

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

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

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

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

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

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

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