School Year: **2023-24**

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 CEDARLANE ACADEMY 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
CEDARLANE ACADEMY	19-73445-0122465	4/26/2023	June 22, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Targeted Assistance School Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Cedarlane Academy has been identified as an ATSI school for SPED Math, Attendance and Suspensions

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

Cedarlane Academy utilizes the data analysis of federal, state, local and district assessments to develop our School Plan for Student Achievement. This school site plan addresses our significant student groups, identifies the goals, develops the action plans and determines the budget expenditures that support the planning, implementation and evaluation of the site plan. The School Plan for Student Achievement assists the school in effectively meeting the Every Student Succeed Act requirements and Local Control and Accountability Plan for budgetary expenditures to meet priorities and ensure all student needs are being addressed.

Cedarlane Academy has been identified as an ATSI school for SPED Math, Attendance and Suspensions. Our SPSA will continue to reflect ATSI goals for the 2023-2024 school year.

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School Vision and Mission

Cedarlane Academy's Vision Statement:
Cedarlane Academy is an organization of students, families, and instructional and support staff forming a 21st century academic community committed to quality education. In order to meet our high academic standards, all students are engaged in a wide variety of relevant learning experiences. Cedarlane utilizes research-based instructional strategies and technology to provide a rigorous curriculum that meets state standards while guiding students to articulate their broader career goals.

Cedarlane Academy has been identified as an ATSI school for SPED Math, Attendance and Suspensions. Our SPSA will continue to reflect ATSI goals for the 2023-2024 school year.

Mission Statement:
It is the mission of Cedarlane Academy to ensure a rigorous academic curriculum that will prepare our students for advanced education and develop them into responsible citizens who are 21st-century learners.

Thunderbird Creed
When the bell rings, you start.
When you are challenged, you think.
And when the work gets difficult, you exert more effort!

School Profile

Cedarlane Academy serves students in grades Kindergarten through eighth. Current enrollment is 608.

Socio-Economically Disadvantaged: 67.3%
Hispanic: 57.5%
Asian: 36.4%
African American: 0.7%
American Indian: 0.2%
Filipino: 1.9%
White: 1.9%
Two or More Races: 0.7%
English Learners: 29.2%
Foster Youth: 0.5%
Homeless: 1.4%
Students with Disabilities: 9.1%

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District Adopted Core Curriculum 2023-24

District Adopted Core Curriculum 2023-24

Curricular Area	Publisher	Grade Level
Language Arts/Literacy	McGraw Hill Education, *Wonders*	K-5
	McGraw Hill Education, *Study Sync*	6-12
	ERWC	12
English Language Development	McGraw Hill Education, *Wonders ELD*	K-5
	McGraw Hill Education, *Study Sync with Designated ELD*	6-12
Supplementary	National Geographic, *Inside*	6-8
	National Geographic, *Edge*	9-12
Mathematics	Houghton Mifflin Harcourt, *Go Math!*	K-8
	Houghton Mifflin Harcourt, *Integrated 1,2,3*	9-12
	McDougal Littell, *Algebra 2*	
	Larson/Hostetler/Edwards, *Precalculus with Limits*	
	Larson/Hostetler/Edwards - *Calculus*	
History/Social Science	McGraw Hill Education, *IMPACT*	K-8
	Pearson, World History-*The Modern World*	10-12
	Pearson, *US History-The 20th Century*	
	Pearson, *American Government*	
	Pearson, *Economics Principles in Action*	
Science	Twig Education, *Twig Science*	TK-5
	Discovery Education, *Discovery Science*	6-8
	Savvas Learning, *Savvas Science*	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	0.2%	0.18%	0%	1	1	0
African American	0.5%	0.70%	0.84%	3	4	5
Asian	35.1%	36.38%	42.33%	195	207	251
Filipino	2.2%	1.93%	1.52%	12	11	9
Hispanic/Latino	59.5%	57.47%	52.61%	331	327	312
Pacific Islander	%	%	0%			0
White	1.8%	1.93%	1.01%	10	11	6
Multiple/No Response	0.5%	0.70%	0.84%	3	4	5
			Total Enrollment	556	569	593

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	39	44
Grade 1	46	39	43
Grade 2	42	50	39
Grade3	41	46	45
Grade 4	41	47	46
Grade 5	34	39	52
Grade 6	92	105	116
Grade 7	117	92	114
Grade 8	104	112	94
Total Enrollment	556	569	593

Conclusions based on this data:

1. Based on the data, Cedarlane has increased in enrollment in grades kinder - 8th grade.
2. Based on the data, our Asian population continues to increase every year.
3. Based on the data, students entering 6th grade, middle school, continues to increase in enrollment every year.

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	142	166	167	25.50%	29.2%	28.2%
Fluent English Proficient (FEP)	123	118	149	22.10%	20.7%	25.1%
Reclassified Fluent English Proficient (RFEP)	14	24		9.9%	12.60%	

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	19	0	0	0	19	0	19
01	12	0	0	0	12	2	14
02	18	0	0	0	18	1	19
03	15	1	0	0	16	9	25
04	2	4	0	4	10	5	15
05	0	6	0	6	12	3	15
06	2	0	4	12	18	19	37
07	6	0	4	9	19	31	50
08	4	1	2	7	14	40	54

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	18	0	0	0	18	0	18
01	19	0	0	0	19	0	19
02	18	0	0	0	18	0	18
03	11	2	0	0	13	6	19
04	1	17	0	0	18	8	26
05	1	12	0	2	15	8	23
06	1	4	12	0	17	33	50
07	4	4	22	0	30	14	44
08	4	1	13	0	18	20	38

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	18	**0**	**0**	0	18	0	18
01	19	**0**	**0**	0	19	0	19
02	18	**0**	**0**	0	18	0	18
03	11	**2**	**0**	0	13	6	19
04	1	**17**	**0**	0	18	8	26
05	1	**12**	**0**	2	15	8	23
06	1	**4**	**12**	0	17	33	50
07	4	**4**	**22**	0	30	14	44
08	4	**1**	**13**	0	18	20	38

Conclusions based on this data:

1. Based on the data, the number of at risk for 4+ years of LTELs has increased over the years.
2. Based on the data, the number of at risk for 6+ years of LTELs has increased over the years.
3. Based on the data, students in grades 4th & 5th are already showing a high number of at risk for LTELs.

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**
593	**68.1**	**28.2**	**0.5**
Total Number of Students enrolled in CEDARLANE ACADEMY.	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	167	28.2
Foster Youth	3	0.5
Homeless	8	1.3
Socioeconomically Disadvantaged	404	68.1
Students with Disabilities	64	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8
Asian	251	42.3
Filipino	9	1.5
Hispanic	312	52.6
Two or More Races	5	0.8
White	6	1

Conclusions based on this data:

1. 59.5% of our students are Hispanic; 35.1% Asian.
2. 25.5% are ELs.

3. 76.3%, majority of our students are SED.

School and Student Performance Data

2. Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Overall, we are in Blue for ELA; Improved in ELA
2. Improved in Math but in Green; needs to work on getting to Blue
3. Need to work on Chronic Absenteeism - in Orange

School and Student Performance Data

3. Academic Performance

1. English Language Arts

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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	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**
Green	Orange	Less than 11 Students
14.7 points above standard	7.3 points below standard	3 Students
Decreased -6.5 points	Decreased -13.4 points	
442 Students	164 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
7 Students	2.7 points below standard	76.3 points below standard
	Decreased -10.6 points	Decreased Significantly -15.4 points
	332 Students	58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 62.9 points above standard Decreased -4 points 185 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 26.7 points below standard Decreased -14.5 points 237 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 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**
66.1 points below standard Decreased Significantly -17.1 points 92 Students	67.8 points above standard Decreased Significantly -15.8 points 72 Students	7.5 points above standard Decreased -6.4 points 201 Students

Conclusions based on this data:

1. Overall trend is showing that all groups, including the ELs, have increased in points
2. SWD group is 65.4 points below standard although increased by 11.4 points
3. Hispanic group has gained 11.5 points.

School and Student Performance Data

Academic Performance
2. Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
13.8 points below standard	19.6 points below standard	3 Students
Maintained +2.5 points	Decreased -5.6 points	
442 Students	164 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
7 Students	35.3 points below standard	132.8 points below standard
	Maintained -1.5 points	Increased +5.1 points
	332 Students	58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Blue 65 points above standard Maintained -1.7 points 185 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 78.6 points below standard Decreased -5.6 points 237 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 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**
63.8 points below standard Increased +6.7 points 92 Students	36.8 points above standard Decreased Significantly -28.5 points 72 Students	33.1 points below standard Increased +3.6 points 201 Students

Conclusions based on this data:

1. All groups have inreased in score points
2. Hispanic group is in yellow, gaining only 8.9 points
3. Reclassified ELs maintained above standard with 27.4 points.

School and Student Performance Data

Academic Performance
3. English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
54.6 points above standard making progress towards English language proficiency
Number of EL Students: 119 Students
Performance Level: 3

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
21	33	9	56

Conclusions based on this data:

1. 37.3% of ELs have maintained at Level 1~3H
2. 42.6% of ELs are making progress towards EL proficiency.
3. EL progress Performance Level is low.

School and Student Performance Data

4. Academic Engagement
1. Chronic Absenteeism

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
20.8% Chronically Absent	12.6% Chronically Absent	3 Students
Declined Significantly -4.7	Declined Significantly -9.6	
624 Students	182 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
71.4% Chronically Absent	Yellow	Orange
0	24.2% Chronically Absent	32.4% Chronically Absent
14 Students	Declined Significantly -3.8	Declined -7
	466 Students	71 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 5.6% Chronically Absent Declined Significantly -5.9 270 Students	27.3% Chronically Absent Maintained 0 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 32.9% Chronically Absent Declined -2.3 322 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. Chronic absenteeism increased for all students; especially, the Hispanic, SWD, and SED. Chronic absences increased by 1.5.
2. Hispanic group is in Red with 4.1 gain in Chronic Absenteeism.
3. SED and SWD are in Orange.

School and Student Performance Data

5. Conditions & Climate

1. Suspension Rate

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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	English Learners	Foster Youth
Green	Green	Less than 11 Students
2.2% suspended at least one day	1.6% suspended at least one day	5 Students
Declined Significantly -1.2	Declined -0.6	
643 Students	186 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Green	Yellow
14 Students	2.5% suspended at least one day	4.1% suspended at least one day
	Declined Significantly -1.6	Declined -3.4
	476 Students	74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Green 1.1% suspended at least one day Declined -0.3 281 Students	0% suspended at least one day Maintained 0 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 3.1% suspended at least one day Declined Significantly -1.9 327 Students	9.1% suspended at least one day 11 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. In Red are our SWD students (+3.7)
2. In Orange are our ELs (+2.1)
3. Hispanic (-1.1) group declined significantly although in Yellow

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	42	43	48	0	43	47	0	43	47	0.0	100.0	97.9
Grade 4	41	51	46	0	51	46	0	51	46	0.0	100.0	100.0
Grade 5	34	37	54	0	36	54	0	36	54	0.0	97.3	100.0
Grade 6	91	106	116	0	105	111	0	105	111	0.0	99.1	95.7
Grade 7	117	98	110	0	96	109	0	96	109	0.0	98.0	99.1
Grade 8	105	117	96	0	114	96	0	114	96	0.0	97.4	100.0
All Grades	430	452	470	0	445	463	0	445	463	0.0	98.5	98.5

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		2395.	2427.		20.93	31.91		18.60	19.15		18.60	19.15		41.86	29.79
Grade 4		2494.	2466.		35.29	32.61		27.45	17.39		19.61	19.57		17.65	30.43
Grade 5		2530.	2525.		36.11	33.33		25.00	27.78		13.89	14.81		25.00	24.07
Grade 6		2561.	2558.		23.81	31.53		35.24	27.03		29.52	22.52		11.43	18.92
Grade 7		2566.	2577.		22.92	29.36		31.25	30.28		22.92	22.02		22.92	18.35
Grade 8		2588.	2552.		22.81	17.71		33.33	31.25		26.32	20.83		17.54	30.21
All Grades	N/A	N/A	N/A		25.39	28.51		30.56	27.00		23.82	20.52		20.22	23.97

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		18.60	25.53		44.19	53.19		37.21	21.28
Grade 4		31.37	26.09		54.90	54.35		13.73	19.57
Grade 5		19.44	29.63		72.22	57.41		8.33	12.96
Grade 6		30.48	31.53		58.10	49.55		11.43	18.92
Grade 7		29.17	24.77		53.13	59.63		17.71	15.60
Grade 8		26.32	19.79		54.39	55.21		19.30	25.00
All Grades		27.19	26.13		55.51	54.86		17.30	19.01

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		18.60	25.53		30.23	42.55		51.16	31.91
Grade 4		33.33	15.22		58.82	58.70		7.84	26.09
Grade 5		22.22	35.19		50.00	40.74		27.78	24.07
Grade 6		23.30	27.93		58.25	52.25		18.45	19.82
Grade 7		26.04	38.53		53.13	39.45		20.83	22.02
Grade 8		28.95	22.92		51.75	47.92		19.30	29.17
All Grades		25.96	28.73		52.14	46.65		21.90	24.62

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		16.28	14.89		69.77	68.09		13.95	17.02
Grade 4		7.84	17.39		74.51	69.57		17.65	13.04
Grade 5		5.56	16.67		86.11	72.22		8.33	11.11
Grade 6		16.19	13.51		79.05	75.68		4.76	10.81
Grade 7		15.63	15.60		72.92	74.31		11.46	10.09
Grade 8		14.91	10.42		76.32	78.13		8.77	11.46
All Grades		13.93	14.25		76.18	74.08		9.89	11.66

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		13.95	17.02		53.49	68.09		32.56	14.89
Grade 4		29.41	15.22		50.98	73.91		19.61	10.87
Grade 5		36.11	22.22		55.56	55.56		8.33	22.22
Grade 6		22.86	24.32		67.62	67.57		9.52	8.11
Grade 7		25.00	24.77		57.29	61.47		17.71	13.76
Grade 8		23.68	15.63		64.04	64.58		12.28	19.79
All Grades		24.49	20.73		60.22	64.79		15.28	14.47

Conclusions based on this data:

1. Based on the data: the overall participation of students in grades 5-8 has decreased slightly, but still met the 98% participation rate.
2. Based on the data: writing, producing clear and purposeful writing is an area with the highest percentage of students below standards.
3. Based on the data: reading and demonstrating of literacy and non-fiction texts is an area with 17.3% below standard.
4. Based on the data: high levels of students in 4 categories in at or near standard, which means, students with additional support can go to above standard.

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	42	43	48	0	43	47	0	43	47	0.0	100.0	97.9
Grade 4	41	51	46	0	51	46	0	51	46	0.0	100.0	100.0
Grade 5	34	37	54	0	36	54	0	36	54	0.0	97.3	100.0
Grade 6	91	106	116	0	105	112	0	105	112	0.0	99.1	96.6
Grade 7	117	98	110	0	96	109	0	96	109	0.0	98.0	99.1
Grade 8	105	117	96	0	114	96	0	114	96	0.0	97.4	100.0
All Grades	430	452	470	0	445	464	0	445	464	0.0	98.5	98.7

* 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		2443.	2433.		25.58	23.40		23.26	29.79		20.93	25.53		30.23	21.28
Grade 4		2486.	2479.		21.57	23.91		29.41	28.26		31.37	21.74		17.65	26.09
Grade 5		2515.	2515.		27.78	25.93		27.78	22.22		22.22	22.22		22.22	29.63
Grade 6		2540.	2531.		26.67	31.25		16.19	15.18		32.38	22.32		24.76	31.25
Grade 7		2526.	2566.		19.79	31.19		14.58	12.84		18.75	27.52		46.88	28.44
Grade 8		2560.	2542.		27.19	21.88		15.79	6.25		15.79	28.13		41.23	43.75
All Grades	N/A	N/A	N/A		24.72	27.16		18.88	16.38		23.15	25.00		33.26	31.47

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		41.86	25.53		32.56	48.94		25.58	25.53
Grade 4		35.29	36.96		47.06	36.96		17.65	26.09
Grade 5		25.00	25.93		47.22	46.30		27.78	27.78
Grade 6		21.90	28.57		43.81	37.50		34.29	33.93
Grade 7		23.96	33.03		35.42	37.61		40.63	29.36
Grade 8		31.58	22.92		37.72	40.63		30.70	36.46
All Grades		28.54	28.66		40.00	40.30		31.46	31.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.60	27.66		51.16	53.19		30.23	19.15
Grade 4		15.69	19.57		58.82	50.00		25.49	30.43
Grade 5		22.22	20.37		55.56	51.85		22.22	27.78
Grade 6		22.86	21.43		43.81	48.21		33.33	30.36
Grade 7		20.83	28.44		45.83	51.38		33.33	20.18
Grade 8		21.05	21.88		50.88	42.71		28.07	35.42
All Grades		20.67	23.49		49.44	48.92		29.89	27.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93	25.53		55.81	51.06		23.26	23.40
Grade 4		25.49	26.09		50.98	47.83		23.53	26.09
Grade 5		22.22	16.67		52.78	64.81		25.00	18.52
Grade 6		26.67	18.75		55.24	58.04		18.10	23.21
Grade 7		18.75	26.61		60.42	59.63		20.83	13.76
Grade 8		24.56	17.71		50.88	53.13		24.56	29.17
All Grades		23.37	21.55		54.61	56.47		22.02	21.98

Conclusions based on this data:

1. Based on the data: the overall participation of students in grades 5-8 has decreased slightly, but still met the 98% participation rate.
2. Based on the data: high levels of students in 4 categories in at or near standard, which means, students with additional support can go to above standard.
3. Based on the data: concepts and procedures are an area 31.46% below standard that need to be address and need additional supports.

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	1483.4	1491.3	1482.7	1472.1	1492.1	1458.5	1509.7	1489.3	1538.6	18	18	19
1	1444.4	1466.1	1447.1	1443.2	1470.8	1457.4	1445.2	1460.9	1436.3	20	12	12
2	*	1492.0	1476.8	*	1473.4	1472.7	*	1510.0	1480.3	10	16	14
3	1508.2	1495.0	1484.6	1496.6	1495.3	1483.9	1519.1	1494.3	1484.9	16	12	16
4	1543.6	1532.8	1524.5	1550.9	1536.3	1518.8	1535.7	1528.7	1529.8	15	18	12
5	*	1538.5	1520.0	*	1532.8	1507.6	*	1543.6	1531.8	6	12	13
6	1536.2	1547.3	1533.6	1547.6	1545.5	1525.4	1524.2	1548.7	1541.4	30	18	19
7	1587.5	1542.0	1556.5	1620.6	1535.2	1564.8	1553.9	1548.4	1547.8	17	34	18
8	1539.9	1585.8	1570.6	1550.2	1598.9	1576.3	1529.1	1572.1	1564.5	17	19	28
All Grades										149	159	151

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	33.33	38.89	52.63	44.44	38.89	21.05	11.11	11.11	15.79	11.11	11.11	10.53	18	18	19
1	15.00	8.33	8.33	40.00	58.33	58.33	25.00	33.33	16.67	20.00	0.00	16.67	20	12	12
2	*	18.75	7.14	*	50.00	50.00	*	25.00	35.71	*	6.25	7.14	*	16	14
3	25.00	8.33	12.50	31.25	50.00	37.50	37.50	33.33	31.25	6.25	8.33	18.75	16	12	16
4	53.33	38.89	16.67	20.00	33.33	58.33	20.00	22.22	25.00	6.67	5.56	0.00	15	18	12
5	*	33.33	30.77	*	33.33	38.46	*	33.33	15.38	*	0.00	15.38	*	12	13
6	33.33	38.89	26.32	23.33	33.33	42.11	20.00	11.11	15.79	23.33	16.67	15.79	30	18	19
7	52.94	26.47	44.44	23.53	35.29	22.22	23.53	29.41	11.11	0.00	8.82	22.22	17	34	18
8	35.29	42.11	21.43	23.53	31.58	50.00	23.53	21.05	14.29	17.65	5.26	14.29	17	19	28
All Grades	32.89	29.56	25.83	30.87	38.99	41.06	24.16	23.90	19.21	12.08	7.55	13.91	149	159	151

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	27.78	44.44	42.11	50.00	33.33	26.32	11.11	11.11	21.05	11.11	11.11	10.53	18	18	19
1	15.00	16.67	16.67	40.00	58.33	50.00	25.00	25.00	16.67	20.00	0.00	16.67	20	12	12
2	*	18.75	21.43	*	50.00	35.71	*	18.75	35.71	*	12.50	7.14	*	16	14
3	31.25	33.33	31.25	56.25	41.67	37.50	6.25	16.67	18.75	6.25	8.33	12.50	16	12	16
4	53.33	55.56	58.33	33.33	27.78	16.67	6.67	11.11	25.00	6.67	5.56	0.00	15	18	12
5	*	41.67	23.08	*	50.00	61.54	*	8.33	0.00	*	0.00	15.38	*	12	13
6	43.33	38.89	52.63	26.67	44.44	26.32	16.67	0.00	10.53	13.33	16.67	10.53	30	18	19
7	64.71	47.06	55.56	23.53	26.47	16.67	11.76	17.65	11.11	0.00	8.82	16.67	17	34	18
8	58.82	57.89	32.14	17.65	15.79	42.86	5.88	21.05	17.86	17.65	5.26	7.14	17	19	28
All Grades	43.62	41.51	37.75	31.54	35.85	34.44	14.77	14.47	17.22	10.07	8.18	10.60	149	159	151

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	44.44	27.78	47.37	27.78	50.00	21.05	27.78	11.11	21.05	0.00	11.11	10.53	18	18	19
1	15.00	16.67	8.33	40.00	41.67	41.67	20.00	16.67	16.67	25.00	25.00	33.33	20	12	12
2	*	18.75	7.14	*	56.25	35.71	*	18.75	42.86	*	6.25	14.29	*	16	14
3	12.50	8.33	0.00	37.50	25.00	31.25	50.00	50.00	37.50	0.00	16.67	31.25	16	12	16
4	20.00	16.67	16.67	40.00	44.44	33.33	26.67	22.22	33.33	13.33	16.67	16.67	15	18	12
5	*	8.33	15.38	*	41.67	23.08	*	41.67	46.15	*	8.33	15.38	*	12	13
6	6.67	16.67	5.26	30.00	38.89	36.84	26.67	22.22	42.11	36.67	22.22	15.79	30	18	19
7	17.65	14.71	22.22	23.53	29.41	27.78	47.06	41.18	22.22	11.76	14.71	27.78	17	34	18
8	0.00	15.79	14.29	29.41	36.84	46.43	35.29	36.84	14.29	35.29	10.53	25.00	17	19	28
All Grades	15.44	16.35	15.89	30.87	39.62	33.77	34.90	29.56	29.14	18.79	14.47	21.19	149	159	151

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	38.89	55.56	36.84	50.00	38.89	47.37	11.11	5.56	15.79	18	18	19
1	40.00	41.67	58.33	40.00	58.33	33.33	20.00	0.00	8.33	20	12	12
2	*	18.75	21.43	*	68.75	78.57	*	12.50	0.00	*	16	14
3	31.25	41.67	25.00	62.50	41.67	56.25	6.25	16.67	18.75	16	12	16
4	80.00	77.78	50.00	13.33	16.67	33.33	6.67	5.56	16.67	15	18	12
5	*	25.00	23.08	*	75.00	69.23	*	0.00	7.69	*	12	13
6	30.00	33.33	15.79	46.67	55.56	68.42	23.33	11.11	15.79	30	18	19
7	23.53	8.82	33.33	64.71	73.53	38.89	11.76	17.65	27.78	17	34	18
8	11.76	36.84	17.86	64.71	57.89	60.71	23.53	5.26	21.43	17	19	28
All Grades	36.24	35.22	29.14	49.66	55.35	54.97	14.09	9.43	15.89	149	159	151

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	22.22	33.33	31.58	66.67	55.56	57.89	11.11	11.11	10.53	18	18	19
1	15.00	0.00	8.33	60.00	100.00	75.00	25.00	0.00	16.67	20	12	12
2	*	25.00	21.43	*	62.50	64.29	*	12.50	14.29	*	16	14
3	37.50	41.67	31.25	56.25	50.00	56.25	6.25	8.33	12.50	16	12	16
4	60.00	41.18	41.67	33.33	52.94	58.33	6.67	5.88	0.00	15	17	12
5	*	75.00	69.23	*	16.67	15.38	*	8.33	15.38	*	12	13
6	66.67	55.56	63.16	20.00	33.33	31.58	13.33	11.11	5.26	30	18	19
7	94.12	64.71	77.78	5.88	23.53	11.11	0.00	11.76	11.11	17	34	18
8	75.00	52.94	67.86	18.75	41.18	25.00	6.25	5.88	7.14	16	17	28
All Grades	54.05	46.15	49.01	35.81	44.87	41.06	10.14	8.97	9.93	148	156	151

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	33.33	27.78	47.37	61.11	61.11	47.37	5.56	11.11	5.26	18	18	19
1	25.00	25.00	16.67	45.00	41.67	58.33	30.00	33.33	25.00	20	12	12
2	*	12.50	7.14	*	81.25	71.43	*	6.25	21.43	*	16	14
3	6.25	8.33	6.25	62.50	58.33	50.00	31.25	33.33	43.75	16	12	16
4	20.00	16.67	16.67	60.00	55.56	58.33	20.00	27.78	25.00	15	18	12
5	*	25.00	23.08	*	50.00	46.15	*	25.00	30.77	*	12	13
6	6.67	22.22	10.53	43.33	50.00	63.16	50.00	27.78	26.32	30	18	19
7	23.53	14.71	33.33	41.18	50.00	27.78	35.29	35.29	38.89	17	34	18
8	17.65	36.84	28.57	29.41	26.32	42.86	52.94	36.84	28.57	17	19	28
All Grades	17.45	20.75	22.52	51.01	52.20	50.33	31.54	27.04	27.15	149	159	151

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	61.11	66.67	63.16	38.89	22.22	31.58	0.00	11.11	5.26	18	18	19
1	15.00	16.67	16.67	65.00	83.33	66.67	20.00	0.00	16.67	20	12	12
2	*	31.25	35.71	*	62.50	57.14	*	6.25	7.14	*	16	14
3	25.00	8.33	18.75	75.00	83.33	68.75	0.00	8.33	12.50	16	12	16
4	20.00	38.89	25.00	73.33	55.56	66.67	6.67	5.56	8.33	15	18	12
5	*	25.00	23.08	*	66.67	61.54	*	8.33	15.38	*	12	13
6	20.00	22.22	31.58	63.33	66.67	57.89	16.67	11.11	10.53	30	18	19
7	11.76	23.53	16.67	82.35	64.71	66.67	5.88	11.76	16.67	17	34	18
8	0.00	5.26	10.71	88.24	94.74	82.14	11.76	0.00	7.14	17	19	28
All Grades	20.81	27.04	26.49	69.13	65.41	62.91	10.07	7.55	10.60	149	159	151

Conclusions based on this data:

1. Based on the data: the overall data shows that we have more students in levels 3 and 4 than 1 and 2. Students have increased from the previous years to level 4.
2. Based on the data: writing and reading domains are areas to focus on. Will need to look at data and focus on specific needs during ELD instruction.
3. Based on the data: an area that students are excelling in is speaking for our EL students.

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Cedarlane Academy	19734450122465	591	138 (23.4 %)	143 (24.2 %)	18 (13.4 %)
District Total:		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
County Total:		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
State Total:		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

2021-22

2021-22 HLPUSD Reclassification Rate by School

School	# of new RFEP (from Ellevation 10/5/2021-10/4/2022)	# of EL (from 2021-22 DataQuest)	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Cedarlane	24	166	12.60%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. Based on the data: students that were reclassified is 18, 13.4% and lower than the district, county and state total for the 2020-21 school year.
2. Based on the data: 138 students, 23.4% of students are identified as English Learners.
3. Based on the data: the reclassification rate for the 2021-22 school year is higher with a 12.6% than the district, 9.5%.

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
Cedarlane Academy	**All Students**	**108**	**107**	**120**	**138**	**115**	**588**
	K	3	15	8	9	9	44
	1	11	9	11	4	8	43
	2	14	1	7	11	6	39
	3	12	8	4	11	10	45
	4	9	13	6	9	9	46
	5	8	8	13	12	11	52
	6	15	18	20	32	28	113
	7	12	21	31	28	21	113
	8	24	14	20	22	13	93

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
Cedarlane Academy	English Learners (ELs)	53	36	34	11	4	138
	Student with Disabilities (SWD)	38	16	13	9	3	79
	Socio-economically Disadvantaged (SED)	86	74	94	104	59	417
	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
Cedarlane Academy	**All Students**	**131**	**111**	**110**	**115**	**100**	**567**
	K	8	9	7	8	10	42
	1	11	10	7	6	8	42
	2	16	5	4	8	4	37
	3	15	4	6	9	9	43
	4	8	9	11	7	7	42
	5	9	6	12	10	13	50
	6	21	18	23	29	21	112
	7	16	30	23	23	17	109
	8	27	20	17	15	11	90

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
Cedarlane Academy	English Learners (ELs)	64	35	26	10	1	136
	Student with Disabilities (SWD)	39	20	8	7	2	76
	Socio-economically Disadvantaged (SED)	101	90	83	80	51	405
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. In comparing the overall score SMAP #1 to SMAP #2, students maintained in grades K-5, but decreased slightly in grades 6-8.
2. In comparing English Learners score from SMAP #1 to SMAP #2, students increased in reading.

3. In comparing Students with Disabilities score from SMAP #1 to SMAP #2, students increased in reading.

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
Cedarlane Academy	**All Students**	**126**	**98**	**118**	**110**	**138**	**590**
	K	4	9	9	5	17	44
	1	7	8	8	10	10	43
	2	5	5	4	14	11	39
	3	9	5	8	10	13	45
	4	13	8	9	7	9	46
	5	7	12	12	15	6	52
	6	24	17	25	22	27	115
	7	21	20	28	16	28	113
	8	36	14	15	11	17	93

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
Cedarlane Academy	English Learners (ELs)	46	27	24	21	20	138
	Student with Disabilities (SWD)	43	19	7	7	4	80
	Socio-economically Disadvantaged (SED)	103	84	83	70	79	419
	Homeless	*	*	*	*	*	*
	Foster	*	*	*	*	*	*

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

2022-23 Math SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Cedarlane Academy	**All Students**	**140**	**105**	**107**	**99**	**119**	**570**
	K	6	5	7	10	14	42
	1	9	5	10	9	8	41
	2	11	5	6	8	7	37
	3	9	6	10	12	9	46
	4	11	10	5	10	8	44
	5	9	14	6	10	9	48
	6	22	20	25	21	23	111
	7	30	24	16	17	23	110
	8	33	16	22	2	18	91

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
Cedarlane Academy	English Learners (ELs)	47	23	28	24	13	135
	Student with Disabilities (SWD)	48	13	8	6	2	77
	Socio-economically Disadvantaged (SED)	119	84	72	70	63	408
	Homeless	*	*	*	*	*	11
	Foster	*	*	*	*	*	*

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

Conclusions based on this data:

1. In comparing the overall score SMAP #1 to SMAP #2, students decreased in grades K-8.
2. In comparing the ATSI group for math, students with disabilities decreased slightly in SMAP #2. Therefore, additional supports need to be looked into, also via their IEPs.

3. In comparing students that are English Learners, SMAP #2, there is an increase of student performance.

4. In comparing student that was soclo-economically disadvantaged, students have decreased in SMAP #2.

RFEP Monitoring Report

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

2021-22							Test Scores			
							Criteria 1	Criteria 2 (Must Receive DIA)	Criteria 3 Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							2022	2022		
Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
[redacted]	[redacted]	1	[redacted]	RFEP	05/05/2022	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	11/10/2021	no	N/A	4	yes	LEFT
[redacted]	[redacted]	2	[redacted]	RFEP	11/15/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	11/15/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	05/10/2022	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	11/15/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	11/15/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	2	[redacted]	RFEP	11/15/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	3	[redacted]	RFEP	11/10/2021	no	N/A	4	yes	yes
[redacted]	[redacted]	3	[redacted]	RFEP	11/15/2021	no	N/A	3	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	11/09/2021	no	4	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	09/30/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	09/30/2019	no	3	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	11/15/2021	no	3	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	10/07/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	05/08/2020	no	3	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	11/05/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	4	[redacted]	RFEP	11/05/2020	no	3	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	03/25/2019	no	2	N/A	Information not found	yes
[redacted]	[redacted]	5	[redacted]	RFEP	06/12/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	09/30/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	10/02/2018	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	10/07/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	05/05/2022	no	3	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	10/07/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	11/05/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	10/07/2019	no	2	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	02/28/2022	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	10/07/2019	no	4	N/A	yes	yes
[redacted]	[redacted]	5	[redacted]	RFEP	05/08/2020	no	3	N/A	Information not found	yes
[redacted]	[redacted]	5	[redacted]	RFEP	11/15/2021	no	4	N/A	yes	yes

CEDARLANE MS

Current School

Monitoring Years:

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

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI$_2$ support on RFEP Monitoring Tool.

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

Grades Monitoring:

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

							Test Scores			
							Criteria 1	*Criteria 2 (Must Recent DIA)*	*Criteria 3* Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/Englis 12)	
							2022	2022		
Last Name	First Name	Current Grade	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
[redacted]	[redacted]	6	[redacted]	RFEP	03/11/2020	no	4	N/A	**Yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	3	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	11/09/2021	no	4	N/A	**yes**	yes
[redacted]	[redacted]	6	[redacted]	RFEP	03/25/2019	no	3	N/A	**yes**	No
[redacted]	[redacted]	6	[redacted]	RFEP	05/08/2019	no	3	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	09/30/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	01/31/2022	no	2	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	09/27/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	04/19/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	04/11/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	05/02/2022	yes	3	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	3	N/A	**yes**	No
[redacted]	[redacted]	6	[redacted]	RFEP	05/06/2022	yes	3	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	05/02/2022	yes	3	N/A	**yes**	yes
[redacted]	[redacted]	6	[redacted]	RFEP	02/18/2020	yes	3	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	12/16/2020	no	1	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	05/02/2022	yes	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	11/27/2018	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	10/08/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	04/11/2019	no	4	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	01/31/2022	no	2	N/A	**yes**	Yes
[redacted]	[redacted]	6	[redacted]	RFEP	06/07/2019	no	3	N/A	**yes**	yes
[redacted]	[redacted]	6	[redacted]	RFEP	09/30/2019	no	4	N/A	**yes**	yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/01/2018	no	3	N/A	**no**	No
[redacted]	[redacted]	7	[redacted]	RFEP	10/17/2018	no	3	N/A	**yes**	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/18/2019	no	2	N/A	**yes**	Yes

[redacted]	[redacted]	7	[redacted]	RFEP	10/12/2018	no	3	N/A	ges	No
[redacted]	[redacted]	7	[redacted]	RFEP	11/12/2019	no	3	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	11/15/2018	no	3	N/A	ges	Leave
[redacted]	[redacted]	7	[redacted]	RFEP	11/05/2020	no	4	N/A	yes	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	03/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	03/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	12/06/2018	no	3	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	12/06/2018	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	10/22/2020	no	3	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	01/10/2020	no	3	N/A	no	leave
[redacted]	[redacted]	7	[redacted]	RFEP	10/09/2019	no	3	N/A	ges	No
[redacted]	[redacted]	7	[redacted]	RFEP	03/08/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	7	[redacted]	RFEP	03/08/2019	no	3	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	02/14/2019	no	2	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	05/05/2022	no	2	N/A	ues	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	05/05/2022	no	3	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	05/05/2022	no	3	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	05/05/2022	no	4	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	09/30/2019	no	4	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	11/06/2018	no	1	N/A	no	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	11/06/2018	no	4	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	10/08/2019	no	3	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	03/05/2020	no	4	N/A	ges	Yes
[redacted]	[redacted]	8	[redacted]	RFEP	11/06/2018	no	4	N/A	ges	Yes

Conclusions based on this data:

1. Based on the data: all but 1 student has a level of 3 or 4 for the elementary RFEP.
2. Based on the data: in the middle school RFEP data, there are 2 students receiving a 1 on CAASPP and 5 students receiving a 2. Need to check SMAP data for these students and grades and monitor, as needed.
3. Based on the data: many students are progressing in levels 3 and 4 in CAASPP in the middle school setting.

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

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

	ELA	Math	Social Science	Science	Elective	PE		SWD	SED	Migrant	Homeless	Foster		EO	EL	FEP	RFEP
Cedarlane Academy MS	**86**	**105**	**85**	**83**	**31**	**11**		**75**	**300**	**0**	**0**	**18**		**221**	**128**	**13**	**39**
6	**13**	**18**	**7**	**21**	**5**			**11**	**50**	**0**	**0**	**7**		**31**	**29**	**1**	**3**
D	5	10	3	10	3			6	24	0	0	5		13	14	1	3
F	8	8	4	11	2			5	26	0	0	2		18	15		
7	**46**	**41**	**50**	**45**	**19**	**8**		**28**	**141**	**0**	**0**	**0**		**98**	**76**	**8**	**27**
D	16	14	15	10	9	4		9	41	0	0	0		40	18	3	7
F	30	27	35	35	10	4		19	100	0	0	0		58	58	5	20
8	**27**	**46**	**28**	**17**	**7**	**3**		**36**	**109**	**0**	**0**	**11**		**92**	**23**	**4**	**9**
D	21	37	18	13	6	2		24	81	0	0	8		66	19	3	9
F	6	9	10	4	1	1		12	28	0	0	3		26	4	1	

Conclusions based on this data:

1. Based on the data: there are only 7 8th grade students currently not eligible for 8th grade promotion.
2. Based on the data: the larger number of students receiving D's or F's are 7th graders. Therefore, it is an area that needs to be looked into for the 2023-24 school year and provide supports, as needed.
3. Based on the data: for 6th grade, the majority of the D's and F's are in math.

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?

ATSI: Students with Disabilities (Math), Suspensions, Chronic Absenteeism

Students With Disabilities
1. More PD's specifically for SPED, instructional focuses
2. Additional DPS (in the past, DPS were assigned to assist each school)

Suspensions:
1. Additional hours for SSA for student supervision and safety
2. More equipment for students, ES - better equipment, handball court, basketball court, MS - basketball, additional games and activities for students
3. PBIS/MTSS PDs, in the past we had district PDs that staff could attend

Chronic Absenteeism:
1. Attendance clerk that only focus on attendance
2. District attendance guidelines and initiatives, additional support
3. Attendance recovery programs, personnel or hours for staff

NEEDS GENERAL EDUCATON TEACHERS MAY NEED for suspensions, attendance, and SPED MATH
WHAT SUPPORTS
STRATEGIS THAT WILL WORK FOR OUR STUDENTS, DIFFERENT GROUPS OF STUDENTS.

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

ATSI: Students with Disabilities (Math), Suspensions, Chronic Absenteeism

Students With Disabilities
1. During staff meetings, PD's, can have SPED to assist. Need to identify areas that teachers need support. Reach out to SPED department or on site SPED teachers to do small trainings throughout the year. Since we are an ATSI school for math, need to reach out to district TOSAs to assist with SPED Math and areas to assist students in. Trainings can be done 1-2 times per year, as needed.

Suspensions:
1. Additional hours to will be given from S&C funds for SSA support.
2. Additional play equipment will be used to purchase items students can use throughout recess and lunch.

Chronic Absenteeism:
1. Since we currently have Sat. School for discipline and academics, can utilize funds for attendance recovery 6 times per year.
2. Utilize site TOSA to look at monthly attendance, chronic absenteeism and reach out to parents for SART, monthly and then SARB, if needed. Create positive rewards systems and CICO for attendance (if needed), and review 3-4 times a year for all staff in a staff meeting.

3. How will the school address these inequities?

ATSI: Students with Disabilities (Math), Suspensions, Chronic Absenteeism

Students With Disabilities
1. During staff meetings, PD's, can have SPED to assist. Need to identify areas that teachers need support. Reach out to SPED department or on site SPED teachers to do small trainings throughout the year. Since we are an ATSI school for math, need to reach out to district TOSAs to assist with SPED Math and areas to assist students in. Trainings can be done 1-2 times per year, as needed.

Suspensions:
1. Additional hours to will be given from S&C funds for SSA support.
2. Additional play equipment will be used to purchase items students can use throughout recess and lunch.

Chronic Absenteeism:
1. Since we currently have Sat. School for discipline and academics, can utilize funds for attendance recovery 6 times per year.
2. Utilize site TOSA to look at monthly attendance, chronic absenteeism and reach out to parents for SART, monthly and then SARB, if needed. Create positive rewards systems and CICO for attendance (if needed).

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.

ATSI: Students with Disabilities (Math), Suspensions, Chronic Absenteeism

Some inequities such as office attendance clerk, additional SPED DPS are not actionable at the school site as we currently do not have funds to support these areas.

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).

Staff (certificated and classified), parents, stakeholders, completed surveys for needs assessments. LCAP priorities, LCAP stakeholder engagement activities. Also, various ELAC, SSC and staff meetings for informal surveys. Healthy Kids Survey, all surveys shared with staff and stakeholders via district.

Parents and staff indicate a need for ELA reading and math interventions, if funds are available, a math interventionist for ES and MS. Parents indicated that they would like more after school tutoring and staff indicated additional school support via an interventionist. They expressed they would like to continue with AR/STAR, LEXIA, Dreambox and all the other online programs we have that can also be utilized at home. They asked for additional reading components that can be used at school and at home to help students read.

Classroom Observations

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

Observations in classes were conducted weekly. Findings included: tech integration in all classes, NPDL in action via collaborative student work. Students gained more access this year to work in a more collaborative setting for projects and overall learning on a daily basis.

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

Based on the data analysis the need for additional support in areas of ELA reading, Math concepts, SPED math, suspension and attendance (ATSI). Therefore, teachers will analyze CAASPP, SMAP, attendance and suspension data, common assessments, and chapter assessments. During staff meetings and early release Thursdays, PLC meetings, teachers to continue to monitor and analyze data for students that received intervention or need intervention. For ATSI, review via IEP team, and meet with SPED team regularly to continue to monitor data and provide support, as needed

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

Based on the data analysis and results with various testing, we monitor progress with LEXIA, Dreambox, core curriculum intervention. For SPED (ATSI), will monitor through IEP, SMAP and meeting monthly with SPED team to look at overall student data and reports.

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 the data: There is a need for ongoing professional development and refresher professional development for ATSI categories of SPED math, suspension and attendance. This also relates to general education students that have a significant number of suspensions and attendance needs. Refreshed MTSS/PBIS training, discuss additional ways to provide positive climate during staff meetings and leadership meetings,

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

We currently have a full time TOSA who works with teachers to provide ongoing instructional support, PD and assistance. Also, reaching out to district CIA TOSAs for support in instruction and implementation on how to best use components of the core curriculum to provide intervention for our lowest 25% of identified students. There is a need to continue having a full time TOSA to support students that continue to need growth and intervention.

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

Teachers are given time to meet weekly or bi-weekly for PLCs. There are one to two staff meetings and grade-level/department PLC meetings per month to discuss, analyze data, set goals, plan, and reflect for student achievement.

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

There is a great need to work closely with our feeder school and ongoing collaboration. We meet as a preK team 2 times per year and develop a plan to make transitions smoother. The relationships and partnerships we have built and continue to build for our schools is very important for the transition of our 5th grades to middle school. We work closely with our feeder elementary schools to provide visits, transition meetings, etc. to support families and students with a smooth transitions. For the middle school to high school level, teachers work collaboratively on the weekend to discuss supports for students transitioning to high school.

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

ELD facilitators will share expectations and create timelines to monitor EL and RFEP academic progress. From the data reviewed, there are some identified RFEP students that will need assistance and they are showing a 1 or 2 in their progress. Academic interventions may include ISEP or RFEP monitoring tools. For ISPELs, ELA teachers will set specific EL strategies that support each individual student's needs. Teachers will monitor LTEL students progress to support adequate growth throughout the school year. Our ELD facilitator will provide updates at staff meetings as appropriate and work closely with ELA Dept. to meet all timelines. Will be monitored and discussed during staff meetings and PLC time.

Extended learning activities

There is ongoing need for LEXIA, Dreambox, AR/STAR and MYON for reading. As for math, will look into xtra math website for students to use. Students have opportunities for art after school, cyber patriot, yearbook club, journalism, robotics, speech & debate, video productions, band, after school intervention, sports, and so much more!
For attendance: After school program (ASES), SFT
For suspensions: Opportunities for students at the district level, Youth Court, school based community service, counseling, etc.

Opportunity and Equal Educational Access

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

There is an ongoing need for a full time TOSA and interventionist. This is something that continuously comes up during the LCAP process. This would support students not meeting grade level for push in and pull out intervention. There is also a need for after school intervention provided by the teachers in areas of reading, comprehension. Providing intervention for at-promise students.

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

This will be measured by ongoing analysis of student data, every 6 weeks from intervention data, SMAPs, and other classroom tests. Additional assessment reports, Dreambox, LEXIA, AR/STAR. For attendance and suspensions: review data monthly during administrative meetings and create monthly plans to assist students and parents, SFT.

Parental Engagement

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

Ongoing support in:
PTO, SSC, ELAC, DIPAC, Foothills Services, YSC, district TOSAs, and parent events, Lunar New Year celebrations, Trimester awards assemblies, Renaissance for MS, Care Solace, school based counselor, Asian Pacific Agencies, Multilingual, homeless/foster students outreach; newsletters and phone calls; monthly parent education and meetings

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

The counselor is providing additional support and guidance to the students, attendance, and well-being. Referrals are made in SFT meetings to outside agencies as needed. Phone calls are made by the admins and/or the office staff to the parents to assist with attendance and distribution of devices or technology needed. Summer programs are offered to K-8 students to extend learning. Meetings and parent involvement opportunities include the following:
School Site Council/SSC (Develop, monitor, and evaluate the school plan/SPSA), PTO, ASB, ELAC (provide input into Action Plan for EL), DIPAC, monthly parent meetings and education, district parent meetings, evaluation process, budget meetings, HR meetings, PDs, LCAP development; Parent Conferences, school / PTO special events, showcases (ie, Lunar New Year, Hispanic Heritage, Patriots Day, Music Festivals, promotions).

Funding

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

Teacher afterschool tutor hours and homework club pay for the instructional aides to increase student achievement with the most at-risk students to support the instruction, support students that have minimal engagement, chronic absences, or behavioral issues; work closely with teachers to increase student engagement and achievement.

Substitutes for teachers' extra hours

Use of Accelerated Reader to increase students to read non-fiction and fiction materials.

Lexia and DreamBox to supplement and increase students' interest in reading and math.

BrainPop, classroom materials, supplies, tech devices, and printers to assist teaching and learning.

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
8/10, 9/9, 10/5, 11/2, 12/7, 1/11, 2/1, 3/1, 4/12	All Parents; PTO	Monthly PTO Meetings 1. Discuss school wide goals, 2. School activities 3. Ways to support students 4. Rewards for students and volunteers 5. Review school wide goals, incentives, initiatives, etc.
9/22, 10/25, 2/1, 3/22, 4/19, 4/26	School Site Council with Staff, Parents and MS Students	The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. SSC and ELAC Mid-Year/Spring/Fall Review DIAs D, F, I for middle school Needs Assessments School Plan for Student Achievement (SPSA) - approved April 26, 2023 1. Analyze student achievement data, summarize conclusions, and identify needs. 2. Measure the 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. 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 the effectiveness of the implementation
Staff Meetings: Every 2nd and 4th Tuesdays per month PLCs: Every First and/or Third Thursday per month	All Staff	Discuss, create, and review data analysis, needs assessments, and action plans completed in groups, K-8 and/or by subjects Provided input for the SPSA Develop leadership and collaborative culture to learn and share best practices

		Leadership and professional learning training at the school site, district, and conferences After school enrichment programs were created and set for the year Assist with ELAC/SSC Process for SPSA: Analyze student achievement data, summarize conclusions, and identify needs. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement. Provide input to the SPSA and district LCAP. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan. Recommend the SPSA to the local governing board. Receive local governing board approval and implement the plan. Monitor and evaluate effectiveness of the implementation.
9/22, 10/20, 1/31, 3/14, 4/18	English Leaners Advisory Council & Dual Immersion Parent AC	Discuss English Learners' progress, student achievement, budget, SPSA, LCAP, parent education and resources ELAC meeting agendas and minutes include the following steps of the SPSA continuous cycle: 1. Analyze student achievement data, summarize conclusions, and identify needs. 2. Measure the 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. 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 the effectiveness of the implementation
9/22, 10/20, 12/1, 1/12	Leadership Team Meetings	Discuss School Wide Priorities 1. SPSA 2. Review ATSI 3. School climate 4. Ways to improve attendance 5. Way to promote positivity 6. School wide feedback and support
1st Monday of every week	Administrative Meetings	Discuss weekly school wide priorities 1. Always look ahead at the month 2. School/Student issues and ways to resolve 3. Plan for future events Consists of: Principal, AP, Counselor, TOSA

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2023	• 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	• 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	• 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	• MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	• Recommend 2023-24 SPSAs for Board of Education Approval –**June 8, 2023**
August/ Sept	• 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	• 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	• Continue 2023-24 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies • Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

2. Description of SSC and ELAC/Other Advisory Group Involvement in SPSA Process:

California *Education Code* (*EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. **All HLPUSD Schools utilize the above SPSA timeline to guide their annual process.**

The SPSA involves a continuous development, implementation, and monitoring cycle. The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. **SSC and ELAC meeting agendas and minutes include the following steps of this continuous cycle:**

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. ELAC and other advisory groups/stakeholders provide input to the SPSA and district LCAP.
4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp Title I allocations match SPSA planned Title I expenditures.
5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
6. Recommend the SPSA to the local governing board.
7. Receive local governing board approval and implement the plan.
8. Monitor and evaluate effectiveness of the implementation.

Annual Evaluation

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal.

ANALYSIS

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

English Language Arts

School Goal

Provide a strong tier 1 for ELA and strengthen Tier 2 and Tier 3 academic supports.

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 ELA CAASPP Overall - 58% or higher met/exceeded.	ES: 2023 ELA CAASPP Overall - 46.6 % met/exceeded - While we did not meet the expected outcome. 2021-22 54.6% of students met/exceeded with a difference of 8%. There needs additional plans and revisit instructional practices to meet goal and/or growth. MS: 2023 ELA CAASPP Overall - 54.4% met/exceeded - While we did not meet the expected outcome. 2021-22 56.6% of students met/exceeded with a difference of 2.2%. The percentage points for MS was smaller than ES. There still needs to be additional plans and revisit instructional practices to meet goal and/or growth.
2023 ELA CAASPP Low Income - 52% or higher met/exceeded.	2023 ELA CAASPP Low Income - 47.4% met/exceeded - While this did not meet the expected outcome, there is additional need to additional support for reading in all grade levels.
2023 ELA CAASPP English Learner - 21% of higher met/exceeded	2023 ELA CAASPP English Learner - 16.5% met/exceeded - While this did not meet the expected outcome, there is additional needs for EL support in all grade levels.
2022-23 District ELA Interim Assessment (SMAP Reading) - Increase the percent of TK-8th grade students that met/exceeded grade-level ELA benchmarks to 4 to 8 grade levels met/exceeding benchmark at 55% or better.	2022-2023 District ELA Interim Assessment (Winter SMAP Reading) - 2022-23 SMAP assessment are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade. Kinder - 42.8% at 61st percentile or higher 1st Grade - 32.6% at 61st percentile or higher 2nd Grade - 34.2% at 61st percentile or higher 3rd Grade - 43.5% at 61st percentile or higher 4th Grade - 30.4% at 61st percentile or higher 5th Grade - 45.3% at 61st percentile or higher 6th Grade - 45.3% at 61st percentile or higher 7th Grade - 37.4% at 61st percentile or higher 8th Grade - 27.9% at 61st percentile or higher Analysis: Primary grades are still learning how to take an online assessment. MTSS seems to be effective in reducing

	the percentages of students at the lowest percentile in Grades 3-8.

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

For the 2022-23, students dropped in all areas: Grades 3-8 ELA CAASPP - Difference of 3.8, Socio Economic of 2.9 and English Learners of 6.6. The largest difference is from our English Learners. In elementary all students have designated support. In middle school, designated and integrated support is provided. When looking further into the grade level data for EL students, additional factors is an increase in students from various countries (language, Spanish & Mandarin). In our middle school classes, there has been an increase of students in level 1s and 2s. This year, additional support is provided to our EL students: MS - there are 2 ELD designated classes, IA support in EL classes as well as ELA classes to support English Learners.

For the 2022-23 school year: Supports in SPSA included: small group pull out by TOSA, biweekly PLC time imbedded into the week (early release Thursdays), staff meetings - were focused on data and utilizing data to support students, targeted goals (which were not implemented successfully due to changes in personnel status), utilization of district TOSAs to assist with staff meeting/PLC and/or individual assistance for instructional support.

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 the 2022-23 school year, funding was allocated to hire a TOSA to support intervention for students that scored 20% or lower in CAASPP testing, and ELD small group support. However, our school was unable to fully implement a tier 2 intervention successfully due to changes 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 2023-24 school year:

LEXIA fidelity of use - plan to use 20 min. daily, 4 times per week.
PDs has been given, align with LEXIA - lessons to narrow gap
Staff meetings - PDs

Math

School Goal

Provide a strong tier 1 for Math and strengthen Tier 2 and Tier 3 academic supports.

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 Math CAASPP Overall - 42% or higher met/exceeded.	ES: 2023 Math Overall - 39.8% met/exceeded - While we did not meet the expected outcome. 2021-22 43.7% of students met/exceeded with a difference of 8%. There

	needs additional plans and revisit instructional practices to meet goal and/or growth. MS: 2023 Math CAASPP Overall - 37.6% met/exceeded - While we did not meet the expected outcome. 2021-22 34.9% of students met/exceeded with a difference of 2.2%. The percentage points for MS was smaller than ES. There still needs to be additional plans and revisit instructional practices to meet goal and/or growth.
2023 Math CAASPP Low Income - 37% or higher met/exceeded.	2023 Math CAASPP Low Income - 33.1% met/exceeded - While this did not meet the expected outcome, there is additional need to additional support for math in all grade levels.
2023 Math CAASPP English Learner - 20% of higher met/exceeded	2023 Math CAASPP English Learner - 20% met/exceeded - We met the expected outcome, but there is additional needs for EL support in all grade levels.
2022-23 District Math Interim Assessment (SMAP Math) - Increase the percent of TK-8th grade students that met/exceeded grade-level Math benchmarks to 4 to 8 grade levels met/exceeding benchmark at 55% or better.	2022-2023 District Math Interim Assessment (Winter SMAP Math) - 2022-23 SMAP assessment are baseline data as this was first year of implementation. There is no previous year comparison. Data presented represents Winter achievement levels by grade. Kinder - 57.1% at 61st percentile or higher 1st Grade - 42.8% at 61st percentile or higher 2nd Grade - 44.8% at 61st percentile or higher 3rd Grade - 44.6% at 61st percentile or higher 4th Grade - 39.1% at 61st percentile or higher 5th Grade - 41.6% at 61st percentile or higher 6th Grade - 39.8% at 61st percentile or higher 7th Grade - 37.4% at 61st percentile or higher 8th Grade - 21.6% at 61st percentile or higher Analysis: Primary grades are still learning how to take an online assessment. MTSS seems to be effective in reducing the percentages of students at the lowest percentile in Grades 3-8.

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

For the 2022-23, students dropped in all areas: Grades 3-8 Math CAASPP - Overall a difference of expected goal of 2.2 in ES and 4.4 for MS. For students in socio economic - 3.9 difference from intended goal, and our EL students met goal of 20%. he 2023 results as an opportunity for improvement rather than a failure. The data indicates a need for a comprehensive review of instructional practices, with a focus on flexibility and adaptability. It's also vital to consider the individual needs of students, ensuring that no one is left behind due to disparities in access and resources. Additional plans and strategies should be developed to meet the goals and support growth in both elementary and middle schools. By recognizing these challenges and addressing them head-on, can work towards ensuring that future years will see improved academic performance and better opportunities for all students.

Supports in 2022-23 SPSA included: small group pull out by TOSA, biweekly PLC time imbedded into the week (early release Thursdays), staff meetings - were focused on data and utilizing data to

support students, targeted goals (which were not implemented successfully due to changes in personnel status), utilization of district TOSAs to assist with staff meeting/PLC and/or individual assistance for instructional support.

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 the 2022-23 school year, funding was allocated to hire a TOSA to support intervention for students that scored 20% or lower in CAASPP testing, and ELD small group support. However, our school was unable to fully implement a tier 2 intervention successfully due to changes 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 the 2023-24 school year: Continue small group pull out by TOSA, biweekly PLC time imbedded into the week (early release Thursdays), staff meetings - were focused on data and utilizing data to support students, targeted goals, utilization of district TOSAs to assist with staff meeting/PLC and/or individual assistance for instructional support.

Training for Dreambox is needed, PDs for staff during staff meeting, reach out to district TOSAs
Monitor Dreambox monthly and share at monthly staff meetings
Utilize Drambox data in data spreadsheet to monitor students that are at-promise
Multi use of data (CAASPP, ELPAC, SMAP, BPST, etc.) to monitor students that are at-promise, use data to form intervention groups (small group), provided by interventionist and TOSA
Create ways to make sure small group intervention is done weekly with fidelity - discuss weekly at admin. meetings
ELO funds - to be used to after school intervention for at-promise students

English Learner

School Goal

Provide a strong tier 1 for English Learners and strengthen Tier 2 and Tier 3 academic supports.

Metric Indicator and Expected Outcome	Data Results & Analysis
CA Dashboard Annual ELPAC Indicator: For 2023, increase the percent of English learners who made progress toward English proficiency measured by the ELPAC Summative ELPAC Increase from 50.9% in Spring 2019 to 53.5% in Spring 2023.	CA Dashboard ELPI (English Learner Progress Indicator) will be released December 15, 2023 2023 Summative ELPAC Data: Level 1: 14.6% (22 students) Level 2: 19.2% (29 students) Level 3: 41.1% (62 students) Level 4: 25.2 %(38 students) Levels 3 & 4: 66.3% of students
LTEL: Decrease # of students at-risk by 3%	2021-2022 - LTEL: 47 2022-2023 - LTEL: 18

	Difference of 29 students
Annual Reclassification Rate - Increase from 2022	2023 Reclassification Rate: 13.23% Similar as 2022: 13.74%

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

Data driven decision-making reveals a promising trend in student readiness for reclassification, particularly among K-5 learners. This encouraging data encourages us to explore avenues for reclassification eligibility and the associated criteria, ensuring that our students receive the appropriate language support and are placed on a trajectory towards linguistic proficiency. We recognize the importance of addressing the specific areas of support required for Long-Term English Learners (LTEL). By delving into the LTEL data, we aim to pinpoint these areas of need, thus tailoring our instructional strategies for linguistic proficiency and overall academic success of our LTEL students.

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

While our students may have achieved lower scores in CAASPP ELA testing, our EL students demonstrated notable improvements in their ELPAC scores. Several factors contributed to this progress, including a concentrated focus on ELPAC preparation, the implementation of sentence frames, the provision of designated and integrated support, and the practice of data analysis and discussions with students before ELPAC testing

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.

An in-depth analysis of student data, with a particular focus on English Language Development (ELD) students, is an integral part of our ongoing commitment to data-driven decision-making. We continuously track and monitor the progress of our students by employing a variety of monitoring tools designed to provide real-time insights into their academic journeys. Collaboratively, we work closely with our teaching staff to formulate and implement individualized plans for LTELs, offering continuous progress monitoring to track their development over time. Also, make necessary updates and modifications to these plans and strategies will be seamlessly incorporated into this section of the School Plan for Student Achievement (SPSA), as needed.

Continue practice: summative IABs and ELPAC prep. Small group prep prior to ELPAC testing, ELPAC study sessions prior to ELPAC testing via TOSA
MS: Utilizes Study Sync, designated supports daily.
MS bilingual aide to support ELA classes and designated ELD classes, small group intervention and instructional support
Create intervention data sheets to be shared weekly at admin meetings to see how students are progressing, use ELLEVATION to monitor student data
Last year, supports were new, this year will do with fidelity, and bilingual aide is new and assists in MS classes

School Climate

School Goal

Provide a strong tier 1 for all students and strengthen Tier 2 and Tier 3 behavior supports with a 95% annual attendance rate.

Metric Indicator and Expected Outcome	Data Results & Analysis
Average attendance of 95% or higher.	2022-23 Average attendance - 93%
Discipline Data: A decline by -0.3% or greater for all students.	Office Referrals: 2021-22: 68, 2022-23: 53 Suspensions: 2021-22: 18, 2022-23: 23 Expulsions: 2021-22: 0, 2022-23: 3
Fall Universal Screening results collected will reflect 5% or fewer students At-Risk for 2022-23.	Fall Universal Screening results collected reflected 3% At-Risk for 2022-23.
Decrease Chronic Absenteeism by 3%	2023 Chronic Absenteeism: 17.5% (56 students) 2022 Chronis Absenteeism: 24% (63 students) The goal to lower chronic absenteeism has been met.

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

Teachers and counselors consistently deliver a series of comprehensive Social-Emotional Learning (SEL) lessons on a weekly and monthly basis as an integral part of their classroom practices. These tier 1 SEL lessons are thoughtfully designed to foster the emotional and social development of our students, ensuring that they are equipped with essential skills to thrive academically and in life.

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

At the onset of the previous year, we grappled with COVID-19 restrictions, which inevitably led to reduced attendance. However, as we usher in the upcoming year, with a loosening of COVID-related restrictions, we are poised to meticulously monitor attendance trends. Referral rates experienced a decrease, while suspensions and expulsions saw an increase, primarily attributed to specific educational code violations. Consequently, the necessity for suspensions and expulsions became more pronounced in response to these particular infractions.

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.

We are committed to advancing our objectives for attendance and behavior, enhancing parent engagement, ensuring the consistent implementation of Multi-Tiered System of Supports (MTSS), and convening Student Attendance Review Teams (SART) and School Attendance Review Boards (SARB) meetings as deemed necessary.

Monthly Social-Emotional Learning (SEL) lessons for students in grades K-5, led by our dedicated counselor.

Semester Success Assemblies for students in grades 6-8, conducted by our counselor and Assistant Principal.

Regular Parent SART meetings scheduled three times a year, accommodating both morning and evening sessions for convenience.

SFT for attendance, new forms were created. Monitored weekly during admin. meetings

Saturday school for attendance

Use of Attendance Works, best practices to be shown during staff, student and parent meetings

CICO for attendance, tracking similar to intervention data, explicit process in place to track

MS - Every 6 week school wide attendance, data assembly - students make 6 week goals.

Review attendance data, student concerns to promote positive relations, weekly

Providing support to students through Saturday school to address academic challenges and tackle chronic absenteeism issues.

Implementing Citizenship Celebrations to promote positive behavior and provide support to at-risk students.

Expanding our student recognition program, including recognitions such as "Tbird of the Week" and "Tbird of the Month," raffles.

Suspensions: CICO, SFTs, mentorship, post suspension conferences, referral to counseling, parent meetings, checkins, calming spaces, monitor suspension data every 6 weeks.

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 RtI & 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 RtI/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

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

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%

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

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

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

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

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

School Goal - ELA

All students, in particular ATSI focus students with disability will increase ELA and Math performance utilizing core curriculum, LEXIA, Dreambox and Reniassance.

Identified Need

English Language Arts is HIGH on the California School Dashboard. However, from 2019 to now, ELA has decrease from 31.8 points above standard to 21.2 points above standard. Students identified as Hispanic and student with disabilities is low on the school dashboard. When comparing SMAP data students are struggling in reading and comprehension and therefore an area where we need to continue to monitor and support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA - All Students School Dashboard ELA - Low Income School Dashboard ELA - English Learner School Dashboard ELA - Foster Youth School Dashboard ELA - SWD School Dashboard ELA - Homeless	21.2 Points Above Standard 7.9 Points Above Standard 6.1 Points Above Standards No Data 60.9 Points Below Standard No Data	Increase in all areas by 3-4 points.
CAASPP SBAC ELA - All students CAASPP SBAC ELA - Low Income CAASPP SBAC ELA - English Learners	46.3 Exceeding or Met 38.4 Exceeding or Met 18.7 Exceeding or Met No Data	Increase in all areas by 3-4 points. Area to assist and support SWD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA - Foster Youth CAASPP SBAC ELA - SWD CAASPP SBAC ELA - Homeless	6.3 Exceeding or Met No Data	
SMAP Reading	homeless- 25% > 61 percentile SWD 6% > 61 percentile EL 9% > 61 percentile SED 32% > 61 percentile	Increase 3-4 Percentile Levels
LEXIA	18% Above Grade Level 35% In Grade Level	Increase 5% in both levels
POWERUP	15% Advance 51% Intermediate	Increase 5% in both levels

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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

1A: TOSA: S&C - Comprehensive student achievement TOSA will work to plan, use of core curriculum, plan with teachers, assist with attendance
Title I: Intervention, professional development, monitor intervention, in particular 25% of lowest achieving students

1B: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest 25% of students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist with ELA intervention with components of the core curriculum.

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)
74676	LCFF S&C Certificated Staff (Including benefits) ELA 1A (split with Title I)
74676	Title I, Part A Certificated Staff (Including benefits) ELA 1A (split with S&C)
16328	Title I, Part A Classified Instructional/Support Staff (Including Benefit) ELA 1B

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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

2A: Utilize assessment data from Dream Box, LEXIA, Wonderworks, Study Sync, Aeries gradebook, SMAP data, SMART goals, common assessment data for progress monitoring. Utilize teacher's early release Thursdays and staff meeting Tuesdays.

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 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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

3A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into SMAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

3B: Teachers, administration to attend conferences as need to help support students in ATSI, intervention, etc.

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)
5000	LCFF S&C Professional Development (Conferences & Workshops) ELA 3B
0	District Funded Certificated Staff (Including benefits) ELA 3A

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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

4A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into SMAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

4B:Release times for teacher and counselor to plan lessons in ELA, Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

4C:Teachers will participate in district provided professional development, whenever available (after school district funded PD)

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)
12015	Title I, Part A Teacher Release Time-Subs (Including benefits) ELA 4B
0	District Funded Certificated Staff (Including benefits) ELA 4A
0	District Funded Certificated Staff (Including benefits) ELA 4C

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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
5A:Release times for teacher to plan lessons in ELA, Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

5B:Principal data talks for progress monitoring, look at common assessments, class goals, SMAP, CAASPP, AVANT testing (DI ONLY), meet as teams, PLC time during Tuesday staff meetings and Thursdays (2 times per month).

5C: IDP chats with 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)

0	Title I, Part A Teacher Release Time-Subs (Including benefits) For 5A See ELA 4B
0	5B- No Cost
0	5C - 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)

Preschool to kinder, 5th - middle school transitions, 8th - high school transitions.

Activity

6A: Collaborate with head start 2 times per year during preschool collaboration at Willow. Plan for the year and implement visitation

6B: Partner with Wedgeworth, Bixby, Cedarlane (feed elementary schools), Wilson HS for collaboration with transitions. Grade level planning towards throughout the year for ongoing transitions and collaboration. To assist with smooth transitions.

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

Amount(s)	Source(s)
0	6A - No Cost
0	6B - 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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

7A: Additional hours for after school teacher planning to analyze data to determine student academic needs (especially the 25% of lowest students, ATSI for suspension, attendance and SPED math) and strategically plan to differentiate and address those needs, develop and implement intervention and monitor ongoing basis to increase student achievement (use Title)

7B: After school yearbook club, robotics, math club, intramurals, cyber clubs, monitored by certificated staff (S&C)

7C: Art masters for elementary classes and iChinese for dual immersion classes for grades 6-8 (other contracted services).

7D: Renaissance, AR, STAR, MYON and Brain Pop for all students in grades kinder-8 to assist in reading, comprehension for all students. Purchase of AR, STAR, MYON and Brain Pop, and reading components, and monthly monitoring via STAFF to incase student achievement in reading for all students, particularly ELs students in lowest levels, and lowest 25% of students who need additional support.

7E: Fieldtrips for all students, grades K-8, will attend at least 1 fieldtrip and transportation, as provided by school funds.

7F: Partner with Youth Science Center for handson after school STEM activities (free for students)

7G: Replenish books, library books for students in library, focusing on books for SPED math, DI and books for students in lowest 25% of reading levels. Also purchase books of high interested to students and lower lexile leveled books to increase reading proficiency.

7H: Screens for projection, effective use of technology and to increase student engagement (part of Materials and Supplies)

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)
10000	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) ELA 7A - Additional Hours
18413	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) ELA 7B
8000	LCFF S&C Contracted Services ELA 7C

16000	Title I, Part A Contracted Services ELA 7D - Program Contracts
16000	LCFF S&C Contracted Services ELA 7E
5000	Title I, Part A Books (Excluding core textbooks) ELA 7G
8000	Title I, Part A Non-Capitalized Equipment ($500-$4,999 per item) ELA 7H - Materials and supplies
4000	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) ELA 7H
0	ELA 7F - 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)

All students, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

8A:Release times for teacher to plan lessons in ELA, Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

8B: TOSA: Comprehensive student achievement TOSA will work with interventionist to plan, use of core curriculum, monitor intervention, do intervention, plan with teachers.

8C: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest 25% of students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist with math and ELA intervention with components of the core curriculum.

8D:District purchase of LEXIA, Dream Box, Pear Deck, Discovery Education, CANVAS - subscription based tech resources to assist core curriculum

8E: SFTs to be held to students struggling academically, behaviorally, students with increase suspensions and those identified for attendance (school ATSI goals) every 6 week cycle's done

either virtually or in person. Addendums to be held for students with IEPs to address ATSI SPED math, change goals, monitor goals with case manager.

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 8A - See ELA 4B
0	LCFF S&C Certificated Staff (Including benefits) 8B - See ELA 1A
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 8C - See ELA 1B
0	8E - 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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
9A: Differentiated by: teacher modeling, modeling work, language for targeted learning. Scaffolding, gradual release of responsibility for performance of targeted learning, while supporting students as the assume responsibility. Visual objects, photos, visuals, for academic language. Authentic assessments. frequently checking for understanding - formal and informal. Differentiated learning, teachers create different ways to support learning levels of language and learning within the same classroom. Cooperative learning, pair, and group work, Kagan strategies to provide format of communication. Use of LEXIA, Dreambox, STAR, AR, MYON, Microsoft office, Google during the day for additional tech support and learning.

9B:Purchase of materials and supplies: white boards, mice, expo markers, headphones, char paper, construction paper, scissors, spiral bound notebooks, folders, heavy duty folders, composition books, labels, pocket folders. All materials and supplies will be utilized for student achievement, focusing on ATSI. Additional materials to be purchased: pencils, erasers, color pencils, markers, butcher paper, trifolds for projects, paper, paint, base 10 blocks, katies cubes,

student nicky folders, graph paper, highlighters, pens, glue, notecards, 3 ring binders, crayons, etc. - to support and increase academic achievement.

9C:Purchase materials and supplies: PPE, zip locks backs, labels, printer replacement ink, toner, cardstock, white paper, line paper, ink, planners, staplers, tissue, envelopes, lamination film, materials for poster maker.

9D: Interprogram printing: provide mass and bulk printing for students for curriculum, as needed.

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

Amount(s)	Source(s)
7747	Title I, Part A Supplemental Instructional Materials (Including technology devices <$500 per item) ELA 9B
21981	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) ELA 9C
3000	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) ELA 9D
0	9A - 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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

10A: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

10B:Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

10C:PTO and ASB sponsored events

10D: Campus security for night events: math night, ELA night, STEM night to help bring families together on how they can also assist students at home.

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)
1800	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <$500 per item) ELA 10A
0	10C - No Cost
2737	LCFF S&C Classified Instructional/Support Staff (Including Benefit) ELA 10D
0	10B - 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, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to the SDM on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

11E: SSA, additional support for supervision of students throughout 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.

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <$500 per item) For 11B See ELA 10A
5443	LCFF S&C Classified Instructional/Support Staff (Including Benefit) ELA 11E
0	11A - No Cost
0	11C - No Cost
0	11D - 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)

All students, in particular students will be identified under SPED ATSI (SPED suspension, attendance, math) and lowest 25% of students via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

12A: Counselor to provide support for ATSI suspension, attendance students, meet regularly. Work with TOSA and interventionist to identify lowest 25% of students to assist with data, reviewing data. Monitor and meet with parents and students to help/support 8th graders with academic profile.

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)
3192	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) ELA 12C

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATHEMATICS

LEA/LCAP Goal

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

School Goal - Math

All students, in particular ATSI focus students with disability will increase ELA and Math performance utilizing core curriculum, LEXIA, Dreambox and Reniassance.

Identified Need

CAASPP indicates an area of need ATSI, SPED - Math. Will look at identified need and support students based on data analysis and develop action plans throughout PLCA and meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math - All Students School Dashboard Math- Low Income School Dashboard Math - English Learner School Dashboard Math - Foster Youth School Dashboard Math- SWD School Dashboard Math- Homeless	16.3 Points Below Standard 33.8 Points Below Standard 14.1 Points Below Standard No Data 137.9 Points Below Standard No Data	Increase in all areas by 3-4 points
CAASPP SBAC Math - All students CAASPP SBAC Math - Low Income CAASPP SBAC Math - English Learners	48% Exceeding and Met 36% Exceeding and Met 18% Exceeding and Met No Data 9% Exceeding and Met	Increase in all areas by 3-4 points. Area to assist and support SWD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math - Foster Youth CAASPP SBAC Math - SWD CAASPP SBAC Math - Homeless	45% Exceeding and Met	
SMAP - Math	Homeless - 25% >61% of peers in national norm test SWD - 3% > 61% of peers EL - 28% > 61% of peers SED - 33% > 61% of peers	Increase in areas by 3-4%.
DREAMBOX	Average Usage: K-5 - 67% 6-8 - 25%	Need to increase in usage in each grade level.

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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

1A: TOSA: S&C - Comprehensive student achievement TOSA will work to plan, use of core curriculum, plan with teachers, assist with attendance
Title I: Intervention, professional development, monitor intervention, in particular 25% of lowest achieving students

1B: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest 25% of students, assessed with Wonderworks and Study Sync fluency, BPST, math assessments and assess every 6 weeks to monitor data. Will assist with math intervention with components of the core curriculum.

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

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

Amount(s)	Source(s)
0	LCFF S&C Certificated Staff (Including benefits) See ELA 1A (split with Title I)
0	Title I, Part A Certificated Staff (Including benefits) See ELA 1A (split with S&C)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) See ELA 1B

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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

2A: Utilize assessment data from Dream Box, Xtra math, Wonderworks, Aeries gradebook, SMAP data, SMART goals, common assessment data for progress monitoring. Utilize teacher's early release Thursdays and staff meeting Tuesdays.

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 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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math

Activity

3A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into SMAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

3B: Teachers, administration to attend conferences as need to help support students in ATSI, intervention, etc.

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

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 3B - See ELA 3B
0	District Funded Certificated Staff (Including benefits) 3A - See ELA 3A

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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

4A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into SMAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

4B:Release times for teacher to plan lessons in ELA, Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

4C:Teachers will participate in district provided professional development, whenever available (after school district funded PD)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 4B - See ELA 4B
0	District Funded Certificated Staff (Including benefits) 4CSee ELA 4C
0	District Funded Certificated Staff (Including benefits) 4A- See ELA 4A

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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

5A:Release times for teacher to plan lessons in Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

5B:Principal data talks for progress monitoring, look at common assessments, class goals, SMAP, CAASPP, AVANT testing (DI ONLY), meet as teams, PLC time during Tuesday staff meetings and Thursdays (2 times per month).

5C: IDP chats with 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)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) For 5A See ELA 4B
0	5B - No Cost

0	5C - 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)

Preschool to kinder, 5th - middle school transitions, 8th - high school transitions.

Activity

6A: Collaborate with head start 2 times per year during preschool collaboration at Willow. Plan for the year and implement visitation for math.

6B: Partner with Wedgeworth, Bixby, Cedarlane (feed elementary schools), Wilson HS for collaboration with transitions. Grade level planning towards throughout the year for ongoing transitions and collaboration. To assist with smooth transitions. Areas addressed will be math.

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

Amount(s)	Source(s)
0	6A - No Cost
0	6B - 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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math

Activity

7A: After school teacher planning to analyze data to determine student academic needs (especially the 25% of lowest students, ATSI for suspension, attendance and SPED math) and strategically plan to differentiate and address those needs, develop and implement intervention and monitor ongoing basis (use Title I)

7B: After school yearbook club, robotics, math club, intramurals, cyber clubs, monitored by certificated staff -- Use of S&C

7C: Art masters for elementary classes and iChinese for dual immersion classes for grades 6-8 (other contracted services).

7D: Renaissance, AR, STAR, MYON and Brain Pop for all students in grades kinder-8 to assist in reading, comprehension for all students. Purchase of AR, STAR, MYON and Brain Pop, and reading components, and monthly monitoring via STAF to incase student achievement in reading for all students, particularly ELs students in lowest levels, and lowest 25% of students who need additional support.

7E: Fieldtrips for all students, grades K-8, will attend at least 1 fieldtrip and transportation, as provided by school funds.

7F: Partner with Youth Science Center for handson after school STEM activities (free for students)

7G: Replenish books, library books for students in library, focusing on books for SPED math, DI and books for students in lowest 25% of reading levels. Also purchase books of high interested to students and lower lexile leveled books to increase reading proficiency.

7H: Screens for projection, effective use of technology and to increase student engagement (part of Materials and Supplies)

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) See ELA 7A
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) See ELA 7B
0	LCFF S&C Contracted Services See ELA 7C
0	Title I, Part A Contracted Services See ELA 7D
0	LCFF S&C Contracted Services

	See ELA 7E
0	Title I, Part A Books (Excluding core textbooks) See ELA 7G
0	Title I, Part A Non-Capitalized Equipment ($500-$4,999 per item) See ELA 7H
0	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) See ELA 7H
0	See ELA 7F - 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)

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math

Activity

8A:Release times for teacher to plan lessons in Math, leadership for identified target groups: ATSI - SPED Math, suspension and attendance. Will look at data from CAASPP, SMAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan for ATSI.

8B: TOSA: Comprehensive student achievement TOSA will work with interventionist to plan, use of core curriculum, monitor intervention, do intervention, plan with teachers, also for math.

8C: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest 25% of students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist with math and ELA intervention with components of the core curriculum and math.

8D:District purchase of Xtra Math, Dream Box, Pear Deck, Discovery Education, CANVAS - subscription based tech resources to assist core curriculum

8G: SFTs to be held to students struggling academically, behaviorally, students with increase suspensions and those identified for attendance (school ATSI goals) every 6 week cycle's done either virtually or in person. Addendums to be held for students with IEPs to address ATSI SPED math, change goals, monitor goals with case manager.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 8A - See ELA 4B
0	LCFF S&C Certificated Staff (Including benefits) 8B - See ELA 1A
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 8C - See ELA 1B
0	8D - No Cost
0	8G - 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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

10A: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

10B:Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

10C:PTO and ASB sponsored events for student recognition, achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

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

Amount(s)	Source(s)
0	10A - No Cost
0	10B - No Cost
0	10C - 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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to the SDM on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

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

Amount(s) Source(s)

Strategy 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, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist. Will also assist students in ATSI categories - suspensions, attendance, SPED Math.

Activity

12A: Counselor to provide support for ATSI suspension, attendance students, meet regularly. Work with TOSA and interventionist to identify lowest 25% of students to assist with data, reviewing data. Monitor and meet with parents and students to help/support 8th graders with academic profile.

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

Amount(s)	Source(s)
0	Title I, Part A Contracted Services 12A - See ELA 12C

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNERS

LEA/LCAP Goal

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

School Goal - English Learners

Target English Learners by looking at ELD assessments, ELPAC. Area of greatest need is writing per ELPAC tests. Will utilize ELPAC scores.

Identified Need

1. The number of LTELS to decrease by 1%
2. English Learner Profess on ELPAC - Increase levels 4 by 3-4%
3. Reclassification Rate to incease by 5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	58.3% Making Progress towards English Language Proficiency	Increase by 5%
Summative ELPAC Level 4	3rd: 13 4th: 17 5th: 31 6th: 25 7th: 45 8th: 22	Increase ELPAC Level 4 by 3-5%
English Learned Reclassification Rate	Reclassification Rate: ES: 15 MS: 12	Increase reclassification rate by 5-8%

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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

1A: Work closely with district multilingual department and district TOSAs to set up PDs or trainings, focusing on EL students, specifically in the area of reading and writing, where EL students need the most support.

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

Amount(s)	Source(s)
0	District Funded Teacher Workshop/Additional Hrs (Including benefits) 1A - See ELA 1A

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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

2A: EL coordinators will assist with completion of EL monitoring tools, ISPELs and provide feedback and PD after they have attended district level EL trainings. Assist with monitoring ISPELs and look at student data and progress. Will utilize ELLEVATION to look at student data. Site

2B: School site EL coordinators will assist with monitoring and tracking RFEP students progress by looking and reviewing report cards. EL coordinators and admin will assist with tracking and providing support to RFEP students not making progress.

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)
	2A - No Cost
	2B - 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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

3A: District level EL PDs are offered throughout the year. Will continue to let all teachers know and encourage them to attend on how to best support the needs of our ELs in all levels.

3B: ELD coordinators and facilitators will attend district PDs and meetings. Will follow up and share information learned during staff meetings and biweekly PLC meetings. Will meet with principal and admin related topics.

3C:Work closely with multilingual department and district TOSAs to set up PDs or trainings focusing on EL students, specifically in the area of reading and writing where EL students need the most support.

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

Amount(s)	Source(s)
0	3A - No Cost
0	3B - No Cost
0	3C - 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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

4A: Principal/AP to monitor ongoing implementation of designated and integrated ELD time.

4B:During integrated and designated ELD time, use of core curriculum and adopted curriculum.

4C: ELD coordinator/facilitator will provide assistance as needed throughout the year for integrated and designated ELD time.

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

Amount(s)	Source(s)
0	4A - No Cost
0	4B - No Cost
0	4C - 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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

5A: Support middle school by completing student articulation cards and providing feedback on how to best support students in all EL levels.

5B: Work with high school counselors by speaking to and collaborating/feedback on how to best support students in all EL levels.

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

Amount(s)	Source(s)
0	5B - No Cost
0	5A - 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)

Activity

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

Amount(s)	Source(s)

Strategy 7 - Extended learning activities

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

Activity
N/A

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

Amount(s)	Source(s)

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

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

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

10A: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

10B:Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <$500 per item) 10A - See ELA 10A
0	10B - 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)

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to the SDM on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <$500 per item) See ELA 10A
0	11B - No Cost
0	11C - No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

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

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

School Goal - School Climate

The percentage of ADA will increase to 98% for the 2023-24 school year.
Suspensions - less than 18
Discipline referrals 10 or less.

Identified Need

Daily attendance and suspension rates are an area of need, focusing on SPED ATSI

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Suspension Rate - All Students School Dashboard Suspension Rate - Low Income School Dashboard Suspension Rate - English Learners School Dashboard Suspension Rate - Foster Youth School Dashboard Suspension Rate - SWD School Dashboard Suspension Rate - Homeless	3.3% Suspended at Least One Day 4.1% Suspended at Least One Day 2.2% Suspended at Least One Day No Data 7.5% Suspended at Lease One Day No Data	Decrease suspensions in areas by 1%
Monthly Attendance	Monthly Attendance Data Average: 87%	Increase to 98% for the school year.
Aeries Data	1. Suspensions - 20	1. 10 or less suspensions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2. Referrals - 15	2. Less than 10 referrals
Chronic Absenteeism	22%	Decrease 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, in particular with students for attendance and suspensions for ATSI.

Activity

1A: Work closely with teachers/TOSA to identify students that are chronically absent: hold SFT's, create plan, CICO, rewards, monitor for ATSI - attendance.

1B: Healthy kids survey in 5th & 8th grade - areas where we can support students for safety to make it safer for all students to attend school.

1C: Look at suspension data and areas of offence, work with teachers, leadership team, TOSAs in order to implement

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

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 1A
0	1B - No Cost
0	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, in particular with students for attendance and suspensions for ATSI.

Activity

2A: Monitor student attendance and suspensions, implement CICO, meetings with parents/staff, work together on how to best support students, identified via ATSI data for suspensions and attendance.

2B: Have SART meetings with families, SARB, if needed. Provide ongoing communication with parents in regards to the importance of attendance. Can share attendance reports during Coffee with Principal, ELAC, SSC, additional parent meetings, staff meetings. Trainings will also occur for parents in ELAC, SSC and Coffee with the Principal

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

Amount(s)	Source(s)
0	2A - No Cost
0	2B - 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, in particular with students for attendance and suspensions for ATSI.

Activity

3A: Work with Student and Family Services for support with students in SART/SARB. Work with SFS for additional training and/or updated information/protocol on student support when it comes to suspensions and attendance (ATSI).

3B:Provide additional support and training, as needed by school psychologist or school/district counselors to identify and support students, tiered MTSS support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	3A - No Cost
0	3B - 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, in particular with students for attendance and suspensions for ATSI.

Activity

4A:Utilize district TOSAs for site based needs. MTSS training as needed. Mental health trainings for how to best support students, particularly in attendance and suspensions.

4B:School counselor to attend trainings and meetings and share relevant information to assist with attendance and suspensions at staff meetings, admin meetings, PLC time with teachers.

4C:Use of Care Solace, school counseling services, outside counseling services to help train teachers on services available to students and families.

4D: SEL lessons and implementation, additional support and trainings provided by school counselor, equity and access, as needed.

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

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 4A
0	4B - No Cost

0	4C - No Cost
0	4D - 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, in particular with students for attendance and suspensions for ATSI.

Activity

6A: Transitional Activities and/or informational assemblies/visitations to school sites will be planned for PreK to K, 5th to 6th, and 8th to 9th grades to help ensure a seamless transition for students and families into the next grade level or into a new school site (Feeder schools into Middle Schools/High Schools). Teachers/Counselors will also meet to discuss student groups and support/interventions needed at least twice a year.

6B:Counselor will attend the District SSN Articulation Meeting

6C: Students with Disabilities Transitional Meetings/Spring of 2024 to review placement and ensure students are enrolled in Least Restrictive Environment. Meetings are to occur in collaboration with educational specialists of respective transitioning sites.

6D: Articulation Meetings with Wilson High School. Middle School Teachers will meet with Wilson High School Teachers 2-3 times per year on ELA, Math, etc., to discuss curriculum articulation, best practices, and student groups' needs/support.

6E: Weekly announcements via TBird TV to talk about the importance of being safe, respectful and responsible. School wide weekly announcements and 3 assemblies throughout the year on MTSS/PBIS 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.

Amount(s)	Source(s)
0	6A - No Cost
0	6B - No Cost

0	6C - No Cost
0	6D - No Cost
0	6E - 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)

N/A

Activity

N/A

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

Amount(s)	Source(s)

Strategy 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, in particular with students for attendance and suspensions for ATSI.

Activity

8A: Further develop goals for attendance and behavior, increase parent involvement and fidelity with MTSS - behavior/PBIS, increase attendance checks to monthly, meetings with parents and students (monthly).

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

Amount(s)	Source(s)
0	

	8A - 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, in particular with students for attendance and suspensions for ATSI.

Activity

9A: School-wide Attendance Campaign, Academic Recognition Program, and Student Achievement Certificates/Medals. Students will be recognized and celebrated multiple times a year for reaching personal academic, attendance, and behavioral (social-emotional/social skill building) goals.

9B:Clerical Staff Additional Hours; Site Supervision Aides for supervision, including subs. Services to support the summer programs and office tasks for the students; supervision before/during/after school Ongoing

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

Amount(s)	Source(s)
0	9A - No Cost
0	9B - 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, in particular with students for attendance and suspensions for ATSI.

Activity

10A: Parent Meetings throughout the year, such as SSC/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

10B: Parents are given access to AERIES Gradebook & Canvas Learning Management System to monitor their child's grades and communicate with teachers regarding concerns on academics and behavior.

10C: Parents/Students/Community is given access to school communications/activities/events via flyers, Meetings, Facebook, Instagram, school website, Parent Square, marquee, twitter

10D: Parents/Students/Community are invited to participate in cultural/social events that take place throughout the year which include but are not limited to Back-to-School Night; Title I & EL Parent Orientation; Patriot Day Assembly; Hispanic Heritage Celebration; Dual Immersion Moon Festival; Lunar New, Year Celebration; Open House, K-8, Wilson HS STEM night.

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

Amount(s)	Source(s)
0	10A - No Cost
0	10B - No Cost
0	10C - No Cost
0	10D - 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, in particular with students for attendance and suspensions for ATSI.

Activity

11A:Parent Meetings throughout the year, such as, SDM/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

11B: Master scheduling for K-8 staffing and courses/3-4 times year including summer. Work on/edit the master schedules for K-8 staff and courses afterschool and/or during the summer to ensure student groups are placed into appropriate classes to meet their educational needs.

11C: Parents are given the opportunity to submit a School Climate/Parent Survey/SSC/LCAP Survey yearly to evaluate the school's program/SPSA.

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

Amount(s)	Source(s)
0	11A - No Cost
0	11B - No Cost
0	11C - 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)

All students, in particular with students for attendance and suspensions for ATSI.

Activity

12A: Parent Meetings throughout the year, such as SSC/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

12B: Parents are given access to AERIES Gradebook & Canvas Learning Management System to monitor their child's grades and communicate with teachers regarding concerns on academics and behavior.

12C: Parents/Students/Community is given access to school communications/activities/events via flyers, Meetings, Facebook, Instagram, school website, Parent Square, marquee, twitter

12D: Parents/Students/Community are invited to participate in cultural/social events that take place throughout the year which include but are not limited to Back-to-School Night; Title I & EL Parent Orientation; Patriot Day Assembly; Hispanic Heritage Celebration; Dual Immersion Moon Festival; Lunar New, Year Celebration; Open House, K-8, Wilson HS STEM night.

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

Amount(s)	Source(s)
0	12A - No Cost
0	12B - No Cost
0	12C - No Cost
0	12D - 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)	$154758
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)	$154758
Total CSI Funds Provided to the School from the LEA	$
Total CSI Funds Budgeted for SPSA actions and strategies to meet goals in the SPSA	$

Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Parent Involvement	$1,800.00
Title I, Part A	$152,958.00

Subtotal of federal funds included for this school: $154,758.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF S&C	$159,250.00

Subtotal of state or local funds included for this school: $159,250.00

Total of federal, state, and/or local funds for this school: $314,008.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF S&C	159,250.00
Title I Parent Involvement	1,800.00
Title I, Part A	152,958.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	5,000.00
Certificated Staff (Including benefits)	149,352.00
Classified Instructional/Support Staff (Including Benefit)	24,508.00
Contracted Services	40,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	12,000.00
Professional Development (Conferences & Workshops)	5,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	34,528.00
Teacher Release Time-Subs (Including benefits)	12,015.00
Teacher Workshop/Additional Hrs (Including benefits)	31,605.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
Certificated Staff (Including benefits)	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
Certificated Staff (Including benefits)	LCFF S&C	74,676.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	8,180.00
Contracted Services	LCFF S&C	24,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	LCFF S&C	4,000.00
Professional Development (Conferences & Workshops)	LCFF S&C	5,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF S&C	24,981.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	18,413.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I Parent Involvement	1,800.00
Books (Excluding core textbooks)	Title I, Part A	5,000.00
Certificated Staff (Including benefits)	Title I, Part A	74,676.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	16,328.00
Contracted Services	Title I, Part A	16,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	Title I, Part A	8,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I, Part A	7,747.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	12,015.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	13,192.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	314,008.00

Goal 2 - Math	0.00
Goal 3 - English Learner	0.00
Goal 4 - School Climate	0.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement

Job Title: TOSA - Student Achievement
Employee Name: Brialle Kammert

Funding Resource: Title I **Percent FTE:** 50%	**Funding Resource:** LCFF S&C **Percent FTE:** 50%
1. Assist teachers in implementing district instructional programs for all students, with an emphasis on differentiating strategies and support for SWD (math and ELA) and at promise students to increase their academic achievement. 2. Work with the teachers, support personnel, and administrators to provide classroom support for students in need of Tier 2 academic intervention (SWD and at-promise students) to raise student achievement. 3. Collaborate with teachers to determine Tier 2 intervention plan for at-promise students, including SWD. 4. Develop a small group intervention plan to target LTELs and students in the strategic and intensive levels of performance, including SWD (math) and at-promise students. 5. Maintain student records of interventions applied and other pertinent performance data. 6. Identify LTEL students' academic, social, behavioral, and attendance concerns by using pertinent data, and meeting with parents, counselors, or other community service personnel or agencies to provide support and improve their academic achievement. 7. Provide information and achievement data to SSC 8. Provide support to teachers to develop differentiated, research-based, standards-based and data informed lesson plans to support at-promise students (including SWD) to meet grade level standards and increase student achievement.	1. Allocate, inventory, and manage core and supplemental instructional materials to ensure that all students have access to the appropriate instructional materials. 2. Facilitate, monitor, and oversee academic testing (ELPAC, CAASP, ELD District Assessments TK – 5, District Interim Assessments, and Beginning of the Year Diagnostic Assessments) and distribute, analyze, and monitor results 3. Serve as an information link between the school and the student's home environment by giving and receiving verbal and written information from the family. 4. Facilitate and provide information to the English Learner Advisory Committee 5. Parent Liaison to provide information concerning school procedures, instructional programs, and parent/student resources. 6. Assisting teachers in raising EL proficiency levels in appropriate content areas. 7. Facilitate responsive and systematic services to foster youth based on identified needs, including academic and behavioral intervention, social-emotional support services, and attendance support. 8. Support classroom teachers in using evidence based literacy instructional strategies and provide professional development.

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 only
Kim Lee	X				
SoYoung Yoon		X			
Joanne Ortiz		X			
Julia Lira		X			
Lidia Lee		X			
Lisa Bradley			X		
Raphael					X
Audrey					X
Carlos					X
Elaine Wong				X	
Vanessa Kwak				X	
Mayelle Nguyen				X	
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.
Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2022-2023 English Learner Advisory Committee (ELAC)

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

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Lisa Mannino	X			
Sonia Sinohui		X		
Elizabeth Kim			X	
Ivette Larin			X	
Sungsoo Park			X	
Eunjin Chang			X	
Jamie Yoo			X	
Hailian Zheng			X	
Eun Jin Kim			X	
Grace Lee			X	
Rachel Bahk			X	
Bo-Kyung Elizabeth Kim			X	
Donna Zheng			X	
Insil Kim			X	
Bonnie Lee			X	
Jiwon Yoon			X	
Numbers of members of each category:	**1**	**1**	**14**	

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: April 26, 2023

Attested:

Principal, Kim Lee on 4/26/23

SSC Chairperson, Raphael Macalino on 4/26/23

Evidence-Based Interventions

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

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

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

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

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

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

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

- [X] Strong
- [ ] Moderate
- [ ] Promising

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

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

Restorative Discipline Practices to assist with attendance and suspensions:
Conflict resolution - Attendance Playbook
Positive School Climate - Attendance Playbook
Provide assistance with mentors - Attendance Playbook
Second Step - Attendance Playbook

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

SPSA ELA 1, Action 1 - use of TOSA

Conflict resolution - Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them.

Positive School Climate - A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting.

Provide assistance with mentors - Mentors can offer support and be positive role models that help build self-esteem and encourage personal growth.

Second Step - Second Step® programs help students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life.

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

Will look at increasing attendance,and decreasing referral and suspension rates.

Measurable Outcomes:
Increase to 98% for the school year.

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

NA

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

$

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/guidanceuseseinvestment.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.

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

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

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

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

- [X] Strong
- [ ] Moderate
- [ ] Promising

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

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

Assisting students struggling with Mathematics - Interventions
1. Use of Dreambox, XTra Math

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).

SPSA ELA 1, Action 1 - use of TOSA
Dreambox: Personalize K-8 math learning with supplemental curriculum that is more than just instructional support software. DreamBox Math is intelligently adaptive to ensure students, at every level, stay motivated and receive the right instruction at the right time, from day one. DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense.

XtraMath is an online math fact fluency program that helps students develop quick recall and automaticity of basic math facts. Students with a strong foundation have greater confidence and success learning more advanced math like fractions and algebra.

SPSA: Math Strategy 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.

SMAP Data - 3 times per year
Based on the data: students with disability is very low. This is an area of focus for ATSI. It has decreased since 2019.
Based on the data: students with disability is very low. This is an area of focus for ATSI. It has decreased since 2019.

Measurable Outcomes:
CAASPP
Increase in all areas by 3-4 points.
Area to assist and support SWD

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.)

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Migrant Program Educational Services

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

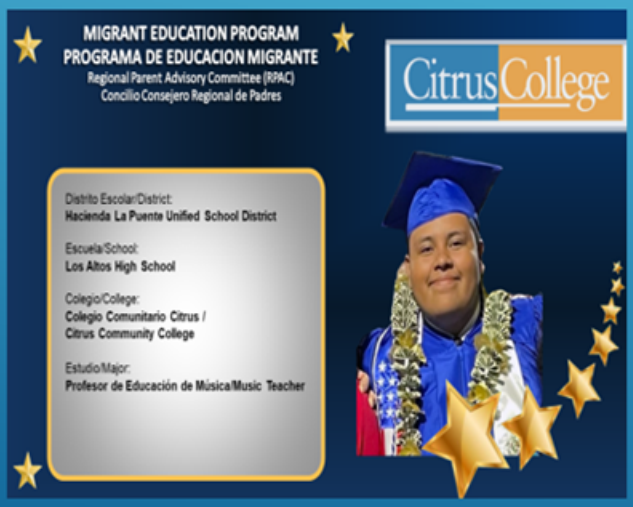
REGIONAL SERVICES

- 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!



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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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	**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. **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.
State Funding/ Local Control Funding Formula	**Purpose**
LCFF – Supplemental & Concentration	**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.

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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