



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage School Elementary	39685856097760	May 16, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the Schoolsite 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.

This plan is being used by Heritage Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - Goal 1..... 5
 - Goal 2..... 11
 - Goal 3..... 15
 - Goal 4..... 18
 - Goal 5..... 21
 - Goal 6..... 27
 - Goal 7..... 31
- Budget Summary 33
 - Budget Summary 33
 - Other Federal, State, and Local Funds 33
- Budgeted Funds and Expenditures in this Plan 34
 - Funds Budgeted to the School by Funding Source..... 34
 - Expenditures by Funding Source 34
 - Expenditures by Budget Reference 34
 - Expenditures by Budget Reference and Funding Source 35
 - Expenditures by Goal..... 35
- School Site Council Membership 37
- Recommendations and Assurances 38

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities. To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas. Strategies to Address Goal #1 for ESSA Compliance: Regularly review and align curriculum with state standards. Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency. Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement. Strategies to Address Goal #2 for ESSA Compliance: Implement data-driven instructional practices to monitor student progress in ELA and Math. Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data. Strategies to Address Goal #3 for ESSA Compliance: Conduct regular climate surveys to gather feedback from students, families, and staff. Analyze attendance and behavioral data to identify trends and implement interventions as needed. Offer family engagement activities and resources to foster stronger connections between school and home. By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Heritage Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians: Coffee w/ the principal every other Friday
School faculty and staff January 10, 2024, January 31, 2024, April 4, 2024
Community members Coffee w/ the principal every other Friday
Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

Communication Plan:

A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes: Communication channels (e.g., newsletters, emails, school website, social media)
Meeting schedules and agendas on 11/13/23, 11/30/23, 12/13/23, 1/17/24, 2/26/24, 05/08/24 at 2:30- 3:30 in the Library.

Opportunities for feedback and input Consultation Meetings:

Consultation meetings scheduled to gather input from various stakeholder groups include:
Parent and community forums such as Coffee W/ The Principal every other Friday throughout the school year.
Student surveys such as Panorama Student Surveys 01/31/24
Faculty and staff meetings
Advisory committee meetings

Data Review and Analysis:

Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA. Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

Brainstorming and idea generation
Goal setting and action planning
Reviewing progress towards goals from previous years

Feedback and Revision:

Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process:

The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council
District administration
Advisory committees

Annual Review and Update:

The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors.

This process involves:

Data analysis
Stakeholder consultation
Revision of goals and action plans

Ongoing Communication:

Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on the needs assessment, we have identified the following areas in English Language Arts, Mathematics, and Chronic Absenteeism that need significant improvement based on a review of the California School Dashboard and local data. The needs assessment at Heritage Elementary School reveals several key areas that require attention to enhance student achievement and well-being. The analysis of suspension rates indicates a need to address the primary reason for suspensions, which is causing or attempting to cause physical injury to another student. This behavior negatively impacts school climate and student perceptions of safety and well-being. Disproportionate suspension rates among students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students highlight the need for targeted interventions and support services to address systemic biases and disparities in disciplinary practices. In terms of professional development, educators at Heritage possess a diverse set of skills and competencies, but additional training is needed in areas such as PLCs, SIPPS, AVID, RCA, PBIS, and ELD teaching strategies to further improve instructional practices and student engagement. The alignment of educators' skills and knowledge with the school's educational goals is crucial for supporting student success. Enhancing technology integration, student engagement strategies, differentiated instruction, and data-driven decision-making can further improve academic outcomes for all students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Referring to the Dashboard we have identified both ELA and Math the majority of students performed at orange, while students with disabilities scored in red in both categories as well as read in chronic absenteeism. The analysis of math proficiency, EL progress, chronic absenteeism, and ELA performance highlights the need for targeted interventions and specialized programs to support at-risk student groups, including English learners, students with disabilities, and socioeconomically disadvantaged students. Strengthening partnerships with parents and community organizations, enhancing family and community engagement, and utilizing data to inform decision-making are essential for improving student outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Heritage Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% or more increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd-6th Grade Accelerated Reader (AR)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are CAASPP, iReady, and K-2 DIBELS Assessment. In addition, we have identified notable performance gaps among ELs and students with disabilities on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd-6th iReady MOY ELA Assessment

The 2023-2024 K-2 MOY DIBELS Assessment

The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 38% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 45% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Orange on the 2023 California Dashboard. This was 51 points below standard.	All Students will be in Yellow on the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 44% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 49% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 33% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 38% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. 	All Students	0 Central Title I 1900 Other Cert Salaries District Funded .ELA TOSA

<p>1.2</p>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	<p>All Students</p>	<p>6,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 1,496 Title I 3000 Benefits Sub Benefits</p>
<p>1.3</p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies, Technology</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	<p>All Students</p>	<p>8,613 Title I 4300 Materials List of AVID Supplies: Binders/Folders Dividers Pencil boxes or pencil pouch Notebooks Journals Organizational materials Highlighters Planners Colored markers or pencils Glue Sticks Scissors Calculators for 5th/6th</p> <p>Before-After School Intervention Supplies</p> <p>5,000 Title I 5875 Technology Licenses Technology Licenses to Support the Core 500 Title I 4328 Warehouse Supplies Supplemental Copy Paper 6,000 Title I 4375 Technology (under \$500) Supplemental Supply of Student Chromebooks</p>
<p>1.4</p>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p>	<p>All Students</p>	<p>0 Title I See PD 5.1 for Funding Allocation</p>

	<p>District ELA Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * Core * iReady <p>Site ELA Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * AVID * Data Chats 		
1.5	<p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing.</p> <p>Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	All Students	<p>56,570 Title I 1900 Other Cert Salaries Site Intervention Teacher (.5) District Title 1 Funded (.5)</p> <p>19,962 Title I 3000 Benefits Site Intervention Teacher (.5) Benefits</p>
1.6	<p>Grant Funded Literacy Teacher</p> <p>As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.</p>	All Students	<p>0</p> <p>1900 Other Cert Salaries Grant Funded Literacy Teacher</p>
1.7	<p>After/Before -School Interventions for ELA and Math</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address</p>	All Students	<p>3,000 Title I 1120 Teacher Temp Certificated Time Cards 748 Title I 3000 Benefits</p>

	specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.		Certificated Time Card Benefits 1,000 Title I 2920 Other Class Temp Classified Time Cards 400 Title I 3000 Benefits Classified Time Card Benefits
1.8	School/Classroom Books Expanding school and classroom libraries with diverse and engaging books is an investment in literacy enrichment will impact student learning outcomes. By curating collections that reflect the cultural backgrounds, interests, and experiences of the student population, educators can cultivate a love for reading while promoting inclusivity and empathy. Through targeted selection and thoughtful curation, classroom libraries become vibrant hubs of exploration, empowerment, and academic achievement for all students.	All Students	7,500 Title I 4200 Books School/Classroom Books
1.9	Intersession Intersession will provide an opportunity for targeted intervention programs, tutoring, and small-group instruction to help students catch up or get ahead academically. Intersession can offer enrichment experiences that can broaden students' exposure to new interests and skills. Approximately \$1000 per teacher for 20 hours minus benefits Approximately \$400 per certificated staff for 20 hours minus benefits	All Students	7,000 Title I 1120 Teacher Temp 7 Teacher Intersession Time Cards 1,746 Title I 3000 Benefits 7 Teacher Intersession Time Card Benefits 1,200 Title I 2120 Para Temp 3 Para Intersession Time Cards 477 Title I 3000 Benefits 3 Para Intersession Time Card Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS assessment iReady ELA 3rd-6th RI 2nd-6th	Increase the proficiency levels by 5% over the 23-24 school year <ul style="list-style-type: none"> Data Points - ELA 	Students in grades K-2 have shown significant improvement in their DIBELS scores from BOY to MOY.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> DIBELS K-2 iReady ELA 3rd-6th RI 2nd-6th 	Student scores reflected 26% on their BOY DIBELS scores. MOY scores revealed a 12 point growth to 38%. EOY scores show an additional 5 point growth.
California Assessment of Student Performance and Progress (CAASPP) results	By the end of the 2022-2023 school year, 37% of all students in grades 3rd-6 will meet standards in ELA as measured by the California Assessment of Student Performance and Progress (CAASPP) results.	33% of Heritage students in grade 3-6 scored at or above grade level on the CAASPP.
ELA Dashboard	Students will score less than or equal to 27.5 points below standard based on the ELA Assessment.	There was a sharp decline of 14 points in our CA Dashboard results to 51 points below grade level.

Analysis

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

An analysis of the DIBELS, Benchmark, CAASPP, and iReady data reveals that students are not mastering Grade Level Common Core Standards in English Language Arts. This data is consistent among all grade levels; therefore, the goal will apply to all students. The implementation of strategies such as small group instruction, targeted interventions, and professional development for teachers has been effective in improving student outcomes in English Language Arts at the elementary school. The use of data to inform instruction and the focus on building a strong literacy foundation have contributed to the success of the program. Additionally, the collaboration between teachers and the literacy coach has supported the implementation of best practices in ELA instruction, leading to positive results for students.

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

Budgeted expenditures seem to be in line with what we plan to implement as additional strategies moving forward. With close monitoring moving forward, the school team will be able to assess if more funding is needed the following year, based on data and whether goals were met, or not met for the year.

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.

Heritage will make an adjustment to the outcomes tied to the California Dashboard. The Ca Dashboard no longer uses a color system. The dashboard uses distance from standard to provide schools with a 1-5 ranking. Moving forward, Heritage will use distance from standard as a metric to evaluate the success of the goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Heritage Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are 5th grade CAASPP. In addition, we have identified notable performance gaps among Asian students and all other students on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 25% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 31.25% Grade 4- 21.15% Grade 5- 13.58% Grade 6- 35.45%	During the 2023-24 school year, 30% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 36.25% Grade 4- 26.15% Grade 5- 18.58% Grade 6- 40.45%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 21% of K-6th grade students performed at or	During the 2024-25 school year, 26% of K-6th grade students will perform at or

	<p>above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K- 40%</p> <p>Grade 1- 16%</p> <p>Grade 2- 13%</p> <p>Grade 3- 29%</p> <p>Grade 4- 23%</p> <p>Grade 5- 11%</p> <p>Grade 6- 32%</p>	<p>above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K- 45%</p> <p>Grade 1- 21%</p> <p>Grade 2- 18%</p> <p>Grade 3- 34%</p> <p>Grade 4- 28%</p> <p>Grade 5- 16%</p> <p>Grade 6- 37%</p>
California Dashboard: Math	<p>The ALL student group as demonstrated on the 2023 CA Dashboard report scored points below standard.</p> <p>The performance color for the ALL student group is Orange</p>	<p>The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.</p> <p>The performance color for the ALL-student group will maintain Orange or above.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>0</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data Conferences- See ELA Goal 1.2</p> <p>0</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits- See ELA Goal 1.2</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize</p>	All Students	<p>0</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID Supplies- See ELA Goal 1.3</p>

	Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		
1.3	After/Before -School Interventions for ELA and Math Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.	All Students	0 Title I 1120 Teacher Temp See ELA for Funding Allocation 0 Title I 2920 Other Class Temp See ELA for Funding Allocation
1.4	.Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * iReady Math PD Site Math Based Initiative Professional Developments Include: *Core Consultants *Peer Observations	All Students	0 Title I See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	By the end of the 2022-2023 school year, 29% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results.	25% of students met or exceeded standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results.
Math iReady Universal Screener	By the end of the 2023-24 school year 5% of students will increase in proficiency on the following common diagnostic measures:K-6 Math iReady Universal Screener 2022-2023 i-Ready % proficient K - MOY 34%	Grade K- 40% Grade 1- 16% Grade 2- 13% Grade 3- 29% Grade 4- 23% Grade 5- 11% Grade 6- 32%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	1st - MOY 22% 2nd - MOY 9% 3rd - MOY 22% 4th - MOY 23% 5th - MOY 23% 6th - MOY 26%	
CA Dashboard	Dashboard Math: 2023 Students will be less than or equal to 50 points below standard based on the CAASPP Math Assessment.	Students were 61.7 points below standard

Analysis

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

It is clear that more resources are needed for struggling students in the areas of mathematics. Students do work with the intervention specialists and teacher's assistants to get additional support, but the leadership team will be exploring other resources that may help even more students and get them on a path of individual learning success. The strategies implemented for Math at Heritage Elementary School include small group instruction, targeted interventions, and professional development for teachers. These strategies have been effective in improving student outcomes in Math. The use of data to inform instruction and the focus on building a strong mathematical foundation have contributed to the success of the program. Additionally, the collaboration between teachers and the math coach has supported the implementation of best practices in Math instruction, leading to positive results for students.

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

The team will continue to assess and re-assess intervention strategies and resources in the goal area of increased mathematics achievement. This will include but is not limited to the following tasks, small group instruction, RTI pull out, individualized online intervention programs in math, and after school programs. Based on the outcomes of both the i-Ready diagnostics and CAASPP math scores, the strategies and activities are effective. The ongoing professional development for the new math adoption has increased teacher collaboration and implementation.

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 additional metric will be added to Heritage's math goal. The California dashboard ranking and distance from standard in math will be used to evaluate the strategies associated with this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Heritage Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	26% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	53% making progress towards English language proficiency as demonstrated by the 2024-25 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	EL Students	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.2	<p>Paraeducator Support for English Learners (Time Cards)</p> <p>Providing English learner (EL) support beyond contracted time by providing targeted support to address the diverse needs of our EL population and promote academic success.</p> <p>Regular progress monitoring and communication with students, families, and classroom teachers are essential to ensure that the support is effective and aligned with student needs and goals.</p>	EL Students	<p>2,000 Title I 2120 Para Temp Paraeducator Time Cards 798 Title I 3000 Benefits Paraeducator Time Card Benefits</p>
1.3	<p>ELD Institute (4th-6th Grade) -</p> <p>Day 1 of this professional learning session aims to introduce participants to the California English Language Development Standards and their alignment with the CCSS for ELA/Literacy. Through interactive activities and a demonstration ELD lesson, attendees gain insight into using these standards together, deepening their understanding of language, concepts, and research behind ELD standards and their application in the classroom.</p> <p>Days 2 and 3 focus on integrated and designated English Language Development (ELD), offering various activities to contextualize and refine understanding as outlined in the ELA/ELD Framework. Classroom activities demonstrate the teaching and learning cycle within a unit of study, supported by grade span vignettes. Participants leave prepared to integrate ELD standards into instruction and monitor progress alongside other content standards.</p>	EL Students	<p>3,600 Title I 1150 Teacher Sub 18 Certificated Subs 896 Title I 3000 Benefits Certificated Sub Benefits</p>
1.4	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	EL Students	<p>Title III 1900 Other Cert Salaries District ELD Coach</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress(CASPP)	By the end of the 2023-24 school year, 26% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results	In the 2023-24 school year, English Learners in grades 3-6 scored 56% proficient or advanced on the CAASPP.
ELPAC	By the end of the 2023-24 school year 20% of English Learners will be reclassified as measured by ELPAC	At the end of 2023-24 school year, at total of 25% students reclassified.
California Dashboard.	Heritage Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.	In the 2023-24 school year the California Dashboard indicated 53% EL students were making progress.

Analysis

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

Overall, the strategies/activities noted were used in an ongoing manner to achieve the articulated goal. Teachers and paraeducators participated in staff development regarding ELD. Staff used data collection sheets to monitor student progress and discussed student progress collaboratively. The strategies implemented for English Language Development (ELD) at Heritage Elementary School include small group instruction, targeted interventions, and professional development for teachers. These strategies have been effective in improving student outcomes in ELD. The use of data to inform instruction and the focus on building language proficiency have contributed to the success of the program. Additionally, the collaboration between teachers and the ELD specialist has supported the implementation of best practices in ELD instruction, leading to positive results for students.

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

Heritage exceeded expected outcomes in both change in ELPI level and reclassification which signifies that the strategies/activities are effective in achieving the articulated goal.

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.

The annual outcomes will be increased to reflect the progress being shown in English acquisition for our EL population. Additionally, we will see the metric reflect data received prior to the development of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes. By March 31, 2025, with the implementation of the Multi-Tiered System of Support (MTSS), Heritage Elementary School will show an increase in parent involvement on the:

Parent /Teacher Conferences
Back to School Night
Coffee W/the Principal

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, The need for growth and achievement in parental involvement emerged as an area for improvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance Sheets	263 parents attended Back to School Night	300 parents will attend Back to School Night
ELAC Meeting Attendance Sheets	Average of 8 parents attended 1 or more ELAC Meetings	12 parents will attend 3 or more ELAC meetings.
Coffee With the Principal Meeting (CW/P) Attendance Sheets	An average of 11 parents attended 1 or more CW/P	15 parents will attend 2 or more CW/P meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, Coffee W/ the Principal, ELAC and SSC	All	500 Title I: Parent Involvement 4325 Food For Meetings

	meetings, and volunteer opportunities to facilitate parent participation in the school community.		
1.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support. This will include money for parent fingerprinting.</p>	All	1,500 Title I: Parent Involvement 5800 Prof and Operating/Consultants Student Planners
1.3	<p>Parent Library</p> <p>Create a parent library with resources will support parental involvement in children's education. These will include resource books, bilingual social-emotional learning (SEL) books, and reading books to read to their children:</p>	All	1,638 Title I: Parent Involvement 4200 Books Parent Library Books

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Parent Survey / Parent Meetings Data

Parent participation will increase by 5% by the end of the 2023-2024 school year and it will be measured by attendance/signature records.

263 parents attended back to school night based on our sign in sheets. 54%. This is a 11% increase from the previous year.

Analysis

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

Overall, the strategies/activities noted were used in an ongoing manner to achieve the articulated goal. The strategies implemented for parental involvement at Heritage Elementary School include various initiatives such as family literacy nights, parent workshops, and volunteer opportunities. These activities have been effective in engaging parents and creating a sense of community within the school. The school's efforts to provide resources and support for parents, as well as fostering open communication channels, have contributed to increased parental involvement and support for student learning. The positive feedback from parents and the visible impact on student success indicate the success of these strategies in promoting parental involvement at Heritage Elementary School. The strategies/activities were effective based on the huge increase of parent participation. We exceeded the expected outcome.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

There will be minimal changes to the goal, strategies/activities or expected outcomes. Educational partners suggested bringing in additional community resources to speak to families regarding health, dental, and attendance issues.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Heritage Elementary will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the Professional Development needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA and notable performance gaps among student groups on Dashboard indicators such as EL students and Students with Disabilities. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and Data Conferences	New Metric to include Data Conferences	98% of Certificated Staff will participate in Professional Development Trainings, Meetings, and Data Conferences for the 2024-2025 School Year
ELA	1 of 3 Metrics Met or Exceeded Expected Outcomes	2 of 3 Metrics will Meet or Exceeded Expected Outcomes
Math	0 of 3 Metrics Met or Exceeded Expected Outcomes	2 of 3 Metrics will Meet or Exceeded Expected Outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include: * LT3 *Core SIPPS</p> <p>Site Based Initiative Professional Developments Include: * EL Strategies * AVID * iReady * PBIS</p>	All	10,000 Title I 5220 Conference District/Site Initiatives PD
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention</p>	All	3,000 Title I 1120 Teacher Temp Certificated Collaboration Time Cards 748 Title I 3000 Benefits Certificated Collaboration Time Card Benefits

	<p>strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		
<p>1.3</p>	<p>Educational Assemblies (During school and Evening events) to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p>	<p>All</p>	<p>3,000 Title I 5800 Prof and Operating/Consultants Student Assemblies/Evening STEAM, Literacy, Math Night</p>

	<p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
<p>1.4</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication,</p>	<p>All</p>	<p>13,000 Title I 5872 Field Trips Entrance Fees and Charter Busses 1,200 Title I 5712 Transportation District Transportation</p>

	<p>collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p> <p>Field Trips Include Entrance Fee, District Transportation, and Charter Busses Sac State Planetarium Fog Willow Farms Mickey Grove Valley Days/Pioneer School World Of Wonders The Tech Interactive Micke Grove Zoo</p>		
1.5	<p>Beginning of the Year Staff Retreat</p> <p>The beginning of the School Year Retreat is a structured day of collaboration and preparation for certificated and classified staff at Heritage. This day, held the day before the first contracted day, provides an opportunity for all staff members to come together to review school initiatives, analyze data, participate in professional development workshops, and engage in team-building activities. Through breakout sessions and planning time, staff members develop action plans to address site-specific challenges and priorities. The retreat fosters a sense of camaraderie and shared purpose among staff, setting the stage for a successful school year focused on supporting the needs of our Title 1 students.</p> <p>Certificated: Approximately \$300 a day minus benefits (calculated at 15 teachers) Classified: Approximately \$120 a day minus benefits (calculated at 10 classified)</p>	All	<p>4,500 Title I 1120 Teacher Temp Certificated Teacher Time Cards 1,122 Title I 3000 Benefits Certificated Teacher Time Card Benefits 1,200 Title I 2120 Para Temp Classified Time Card 478 Title I 3000 Benefits Classified Time Card Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

All teachers will participate in on-going professional development to improve instruction and enable students to reach proficiency on state academic content standard.

By the end of the 2023-2024 school year, 100% of all teachers in grade. K-6 will participate in professional development to improve instruction and enable students to reach

All teachers participated professionally development during the school year.

Metric/Indicator**Expected Outcomes****Actual Outcomes**

	proficiency on state academic content standard.	
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Analysis

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

The implementation of professional development strategies at Heritage Elementary School involved a variety of activities such as workshops, coaching sessions, and collaborative planning meetings. These strategies were effective in providing teachers and staff with opportunities to enhance their skills and knowledge, leading to improved instructional practices and student outcomes. Throughout the 23-24 school year teachers participated in a number of PDs. All teachers participated in CORE training as well as Math iReady.

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

There was no difference between the intended outcome and the budgeted expenditures.

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.

The focus on differentiated instruction, technology integration, and social-emotional learning contributed to the overall success of the professional development efforts at the school. Moving forward our goal will remain the same. All teachers in 2024-25 will participate in professional development.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

Heritage will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments, chronic absenteeism and suspension rate, and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among Asian students and students with disabilities on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	According to the California Dashboard the overall rating for Chronic Absenteeism at Heritage was Yellow.	in 24-24 school year all students at Heritage will maintain Yellow or higher and have an ADA of 98%.
CA Dashboard - Suspension Rate	Overall, the suspension rate according to the Ca Dashboard was Red. The suspension rate was 5.1%	The suspension rate will be in the Orange for the 2023-2024 School Year
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 93% Tier 2 TIF Score 92% Tier 3 TIF Score 100%	2024-2025 Local Data: Tier 1 TFI Score 95% Tier 2 TIF Score 95% Tier 3 TIF Score 100%
PBIS Recognition	Platinum for the 2023-2024 School Year	Platinum for the 2024-2025 School Year
Panorama Survey	Panorama Student Survey results: Sense of Belonging 69% Social Awareness 66% Positive Feelings 64% Emotion Regulation 49% Self-Efficacy 47% Challenging Feelings 45%	Panorama Student Survey results in 2024-25 will show a 5% increase in each subsection.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	See Goal 5: PD for Funding Allocation
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time through PBIS Rewards App.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p>	All	See Goal 5: PD for Funding Allocation

	<p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>Implementation of RCA and house system.</p> <p>Implementation of PBIS Rewards App and SWIS</p> <p>The assemblies should include one or more of the following components. Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p>	<p>All</p>	<p>See Goal 5: PD for Funding Allocation</p>

	<p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 School Year

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.

New Goal for the 2024-2025 School Year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

2023-2024 Goal Statement: The educational outcomes of students with disabilities will mirror that of the general student population. Heritage will improve one or more indicators for students with disabilities as measured by the California Dashboard.

Heritage was exited from ATSI for the 2024-2025 School Year. See below for Analysis.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CDE Dashboard Data for 2022 indicates that Heritage is either very high or high for chronic absenteeism, ELA and Math for students with disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	High for students with disabilities according to the CA Dashboard	Chronic Absenteeism for Student with Disabilities was in the Orange. There was a decline of 11.8%
ELA	Red for students with disabilities according to the CA Dashboard	Chronic Absenteeism for Student with Disabilities continues to be in the Red. There was a decline of 31.1 points.
Math	Red for students with disabilities according to the CA Dashboard	Chronic Absenteeism for Student with Disabilities was in the Orange. There was an increase of 5.6 points.

Analysis

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

Using district provided training through CORE consultants, professional development and training in AVID, homogenous instructional grouping, small group instruction, and strategies from district designated coaches. Current instructional strategies used to improve ELA proficiency at Heritage Elementary School include SIPPS, DIBELS, iReady, Journeys, small group instruction, pullout with instructional specialists, and MTSS implementation.

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

There are no differences between the implementation and budgeted expenditures.

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.

Heritage Elementary School will continue with ongoing Core SIPPS Consultants and coaching will be needed for 24-25 school year. Lodi USD will provide training in iReady. In addition, AVID training and monitoring will also be emphasized.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$176,392.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,392.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$172,754.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$172,754.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Central Title I	\$0.00
Title I: Parent Involvement	\$3,638.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$3,638.00

Total of federal, state, and/or local funds for this school: \$176,392.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
Title I	172,754.00
Title I: Parent Involvement	3,638.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	17,500.00
1150 Teacher Sub	9,600.00
1900 Other Cert Salaries	56,570.00
2120 Para Temp	4,400.00
2920 Other Class Temp	1,000.00
3000 Benefits	28,871.00
4200 Books	9,138.00
4300 Materials	8,613.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
4375 Technology (under \$500)	6,000.00
5220 Conference	10,000.00
5712 Transportation	1,200.00
5800 Prof and Operating/Consultants	4,500.00

5872 Field Trips	13,000.00
5875 Technology Licenses	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries		0.00
1900 Other Cert Salaries	Central Title I	0.00
	Title I	0.00
1120 Teacher Temp	Title I	17,500.00
1150 Teacher Sub	Title I	9,600.00
1900 Other Cert Salaries	Title I	56,570.00
2120 Para Temp	Title I	4,400.00
2920 Other Class Temp	Title I	1,000.00
3000 Benefits	Title I	28,871.00
4200 Books	Title I	7,500.00
4300 Materials	Title I	8,613.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	6,000.00
5220 Conference	Title I	10,000.00
5712 Transportation	Title I	1,200.00
5800 Prof and Operating/Consultants	Title I	3,000.00
5872 Field Trips	Title I	13,000.00
5875 Technology Licenses	Title I	5,000.00
4200 Books	Title I: Parent Involvement	1,638.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	127,212.00
Goal 2	0.00
Goal 3	7,294.00
Goal 4	3,638.00
Goal 5	38,248.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dr. David Gutierrez	Principal
Alicia Gaytan	Other School Staff
Patricia Ramos	Classroom Teacher
Rashelle Nuss	Classroom Teacher
Keyla Heib	Classroom Teacher
Sara Ramos	Parent or Community Member
Viviana Tardi	Parent or Community Member
Yesenia Reyes	Parent or Community Member
Carolina Anaya	Parent or Community Member
Sandra Araujo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 05/16/2024.

Attested:



Principal, Dr. David Gutierrez on 05/17/2024



SSC Chairperson, Ms. Patricia Ramos on 05/17/2024