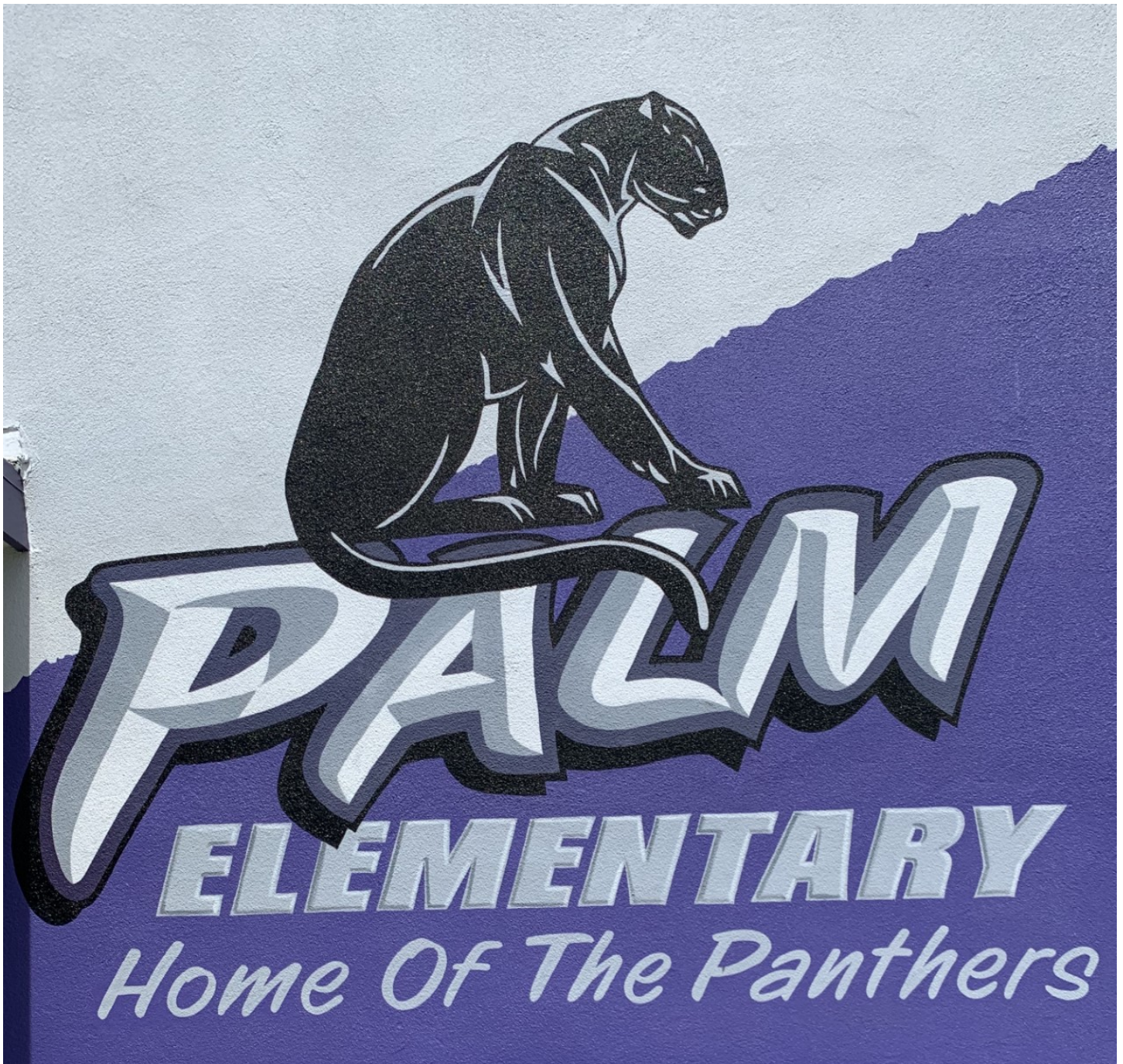


HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template



Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

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

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

Principal Name: Sandy Carbajal
Phone Number : 626-933-7401
Email Address: seruiz@hlpusd.k12.ca.us

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Palm Elementary	19 73445 6014336	5/14/24	

Plan Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this School wide Progam plan is to meet the Title I program requirements set forth by our LEA and Los Angeles County Office of Education. Along with SWP, Palm Elementary has been identified as ATSI in the Student groups SWD: Math, ELA, Suspensions, and Chronic Absenteeism.

Briefly describe the school’s plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI or CSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Through our SPSA goals we aim to close the achievement gap of our struggling and most vulnerable students in ELA, Math, ELD, and to increase our attendance for Foster Youth, Homeless students, our Special Education students, and Hispanic students. Due to being identified as ATSI in the Student groups of SWD in ELA, Math, Suspensions, and Chronic Absenteesim, a schoolwide focus will remain in those given areas. ELA and Math goals were not met in any area. Therefore, through stakeholder input, foundational reading, writing, and math skills have been identified for our Tk-5th grades. Furthermore, there is an immediate need to address student social-emotional learning and well-being, as well. Student academic support will be provided to our students by our TOSA who supports our site for 20% of the school year. Our focus this upcoming year is to refine our intervention program based on this year's model of providing support by teachers during UA time, thus followed up with intervention support through targeted support with our interventionist and TK-3rd grade training in UFLI. This year our annual goal of increasing attendance continues to be an area of need for all of our students, especially our Special Education students. Again, engagement, both family and student, continue to be areas of focus and through this attendance

likely will increase. Our goal this year is to increase overall attendance by 3% while decreasing the percent of chronically absent students, especially our Special Education students. With these goals set forth, our overall goal is to close the achievement gap within our student groups and as a site overall, and decrease the ATSI identified Student groups SWD in the all areas.

School Profile

SCHOOL DESCRIPTION/PROFILE –

Palm Elementary School serves students in Preschool, Universal Transitional Kindergarten through 5th grade in Hacienda Heights. Enrollment as of May 12, 2024 is 243. Our major student groups include:

- 87% of the students are Hispanic
- 0.8% Foster Youth
- 83.1% of the students qualified for Free and Reduced lunch
- 3.1% Homeless
- 20.7% of the students are English Learners
- 47.3% Chronically Absent
- 83.1% Socioeconomically Disadvantaged
- 19.5% Special Education

Palm Elementary implements a Title I Schoolwide Program (SWP). Based on 2022-2023 CA School Dashboard data, Palm Elementary is eligible for Additional Targeted Support & Improvement (ATSI) based on the following student group and indicators: Students with Disabilities Math, ELA, Suspensions, and Chronic Absenteeism.

Palm Elementary is home to the Panthers where students become global learners through NPDL, Lego League, Leadership, Band, Dance, and various clubs including Green Club, Art Club, STEM Club, and Science Olympiad.

DATA SUMMARY –

Dashboard Data for Palm Elementary resulted in the following: ELA (Very Low), Chronic Absenteeism (Very High), Suspension Rate (Medium), Mathematics (Low), and English Learner Progress (High).

ELA Dashboard data shows the following:

- All students (112 students) scored 71.9 points below standard and have been identified as Very Low.
- English Learners (28 students) are 106.4 points below standard and have been identified as Very Low.
- Students with Disabilities (24 students) scored 181.5 points below standard and have been categorized as Very Low.
- MAP Data in ELA for Student groups show the percentage of students attaining 61% or higher: 29% of all students, 12.5% of ELs, 0% of Students with Disabilities, and 26% of Socioeconomically Disadvantaged students.

Math Dashboard data shows the following:

- All students (111 students) scored 87.9 points below standard and have been identified as Low.
- English Learners (28 students) scored 112.6 points below standard and have been identified as Low.
- Students with Disabilities (23 students) scored 173 points below standard and have been identified as Very Low.
- CAASPP Math results show 32.8% of students scored Standard Met or Higher.

- MAP Data in Math for Student groups show the percentage of students attaining 61% or higher: 22.6% of all students, 20% of ELs, 7.5% of Students with Disabilities, and 21.4% of Socioeconomically Disadvantaged students. This is an area of growth for Palm Elementary.

English Learner Progress on the Dashboard shows the following:

- 7.5% of students are in the Performance Level 4.
- The Dashboard also shows 32.5% of students Progressed at Least One ELPI Level. This is an area of strength for ELs at Palm Elementary.

Chronic Absenteeism/Academic Engagement Dashboard data shows Palm as Very High in this area.

- All students (249) averaged 48.2% as Chronically Absent and are identified as Medium in Absenteeism.
- English Learners (55 students) averaged 38.2% as Chronically Absent and are identified as High in Absenteeism.
- Students with Disabilities (50 students) averaged 52% as Chronically Absent in Absenteeism and are identified in the High category.

Suspension Rate Dashboard data shows Medium in this area.

- All students (259 students) have a medium rate of suspensions with 2.3% suspended at least one day.
- English Learners (59 students) have a high rate of suspensions with 3.4% suspended at least one day.
- Students with Disabilities (51 students) have a very high rate of suspensions with 9.8% suspended at least one day.

COMPREHENSIVE NEEDS ASSESSMENT – IDENTIFIED NEEDS –

English Language Arts - There is a need to increase time spent on foundational skills at our TK-1st grades, as well as 2nd grade this year based on MAP #1 and #2 results, as well as Lexia data. Students are in need of small group instruction, intervention, but most importantly, great first instruction. Teachers are requesting effective PD on how to integrate VAPA and SEL into the curriculum, as well as NPDL. Training and implementation in grades TK-3rd of UFLI will be essential this year to close the achievement gap.

Mathematics - There is a need to increase time spent on foundational skills at all levels, with an overall emphasis in grades 3-5. Students continue to need small group instruction, intervention, but most importantly, great first instruction. Instructional support and trainings will be provided by our District TOSA's to support student learning and engagement in Mathematics. PD, Lesson Studies, and Learning Labs have already been scheduled with our District TOSA to beginning in August of 24-25 school year.

English Language Learners - There is a need to increase time spent on foundational skills in our TK-2nd grades. A need for additional instructional support in ELD instruction (designated and integrated) lessons will help improve our instructional practices. This will also help support the progress of or ELD students throughout the year. Also, a clear focus of ELD goals in IEPs with our Special Education population will need to be a focus for the year. Furthermore, there is a need for PD's in which teachers are eager to attend and/or find resourceful that addresses student engagement.

School Climate - There is a need to increase awareness of the importance of daily school attendance and the effects this has on academic progress due to protocols that remained in place throughout the school year. Additional parental awareness is needed in the areas of SART and SARB processes, along with the legalities which are tied to a child's attendance record. There is a need to provide trainings to parents by our school counselor and support services for our students, as well as a focus on building relationships within and among our families.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal 1 – Increase students meeting benchmark (met/exceeded) on MAP by 3% for each grade level K-8

- All students in grades 3 - 8 scoring Standard Met/Exceeded in CAASPP will increase by 3% from 22
- 55% of K-5 students will meet their grade level material goal in Lexia
- 75% of K-8 students will meet their weekly minutes in Lexia Core 5 / Power Up

Goal 2 – Increase students meeting benchmark (met/exceeded) on MAP by 3% for each grade level K-8

- All students in grades 3 - 8 scoring Standard Met/Exceeded in CAASPP will increase by 3%
- 50% of K-5 students will meet their grade level material goal DreamBox
- 70% of K-8 students will meet their weekly minutes in DreamBox

Goal 3 – Increase Reclassification by 3%

Goal 4 – Increase ADA by 3%

KEY INTERVENTIONS, STRATEGIES and PLANNED IMPROVEMENTS to MEET GOALS, ADDRESS IDENTIFIED NEEDS, & IMPROVE STUDENT ACHIEVEMENT–

- A planning day will be offered after each MAP assessment to review data and plan effective instruction, including interventions, based on the data reviewed (e.g., ELA, Math, EL, Intervention, and Attendance Data).
- Use of and integration of technology for intervention, small group instruction, UFLI, and NPDL throughout the year will assist in engaging students throughout the curriculum.
- Teachers can review data from site assessments, MAP, CAASPP data, Lexia, and UFLI data to create small intervention groups based on student needs
- Provide Professional Development to Leadership and Staff utilizing District TOSA's, as well as the Special Education Department to provide focus and direction based on SPSA goals for the 24-25 school year.
- In addition to our site PD, it will be essential for our staff to continue professional development via book readings with a focus on research based/evidence based interventions to improve instruction and increase engagement to help decrease chronic absenteeism, increase engagement, and study skills.
- Hire an Interventionist to help support student learning while striving to close the achievement gap.
- Review the behavioral and academic progress of students and select students to be recognized for their improvements (Student Achievement Certificates) during grade level meetings.
- Closely monitor student progress of EL students and provide efficient feedback to students and parents to help support their learning. Teachers will assist with providing current academic/behavioral progress of students based on the outcomes of their designated and integrated ELD lessons with students while using ELD standards.
- Provide Enrichment Opportunities by staff in VAPA and STEAM. Also, a focus on Academic Integration of NPDL and VAPA (supplies for VAPA activities, NPDL integration, student recognition for projects (achievement, attendance certificates, medals, trophies).
- Continue to monitor student reading levels and promote the love of reading. Students will be able to participate in Accelerated Reader, MyON, Lexia, and Dreambox to reinforce foundational skills in ELA and Math, at their instructional level.
- Offer Parent Training Meetings on various topics. Throughout the year parents will be invited to attend informational meetings/Parent Workshops included to, but not limited, to: SSC/SDM, ELAC, Coffee with the Principal, Teacher Informational Nights, Curriculum Nights, Parent Education Trainings by staff and/or site Counselor.
- Provide additional opportunities for students to engage with others in structured recess (provide a variety of board games, puzzles, chalk, music, leadership lead activities, and teambuilding activities). Creating a safe and experience filled recess brings student excitement towards school.

DESCRIPTION OF EDUCATIONAL PARTNERS' ENGAGEMENT PROCESS IN SPSA DEVELOPMENT–

- ELAC –Parental input was given throughout use of Guiding Questions, SBAC results, student group results, and MAP analysis of results.
- SSC – After careful review of data and guidance questions, SSC members were able to identify areas of need for ELs and SWDs. Teacher input was given, along with parents and community members. Review of expenses and purchases in the SPSA. In addition the following protocols were used to foster deeper conversations: Guiding Questions, SBAC results, student group results, MAP results, analysis of results, teacher and parent feedback, parents/teachers/staff assisted in identifying areas of need.
- Staff PLC Meetings –Through use of Guiding Questions, SBAC results, student group results, MAP results, analysis of results, teacher and parent feedback, teachers/staff were able to identify areas of need for our school.

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District Adopted Core Curriculum 2024-25

District Adopted Core Curriculum 2024-25

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.38%	0%	0.44%	1	0	1
Asian	4.15%	5.49%	4.85%	11	13	11
Filipino	1.51%	0%	0.44%	4	0	1
Hispanic/Latino	87.17%	88.19%	84.14%	231	209	191
Pacific Islander	%	0%	%		0	
White	4.91%	4.22%	4.41%	13	10	10
Multiple/No Response	0.75%	0.84%	2.20%	2	2	5
	Total Enrollment			265	237	227

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	51	29
Grade 1	41	32	38
Grade 2	36	35	35
Grade 3	38	30	41
Grade 4	55	29	31
Grade 5	48	60	32
Total Enrollment	265	237	227

Conclusions based on this data:

1. Palm's enrollment continues to decline each year
2. Kindergarten enrollment increased from the previous year, along with 5th grade
3. The following grades decreased in enrollment from the previous year, 1st-4th grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	58	49	45	20.60%	21.9%	19.6%
Fluent English Proficient (FEP)	10	9	10	7.10%	3.8%	4.4%
Reclassified Fluent English Proficient (RFEP)	1			8.2%	1.70%	

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

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	9	0	0	0	9	0	9
01	7	0	0	0	7	0	7
02	7	0	0	0	7	0	7
03	9	5	0	0	14	3	17
04	0	11	0	0	11	3	14
05	0	11	0	2	13	9	22

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	10	0	0	0	10	0	10
01	7	0	0	0	7	0	7
02	7	0	0	0	7	0	7
03	3	3	0	1	7	0	7
04	2	14	0	0	16	3	19
05	0	8	0	3	11	2	13

2022-23

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

Conclusions based on this data:

1. Palm's EL population slightly decreased the las two years.
2. Palm's FEP population maintained between the last two years.
3. Across grade levels the total of ELs have decreased in each grade level.

School and Student Performance Data

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
237	83.1	20.7	0.8
Total Number of Students enrolled in Palm Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	20.7
Foster Youth	2	0.8
Homeless	12	5.1
Socioeconomically Disadvantaged	197	83.1
Students with Disabilities	40	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	13	5.5
Hispanic	209	88.2
Two or More Races	2	0.8
White	10	4.2

Conclusions based on this data:

1. Our largest student group is our Socioeconomically Disadvantaged group with 83.1% or 197 students
2. Our EL student group consists of 20.7% of our student population
3. Our highest enrollment is at 209 or 88.2% - Hispanics

School and Student Performance Data

1. 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.

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Palm's academic performance in Math and ELA resulted in Orange and is a concern
2. Chronically absent students is a dire concern with our Students with Disabilities population.
3. Palm's suspension rate is lowest in our EL and SpEd population.

School and Student Performance Data

Academic Performance English Language Arts

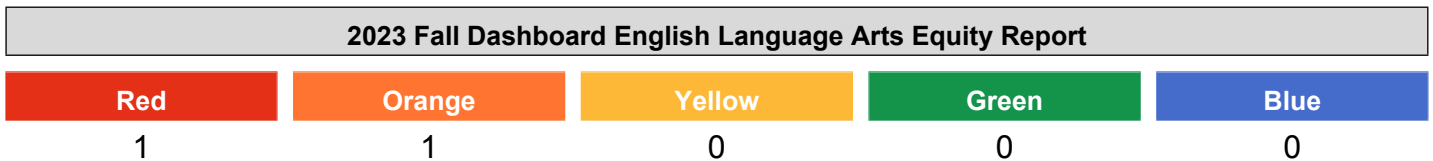
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Red 71.9 points below standard Maintained -1.4 points 112 Students	English Learners 106.4 points below standard Decreased Significantly -34.2 points 28 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Red 72.8 points below standard Decreased -3.5 points 106 Students	Students with Disabilities 181.5 points below standard Decreased Significantly -30.2 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72 points below standard Increased +3 points 104 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 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
129.1 points below standard Decreased Significantly -36.8 points 22 Students	Less than 11 Students 6 Students	65 points below standard Increased +6.6 points 80 Students

Conclusions based on this data:

1. All students are 71.9 points from the standard in ELA even though they maintained from the year before with a slight decrease of 1.4 points.
2. Our EL students are 106.4 points from the standard in ELA and decreased significantly from last year by 34.2 points.
3. Our SED students are 72.8 points from the standard in ELA and decreased from last year by 3.5 points.
4. Our students with disabilities are 181.5 points from the standard in ELA and decreased significantly from last year by 30.2 points.
5. Our current Hispanic students are 72 points below standard yet increased slightly by 3 points from last year.

School and Student Performance Data

Academic Performance Mathematics

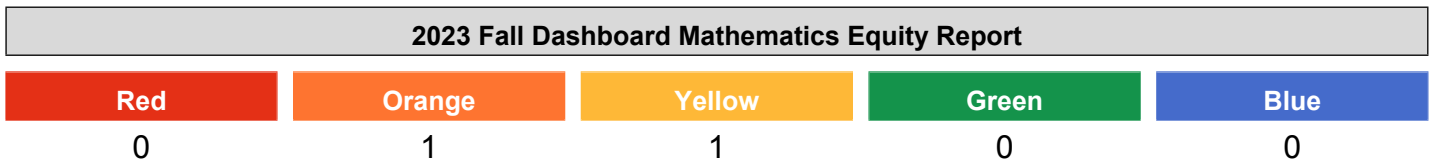
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 87.9 points below standard Maintained 0 points 111 Students	English Learners 112.6 points below standard Decreased Significantly -25.8 points 28 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Orange 89.3 points below standard Decreased -3.6 points 105 Students	Students with Disabilities 173 points below standard Increased Significantly +15.6 points 23 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.2 points below standard Increased +5.4 points 103 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 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
136.9 points below standard Decreased Significantly -23.2 points 22 Students	Less than 11 Students 6 Students	84.8 points below standard Increased +4.9 points 79 Students

Conclusions based on this data:

1. All students are 87.9 points from the standard in Math and maintained with 0 points from last year.
2. Our EL students are 112.6 points from the standard in Math and decreased significantly last year by 25.8 points.
3. Our SED students are 89.3 points from the standard in Math and decreased last year by 3.6 points.
4. Our SWD group are 173 points from the standard in Math but increased last year by 15.6 points.
5. Our Hispanic students are 88.2 points from the standard in Math but increased last year by 5.4 points.

School and Student Performance Data

Academic Performance English Learner Progress

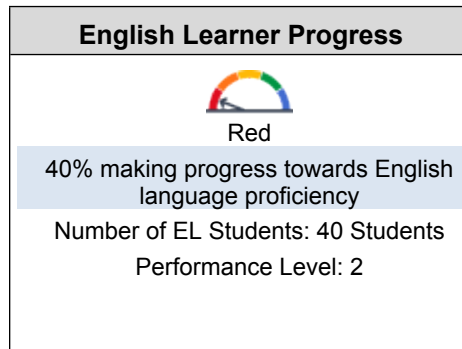
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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
4	20	3	13

Conclusions based on this data:

1. Our EL students made 40% progress towards English language proficiency.
2. Four students decreased one ELPI level last year.
3. Twenty students maintained ELP levels between 1 and 3.
4. Three students maintained an ELPI Level 4.
5. Thirteen students progressed at least one ELP level last year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

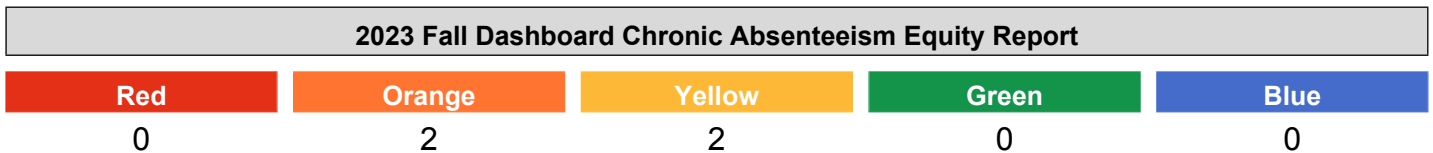
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>48.2% Chronically Absent</p> <p>Declined Significantly -11.2</p> <p>249 Students</p>	<p>English Learners</p> <p>Orange</p> <p>38.2% Chronically Absent</p> <p>Declined -9.4</p> <p>55 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>69.2% Chronically Absent</p> <p>Declined -12.6</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>51.4% Chronically Absent</p> <p>Declined Significantly -8.6</p> <p>220 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>52% Chronically Absent</p> <p>Declined -0.6</p> <p>50 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	14.3% Chronically Absent Increased 14.3 14 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.8% Chronically Absent Declined Significantly -12.2 217 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. Palm has 48.2% of students who are chronically absent and declined significantly by 11.2% last year.
2. Our EL students are 38.2% chronically absent and declined by 9.4% last year.
3. Our SED students are 51.4% chronically absent and declined significantly by 8.6% last year.
4. Our SWD group are 52% chronically absent and declined by 0.6% last year.
5. Our Hispanic students are 49.8% chronically absent and declined significantly last year by 12.2%.

School and Student Performance Data

Conditions & Climate Suspension Rate

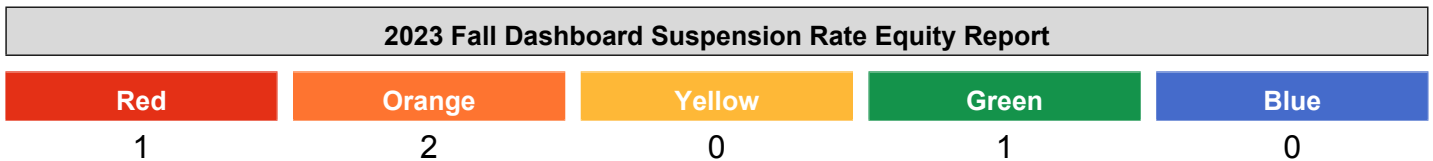
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.3% suspended at least one day</p> <p>Maintained -0.1 259 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Maintained 0.2 59 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined -0.3 227 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>9.8% suspended at least one day</p> <p>Increased 1 51 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 14 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.6% suspended at least one day Increased 0.3 227 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. All students data shows 2.3% of students have been suspended at least one day and the rate was maintained with -0.1% last year.
2. Our EL data shows at least 3.4% of students have been suspended at least one day and the rate of incidents was maintained by 0.2% last year.
3. Our SED data shows at least 2.2% of students have been suspended at least one day and the rate of incidents declined by -0.3%.
4. Our SWD data shows at least 9.8% of students have been suspended at least one day and the rate of incidents increased by 1%.
5. Our Hispanic data shows at least 2.6% of students have been suspended at least one day and the rate of incidents increased by 0.3%.

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	54	35	30	0	35	30	0	35	30	0.0	100.0	100.0
Grade 4	51	58	29	0	58	29	0	58	29	0.0	100.0	100.0
Grade 5	54	50	58	0	48	58	0	48	58	0.0	96.0	100.0
All Grades	156	143	117	0	141	117	0	141	117	0.0	98.6	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0	2339.	2383.	0	11.43	20.00	0	5.71	10.00	0	22.86	23.33	0	60.00	46.67
Grade 4	0	2401.	2391.	0	13.79	6.90	0	8.62	17.24	0	18.97	13.79	0	58.62	62.07
Grade 5	0	2442.	2422.	0	2.08	5.17	0	22.92	17.24	0	22.92	18.97	0	52.08	58.62
All Grades	N/A	N/A	N/A		9.22	9.40		12.77	15.38		21.28	18.80		56.74	56.41

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	0	5.71	6.67	0	54.29	46.67	0	40.00	46.67	
Grade 4	0	6.90	*	0	63.79	*	0	29.31	*	
Grade 5	0	2.08	8.62	0	72.92	58.62	0	25.00	32.76	
All Grades		4.96	8.55		64.54	57.26		30.50	34.19	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0	5.71	16.67	0	37.14	50.00	0	57.14	33.33
Grade 4	0	5.17	*	0	46.55	*	0	48.28	*
Grade 5	0	4.17	3.45	0	45.83	37.93	0	50.00	58.62
All Grades		4.96	7.69		43.97	41.03		51.06	51.28

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	0	5.71	10.00	0	65.71	70.00	0	28.57	20.00
Grade 4	0	12.07	*	0	68.97	*	0	18.97	*
Grade 5	0	6.25	10.34	0	68.75	67.24	0	25.00	22.41
All Grades		8.51	7.69		68.09	69.23		23.40	23.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0	2.86	6.67	0	45.71	63.33	0	51.43	30.00
Grade 4	0	12.07	*	0	44.83	*	0	43.10	*
Grade 5	0	6.25	3.45	0	60.42	62.07	0	33.33	34.48
All Grades		7.80	5.13		50.35	56.41		41.84	38.46

Conclusions based on this data:

1. In Overall ELA data, the numbers show a slight increase in students meeting and exceeding the standard between the last two years.
2. In Overall ELA data, the numbers show a decreased in students not meeting the standard between the last two years.
3. In Writing for All grades, the percentage of students above the standard increased between the past two years, with third grade nearly tripling their scores.
4. In Listening for All grades, the percentage of students across all levels remained the same with a slight decrease in students above standard.
5. In Research and Inquiry, the percentage of students below standard decreased slightly by 3.38%.

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	54	35	30	0	35	30	0	35	30	0.0	100.0	100.0
Grade 4	50	58	29	0	58	28	0	58	28	0.0	100.0	96.6
Grade 5	52	50	58	0	48	58	0	48	58	0.0	96.0	100.0
All Grades	156	143	117	0	141	116	0	141	116	0.0	98.6	99.1

* 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	0	2363.	2391.	0	2.86	6.67	0	25.71	33.33	0	11.43	16.67	0	60.00	43.33
Grade 4	0	2407.	2392.	0	8.62	7.14	0	12.07	14.29	0	25.86	14.29	0	53.45	64.29
Grade 5	0	2413.	2421.	0	2.08	8.62	0	6.25	5.17	0	33.33	20.69	0	58.33	65.52
All Grades	N/A	N/A	N/A		4.96	7.76		13.48	14.66		24.82	18.10		56.74	59.48

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	0	11.43	13.33	0	34.29	56.67	0	54.29	30.00
Grade 4	0	5.17	*	0	41.38	*	0	53.45	*
Grade 5	0	2.08	6.90	0	35.42	27.59	0	62.50	65.52
All Grades		5.67	7.76		37.59	36.21		56.74	56.03

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	0	14.29	6.67	0	25.71	46.67	0	60.00	46.67
Grade 4	0	8.62	*	0	31.03	*	0	60.34	*
Grade 5	0	0.00	10.34	0	54.17	37.93	0	45.83	51.72
All Grades		7.09	7.76		37.59	37.93		55.32	54.31

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	0	5.71	3.33	0	51.43	63.33	0	42.86	33.33
Grade 4	0	8.62	*	0	44.83	*	0	46.55	*
Grade 5	0	8.33	5.17	0	41.67	53.45	0	50.00	41.38
All Grades		7.80	6.03		45.39	55.17		46.81	38.79

Conclusions based on this data:

1. In All grade levels in Math, the number of students meeting or exceeding the standard slightly increased by 2.8%.
2. In Concepts and Procedures, the number of students exceeding the standard slightly increased by 2.09%.
3. In Concepts and Procedures, the number of students at or near standard or below standard slightly decreased between the past two years.
4. In Problem Solving and Modeling, the number of students exceeding the standard increased slightly by 0.67%.
5. In Communicating Reasoning, the number of students below standard decreased by 8.02% between the past two years.

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	1409.3	*	*	1412.2	*	*	1402.7	*	*	12	10	9
1	*	*	*	*	*	*	*	*	*	7	6	8
2	*	*	*	*	*	*	*	*	*	8	6	7
3	1472.2	*	*	1451.8	*	*	1492.2	*	*	13	6	5
4	1488.1	1497.3	*	1463.8	1491.1	*	1511.8	1503.1	*	11	16	4
5	1496.5	1541.4	1517.1	1481.2	1547.7	1522.5	1511.2	1534.7	1511.3	13	12	16
All Grades										64	56	49

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*	*	33.33	*	*	41.67	*	*	16.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	*	*	30.77	*	*	30.77	*	*	30.77	*	*	13	*	*
4	0.00	25.00	*	36.36	25.00	*	54.55	25.00	*	9.09	25.00	*	11	16	*
5	7.69	25.00	25.00	46.15	41.67	25.00	15.38	25.00	12.50	30.77	8.33	37.50	13	12	16
All Grades	10.94	17.86	16.33	28.13	28.57	30.61	32.81	28.57	22.45	28.13	25.00	30.61	64	56	49

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	0.00	*	*	41.67	*	*	41.67	*	*	16.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	15.38	*	*	23.08	*	*	23.08	*	*	38.46	*	*	13	*	*
4	0.00	43.75	*	45.45	6.25	*	36.36	25.00	*	18.18	25.00	*	11	16	*
5	23.08	50.00	50.00	38.46	33.33	12.50	7.69	0.00	25.00	30.77	16.67	12.50	13	12	16
All Grades	12.50	28.57	32.65	31.25	28.57	26.53	29.69	17.86	24.49	26.56	25.00	16.33	64	56	49

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	16.67	*	*	16.67	*	*	33.33	*	*	33.33	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*	*
4	0.00	6.25	*	36.36	31.25	*	54.55	37.50	*	9.09	25.00	*	11	16	*
5	0.00	8.33	12.50	30.77	33.33	18.75	30.77	41.67	25.00	38.46	16.67	43.75	13	12	16
All Grades	7.81	5.36	10.20	23.44	28.57	26.53	37.50	37.50	30.61	31.25	28.57	32.65	64	56	49

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	0.00	*	*	83.33	*	*	16.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
4	54.55	50.00	*	45.45	43.75	*	0.00	6.25	*	11	16	*
5	38.46	33.33	43.75	30.77	58.33	25.00	30.77	8.33	31.25	13	12	16
All Grades	28.13	37.50	42.86	51.56	53.57	34.69	20.31	8.93	22.45	64	56	49

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	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	23.08	*	*	15.38	*	*	61.54	*	*	13	*	*
4	0.00	18.75	*	45.45	50.00	*	54.55	31.25	*	11	16	*
5	23.08	66.67	56.25	46.15	25.00	31.25	30.77	8.33	12.50	13	12	16
All Grades	15.63	26.79	28.57	42.19	44.64	46.94	42.19	28.57	24.49	64	56	49

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	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
4	9.09	20.00	*	72.73	46.67	*	18.18	33.33	*	11	15	*
5	15.38	25.00	18.75	46.15	58.33	37.50	38.46	16.67	43.75	13	12	16
All Grades	14.06	14.55	14.29	53.13	47.27	48.98	32.81	38.18	36.73	64	55	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*	*	25.00	*	*	41.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
4	0.00	6.25	*	81.82	68.75	*	18.18	25.00	*	11	16	*
5	0.00	16.67	18.75	69.23	66.67	31.25	30.77	16.67	50.00	13	12	16
All Grades	14.06	14.29	26.53	53.13	60.71	40.82	32.81	25.00	32.65	64	56	49

Conclusions based on this data:

1. The percentage of overall students in Level 4 has remained constant in the last two years.
2. The percentage of overall students in Level 3 has decreased in the last three years.
3. The percentage of overall students in Level 1 has increased in the last two years.
4. There was a large percentage of students in the 5th grade at a Level 1 in writing.
5. There was a large decrease of 35.42% in students who scored Somewhat/Moderately in the last two years.

School and Student Performance Data

Reclassification Rate

2021-22

(from Aeries 7/1/2021 - 6/30/2022)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Palm	4	61	6.15%
HLPUSD	335	3342	9.11%

2022-23

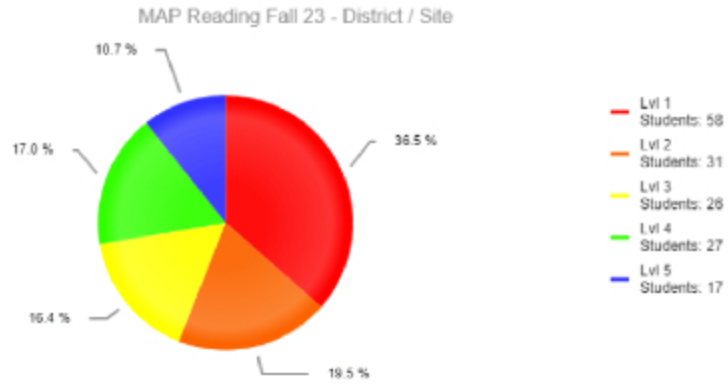
(from Aeries 7/1/2022 - 6/30/2023)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Palm	5	55	8.33%
HLPUSD	545	3216	14.49%

Conclusions based on this data:

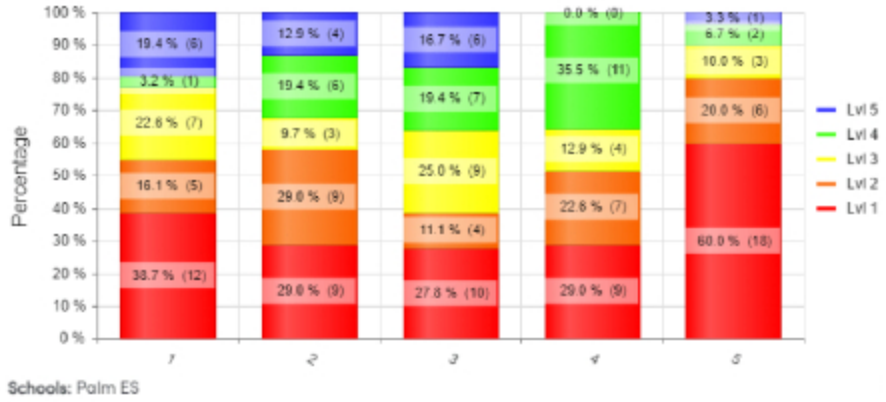
1. There is a slight increase by 1 in the number of new RFEP students at Palm within the last two years.
2. There has been a slight decrease in EL students at Palm within the last two years.
3. The number of reclassified students at Palm increased within the last two years.

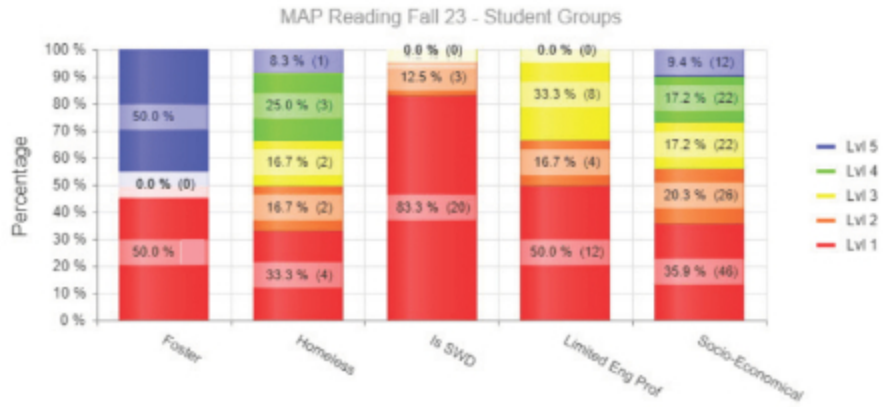
K-12 Reading MAP Results for 2023-24



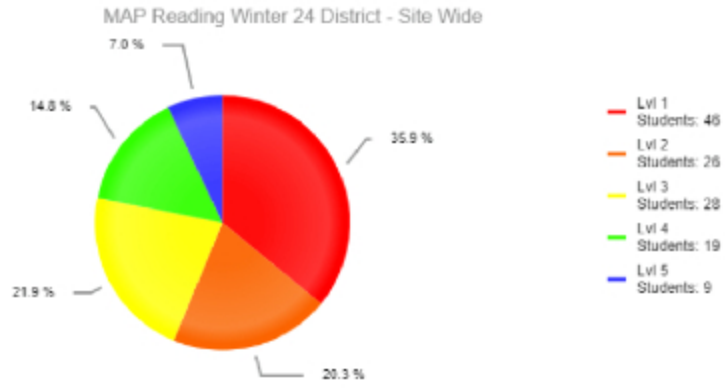
Schools: Palm ES
 Grades: K, 1, 2, 3, 4, 5

MAP Reading Fall 23 - Grade Level



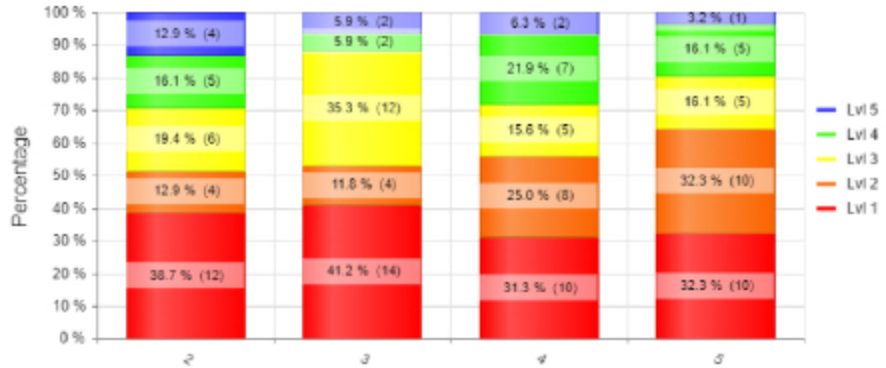


Schools: Palm ES
 Grades: K, 1, 2, 3, 4, 5

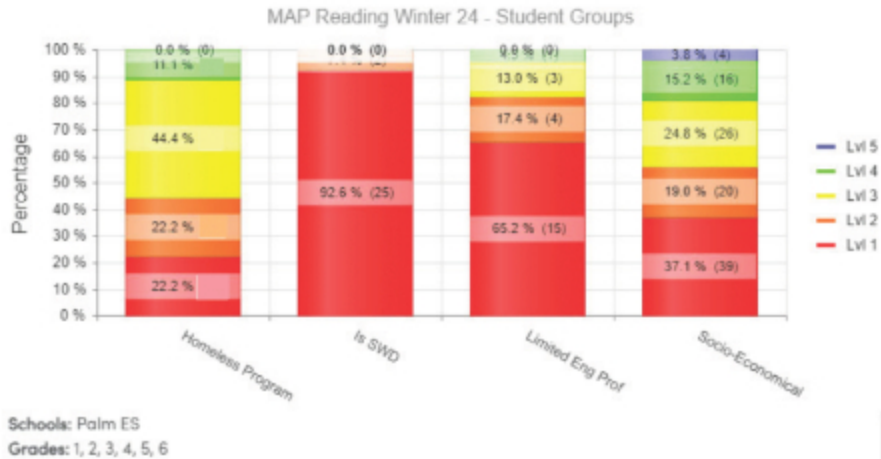


Schools: Palm ES
 Grades: 1, 2, 3, 4, 5, 6

MAP Reading Winter 24 - Grade Levels



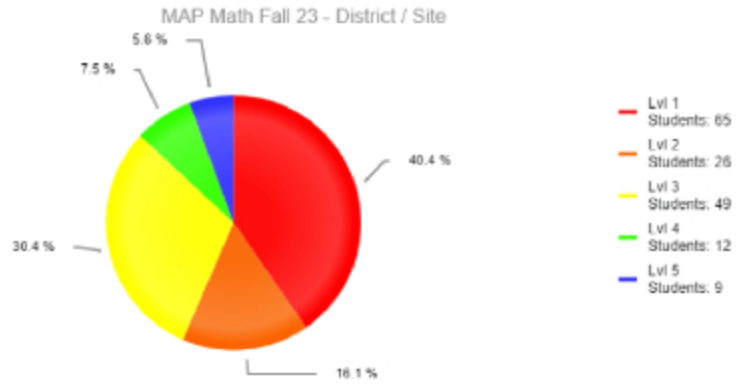
Schools: Palm ES



Conclusions based on this data:

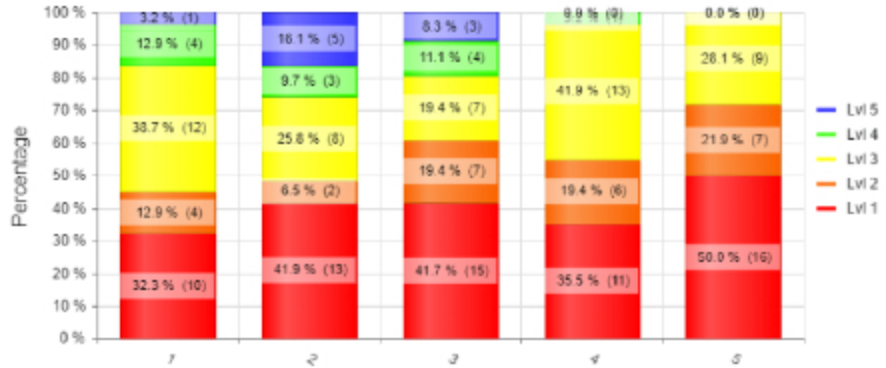
1. Fall proficiency in ELA was 27.7% for all students school-wide.
2. Winter proficiency in ELA was 21.8% for all students school-wide.
3. Fall 1st Grade proficiency level was 19.4% (highest school-wide).
4. Fall SWD non-proficiency level was 63.3% and Winter non-proficiency level was 92.6%
5. 5th grade students scored 60% level 1 on Fall SMAP.

K-12 Math MAP Results for 2023-24



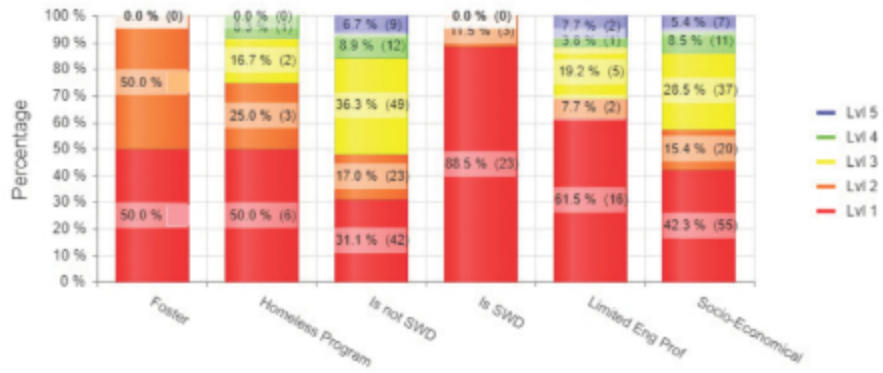
Schools: Palm ES
 Grades: K, 1, 2, 3, 4, 5

MAP Math Fall 23- Grade Levels

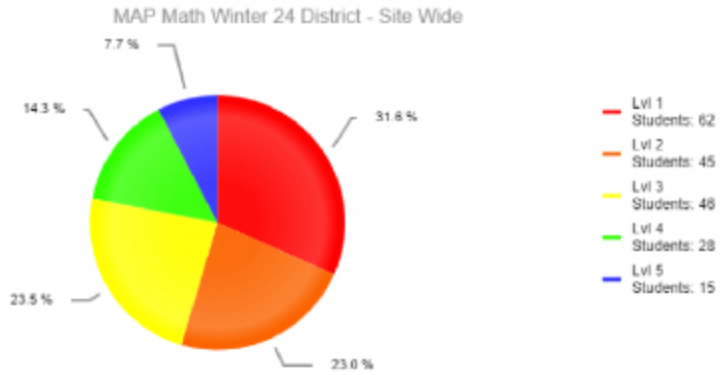


Schools: Palm ES

MAP Math Fall 23 - Student Groups

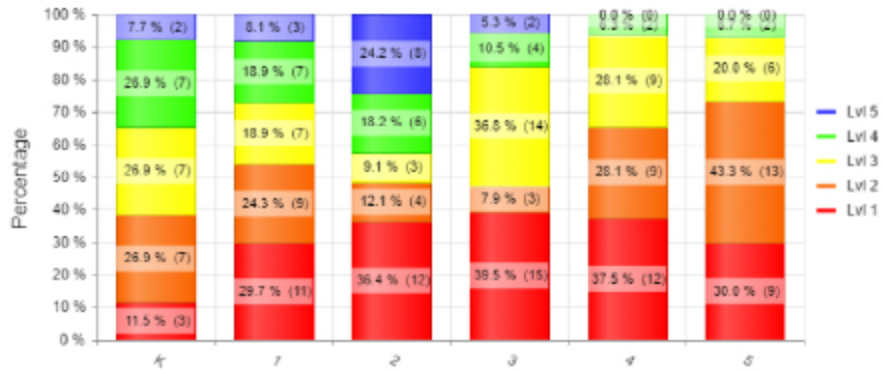


Schools: Palm ES
 Grades: K, 1, 2, 3, 4, 5

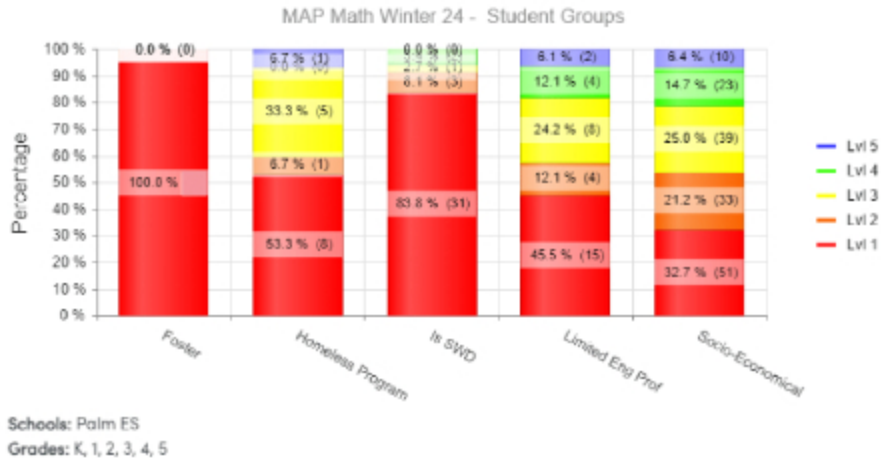


Schools: Palm ES
 Grades: K, 1, 2, 3, 4, 5

MAP Math Winter 24 - Grade Level



Schools: Palm ES



Conclusions based on this data:

1. Overall Fall proficiency level was 13.1% and Winter increased to 22% for all grades which shows a slight increase in proficiency.
2. Fall proficiency level for 2nd grade was 25.8% and Winter was 42.4% which shows a significant increase.
3. Fall SWD level 1 was 88.5% and Winter was 83.8% which shows a slight decrease.
4. Fall LEP level 1 was 61.5% and Winter was 45.5% which shows a significant decrease.
5. Fall SED level 1 was 42.3% and Winter was 32.7% which shows a slight decrease.

RFEP Monitoring Report

School	Grade Level	EL Status	IEP	SBAC ELA Achievement Level	SBAC ELA Test Date	SBAC ELA Achievement Level/Test Date	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Palm ES	4	RFEP (Monitored)	Yes	1 - Not Met	4/20/2023	1 - Not Met 04/20/2023	2 (1/12/2023)	D (2022/2023 - Trimester 3)
Palm ES	5	RFEP (Monitored)	Yes	1 - Not Met	5/11/2023	1 - Not Met 05/11/2023	1 (1/26/2024)	D (2022/2023 - Trimester 3)

Conclusions based on this data:

1.

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.

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).

Parents were emailed via Parent Square a link to complete a survey based on their perspective on how our staff and school meets the needs of our students and community, as well as where we could improve (LCAP survey and School Culture/Climate from Fisher, Frey, & Pumpian). This survey was also given to our staff in regard to how our school could improve based on the LCAP survey. Staff was also given data to review and ATSI guided questions to help identify within those given areas how we can improve for the following school year. Data included: Attendance, MAP #1, SBAC results in ELA and Math, ELPAC data, and Suspension data. The input given for Palm's Needs Assessment reveals there is a need to review and refine the intervention program we implemented this year, as our students would benefit from intense intervention with their teacher, interventionist, and our online programs. The goal is that through these resources the interventions provided would support in decreasing the achievement gap among all students, but especially our SWD, Hispanic, and EL students. Parents would like to have more extracurricular activities for students, VAPA integration, STEAM, continued emotional support for both students, families, and staff, and a more welcoming experience when visiting Palm.

Classroom Observations

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

Throughout the school year, walk through classroom observations were held in all Tk-5th grade classes. Expectations, participation rates, attendance, tardies, and work completion varies throughout each classroom. Attendance was most challenging in TK and Kinder, along with our Special Education classes. Our interventionists started strong this year and we ended with two which contributed to a stronger intervention program in the primary grades, as opposed to the upper grades. Many days, it varied between small group instruction and whole group instruction in ELA and Math. Manipulatives could be seen used more often than not in primary grades, as opposed to 4th-5th grades. Technology was utilized throughout all grade levels in effective use of iPads in Tk and Kinder classes, and laptops in grades 1 thru 5.

Analysis of Current Instructional Program

Referring to the California School Dashboard (Dashboard) identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for SWP, ATSI and/or CSI.

Standards, Assessment, and Accountability

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

Synthesis of Findings

- Math/ELA/EL Progress: SWDs in all areas have been identified in ATSI and continue to struggle in closing the achievement gap. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 30% of students Met or Exceeded Standard on SBAC
- Math: 32.8% Met or Exceeded Standard on SBAC
- School Climate: Chronic Absenteeism is high schoolwide at 48.2%, but especially in SWD at 52%. Palm's schoolwide ADA is 89%.

Needs/Priorities

There is a need for teachers to have at least one planning day with a District TOSA in Math, ELA, EL, and Sp Ed to review data and plan effective instruction, including interventions, based on the data review with an emphasis on SWD and ELs in the following areas (ELA, Math, Suspensions, Attendance). Teachers/Staff will review how students, student groups, cohorts are progressing in the areas of need for ATSI identified group SWD in all areas. Other groups to focus on will be ELs, SED, and Hispanics. Staff will identify materials and supplies needed to support instruction (whole and small groupings), modification of instruction and intervention (UFLI) to support student achievement. Integration of technology (Lexia, Dreambox, AR, MyON, and UFLI) will support learning with data to show progress in the given groups (SWD, ELs, Hispanics, SED, and All students). Integration of VAPA, NPDL, and STEM will need to be included in the planning, as well.

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

Synthesis of Findings

- Math/ELA/EL Progress: SWDs in all areas have been identified in ATSI and continue to struggle in closing the achievement gap
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to continue to have our interventionists so rehiring them will be critical in order to support our students with intense foundational skills lessons and small group focus across grade levels. Teachers and Staff will be able to review data from site assessments, MAP data, CAASPP data, MyON, AR, Lexia and Dreambox data to create small intervention groups based on student needs. Upon effective implementation of intervention groups, our Leadership Team, MTSS Team, and Site Support Team will use the data to evaluate practices, review goals, results from assessments, and continue effective implementation of the revisions to our intervention model. It will also be important to provide student recognition of improved attendance with incentives.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide Professional Development to Leadership and Staff with District TOSA's to provide focus and direction based on SPSA goals for the 24-25 school year. Along with site PD, it is critical to include research based/evidence based readings on PLC's to improve instruction and increase engagement to help decrease chronic absenteeism. Site will utilize TOSAs to provide push in support or on site PD to help the following Student groups: All students, ELs, SWDs, SEDs, and Hispanic. Furthermore, teachers will participate in site PLC's, planning days, Staff Meetings, as well as District PDs to guide instruction and effectively implement strategies.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to hire a Student Achievement TOSA to provide student academic support to our students to increase learning using UFLI program. The TOSA will provide in-class lessons to students on writing and reading/comprehension strategies to support foundation writing across grade levels, as well as improve comprehension skills. The TOSA will provide data to staff during Staff and PLC meetings.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to review the behavioral and academic progress of students and select student to be recognized for their improvement (academic, behavioral, and attendance) during grade level meetings. Teachers and Counselor will plan engaging SEL lessons, Mindful Mornings, and effective use of the Wellness Room to support the mental health of our students. Teachers will integrate NPDL, VAPA and STEAM into content areas throughout the year (Supplemental VAPA/NPDL materials).

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide additional instructional support during collaboration time within grade levels to help support the transition within Pre-K/TK/K and Elementary to Middle School. Teachers will keep open communication with the previous/outgoing teacher(s) to ease the transition. At these meetings, suggestions/recommendations will be given to the site to consider and if feasible, will be implemented for the following school year. This will help support student learning, engagement, behavior, attendance, family history, concerns, mental health support, and support SEL by preparing students and offering ample opportunities to become accustomed to procedures upon entering the next level of schooling.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide
- EL: Reclassification rate was 9.5%

Needs/Priorities

There is a need to closely monitor student progress of EL students and provide efficient feedback to students and parents to help support their learning. Additional opportunities to provide exposure to language and experiences to help support language development is crucial. Teachers will assist with providing current academic/behavioral progress of students based on the outcomes of their designated and integrated ELD lessons with students while using ELD standards. Utilization and support from Multilingual department will be necessary through TOSA support. Student progress will be closely monitored so students can meet reclassification criteria.

Extended learning activities

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide Enrichment Opportunities by site Staff to provide afterschool enrichment opportunities in sports, VAPA, and STEAM, as well as during our Saturday PAW Academies. Also, a focus on Academic Integration of NPDL and VAPA (supplies for VAPA activities, NPDL integration, student recognition for projects, achievement, attendance certificates, medals, trophies). This would be an effort to increase student achievement and attendance.

Opportunity and Equal Educational Access

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to continue to monitor student reading levels and promote the love of reading. Students will be able to participate in Accelerated Reader, MyOn, Lexia, and Dreambox to reinforce foundational skills in ELA and Math, at their instructional level while being celebrated every trimester by our Media Clerk recognizing the highest readers by grade level, along with being included in our trimester awards. For those most at-risk this will be in addition to intervention. Additional early attendance intervention will be provided to those students who struggle with attendance from Site Support Team.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
- Math: 25% of all students scored 61% or higher on MAP (Dreambox data shows that students who used Dreambox increased in standard proficiency compared to those who did not utilize Dreambox as often)
- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide Professional Development for teachers on evidence-based educational practices via our District TOSA's in ELA, Math, Science, SEL, and VAPA, as well as UFLO. This support will be both attendance of PDs and TOSA support on site during Tuesday and/or Thursday Staff/PLC meetings (Lexia, Dreambox, AR). Through attendance in these PD's teachers will meet and plan on effective implementation of strategies to implement throughout their lessons. Teachers will itemize any materials and supplies to assist in raising achievement levels with our most struggling students. Targeted lessons in SEL, Mindful Mornings, and effective use/implementation of our Wellness Room (along with incorporation of weekly character building activities, having the school Media aide read books to students each week based off of the character of the week) will be provided for those students who have a difficult time connecting to school and/or have attendance concerns.

Parental Engagement

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide additional office support to meet the needs of students. Office staff will make every effort to continuously have resources and materials needed to maintain a highly welcoming and effective office environment. This includes having an office clerk, ordering materials as needed, office supplies, access to interprogram printing, and use of functioning/dependable copy machines to support student learning (day-to-day tasks in the office, attendance, phone calls to parents, teachers, checking on orders, stocking the supply rooms with all the necessary items needed to have a functioning school, etc.). Building our relationships to grow our PTO is critical, as well. Parents request more activities and additional support is warranted at this time.

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to offer Parent Training Meetings on various topics. Throughout the year parents will be invited to attend informational meetings/Parent Workshops included to, but not limited, to: SSC/SDM, ELAC, Coffee with the Principal, Teacher Informational Nights, Curriculum Nights, Parent Education Trainings. Collaborating with PTO, monthly family activities will be offered while adding in attendance and literacy components. At these meetings parents will be provided with materials and supplies such as a binder with dividers, copies, pouch with pens, pencils, markers, highlighters to support parent learning. Topics pertaining to student achievement, parent involvement, engagement, importance of attendance, state testing, grades, homework, SEL, mental health, various disabilities, and effective implementation of our Wellness Room, etc.

Funding

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

Synthesis of Findings

- Math/ELA: ELs and SWDs have been identified in ATSI and continue to struggle. Additional groups identified include All students, as well as specifically SED, Hispanic, and ELs.
- ELA: 26% of students scored 61% or higher on ELA MAP (Lexia data shows that students who used Lexia throughout the year increased grade level proficiency)
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- School Climate: Chronic Absenteeism is high schoolwide, but especially in SWD. 89% ADA schoolwide

Needs/Priorities

There is a need to provide additional opportunities for students to engage with others in structured recess. Creating a safe and experience filled recess brings students excitement towards school. There is a need to provide additional Site Supervision for structured recess and rotations by providing additional hours to support more engaging recess/lunchtime structured play with more Site Supervision Aides, along with utilization of our Leadership Club. Students will be able to participate in the music area, ball area, card area, structured larger than life game area (life size: Bowling, Checkers, Connect Four, Jenga, Card Games), Areas for Tk/K (pretend, art, building). Wellness areas will be utilized, along with gardening and mindfulness activities.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Please include:

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
3/19/24	Staff	Through use of Guiding Questions, SBAC results, student group results, Interim results, analysis of results, teacher and parent feedback, teachers/staff were able to identify areas of need for our school.
3/27/24	ELAC	Through use of Guiding Questions, SBAC results, student group results, Interim results, analysis of results, parents were able to identify areas of need for EL students, as well as students in general.
2/9/24	Coffee w/the Principal	Through use of Guiding Questions, SBAC results, student group results, Interim results, analysis of results, parents were able to identify areas of need for EL students, as well as students in general.
4/16/24	SSC	Through use of Guiding Questions, SBAC results, student group results, Interim results, analysis of results, parents were able to identify areas of need for our school.
5/14/24	SSC	SPSA was approved

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline	
Timeline	SPSA Life Cycle
January/ February 2024	<ul style="list-style-type: none"> Review current status of 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2024-25 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 2024-25 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2024-25 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2024-25 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2024-25 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2024-25 SPSA
April	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2024-25 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2024-25 SPSA 2024-25 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 26, 2024
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2024-25 SPSAs for Board of Education Approval – June 13, 2024
August/ Sept	<ul style="list-style-type: none"> Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2024-25 SPSA
October	<ul style="list-style-type: none"> Conduct 2023-24 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2024 CAASPP, Summative ELPAC and MAP results Complete 2023-24 Annual Evaluation in DTS with SSC Based on 2023-24 Annual Evaluation, revise 2024-25 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation Revise 2024-25 SPSA Title I allocation in DTS Email MESBP when DTS revision is completed – by October 25, 2024
November/ December	<ul style="list-style-type: none"> Continue 2024-25 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2023-24

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

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

Math

School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

English Learner School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

School Climate School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2024-25

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK 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 (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	4.9 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	21.4 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	42.4 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	87.8 below standard	Increase by 4 pts or more
School Dashboard ELA- SWD	99.1 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	48.37% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	42.17% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	14.81% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	5.45% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	23.91% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	13.51% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
Kinder MAP Phonemic Awareness- All Students	68% scored level 2-5	Increase by 3% or more
Kinder MAP Phonics & Word Recognition- All Students	63% scored level 2-5	Increase by 3% or more
Kinder MAP Listening Comprehension- All Students	65% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Kinder MAP Picture Vocabulary- All Students	63% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12)	31.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12)	26.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12)	6% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12)	16.2% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	8.8% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK 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 (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	42.4 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	60.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	64 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	126.1 below standard	Increase by 4 pts or more
School Dashboard Math- SWD	140 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.21% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	28.59% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	14.95% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term English Learner	2.29% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	6.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	7.85% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
MAP Math- All Students	37.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- Low Income	32.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- English Learner	21.9% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- Foster Youth	15.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- SWD	10.7% scored \geq 61 percentile 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 (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	52.6%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	22.8%	Increase by 1% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	14.5%	Increase by 1% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 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 (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate- All Students	3.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	3.9%	Decrease by 0.3% or more
Dashboard Suspension Rate-English Learner	3.2%	Decrease by 0.3% or more
Dashboard Suspension Rate- Foster Youth	11.1%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	6.2%	Decrease by 0.5% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest Expulsion Rate	0.1%	Decrease by 0.1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	75%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	47%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	53%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	51%	Increase by 1%

Metric/Indicator (2022-23)	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	49%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 11	50%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 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 (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Graduation Rate- All Students	92.6%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	92.2%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	80.6%	Increase by 2% or more
Dashboard Graduation Rate- Foster Youth	81.8%	Increase by 2% or more
Dashboard Graduation Rate- SWD	77%	Increase by 2% or more

Annual Measurable Outcomes

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	2.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	3.2%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	8.9%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	14.3%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	5.3%	Decrease by 0.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS TK-8 Attendance Rate- All Students	92.9%	Increase by 1%
SIS TK-8 Attendance Rate- Low Income	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- English Learner	91.2%	Increase by 1%
SIS TK-8 Attendance Rate- Foster Youth	86.7%	Increase by 1.5%
SIS TK-8 Attendance Rate- SWD	86.4%	Increase by 1.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Attendance Rate- All Students	93.2%	Increase by 1%
SIS 9-12 Attendance Rate- Low Income	91.8%	Increase by 1%
SIS 9-12 Attendance Rate- English Learner	90.7%	Increase by 1%
SIS 9-12 Attendance Rate- Foster Youth	88.7%	Increase by 1%

SIS 9-12 Attendance Rate- SWD	88.1%	Increase by 1%
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Metric/Indicator (2023 Dashboard)	Baseline/ Actual Outcome	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	26%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	28.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	22.6%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	36%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	38.7%	Decrease by 4% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	22.8%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	20.7%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.1%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	14.6%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	28.9%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ELA

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 including English Learners, Socioeconomically Disadvantaged, Hispanics, and Students with Disabilities will increase their student achievement in English Language Arts as measured by the Dashboard, CAASPP, MAP, and Lexia.

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.

CA Dashboard data, CAASPP results, SMAP and Lexia indicate there is a need to increase academic achievement for all students in ELA. Additionally, data indicated there is a significant gap between English Language Learners and Students with Disabilities compared to other students groups. Therefore, a focus on foundational skills implementing UFLI across K-3rd grade (primary grades), small groups in upper grades to focus on comprehension skills, and writing fundamentals across grade levels are needed with use of evidence-based support and interventions to increase student achievement.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard ELA- All Students 1b School Dashboard ELA- Low Income 1c School Dashboard ELA- English Learner 1d School Dashboard ELA- SWD	1a -71.9 points below standard 1b - 72.8 points below standard 1c - 106.4 points below standard 1d - 181.5 points below standard	1a - Increase by 3 pts or more 1b - Increase by 3 pts or more 1c - Increase by 3 pts or more 1d - Increase by 3 pts or more 1e - Increase by 3 pts or more
Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students	2a - 29% Meets or Exceeds Standard	2a - Increase by 3 pts or more 2b - Increase by 3 pts or more 2c - Increase by 3 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2b CAASPP SBAC ELA- Low Income 2c CAASPP SBAC ELA- English Learner 2d CAASPP SBAC ELA- SWD	2b - 28.5% Meets or Exceeds Standard 2c - 0% Meets or Exceeds Standard 2d - 0% Meets or Exceeds Standard	2d- Increase by 3 pts or more 2e - Increase by 3 pts or more
Metric/Indicator (Winter 2023) 3a Kinder MAP Phonemic Awareness- All Students 3b Kinder MAP Phonics & Word Recognition- All Students 3c Kinder MAP Listening Comprehension- All Students 3d Kinder MAP Picture Vocabulary- All Students	3a - 61% Meets or Exceeds 3b - 65% Meets or Exceeds 3c - 75% Meets or Exceeds 3d - 68% Meets or Exceeds	3a - Increase by 3 pts or more 3b - Increase by 3 pts or more 3c - Increase by 3 pts or more 3d - Increase by 3 pts or more
Metric/Indicator (Winter 2023) 4a Gr. 2 MAP Reading- All Students (2024-25 will include Grades 1-12) 4b Gr. 2 MAP Reading- Low Income (2024-25 will include Grades 1-12) 4c Gr. 2 MAP Reading- English Learner (2024-25 will include Grades 1-12) 4d Gr. 2MAP Reading- SWD (2024-25 will include Grades 1-12)	4a - 29% Meets or Exceeds 4b - 26% Meets or Exceeds 4c - 12.5% Meets or Exceeds 4d - 0 % Meets or Exceeds	4a - Increase by 3 pts or more 4b - Increase by 3 pts or more 4c - Increase by 3 pts or more 4d - Increase by 3 pts or more

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for 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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Activity

- (1.1) Teachers will have a planning day after each MAP to review data and plan effective instruction, including interventions, based on the data reviewed (e.g., ELA, EL, and Intervention)
- (1.2) Basic - Materials and Supplies - Items to be purchased to support great first instruction and improve student achievement, ELA manipulatives and NPD L resources/materials.
- (1.3) Materials and Supplies, ELMOs, Professional Reading material, Intervention materials to support our lowest achieving students including SWD's, EL's, and at-risk to increase student achievement (copies, markers, crayons, reading books, digital reading books, bilingual reading books, paper, glue, tape, paperclips, manipulatives, whiteboards, charts, whiteboard markers, highlighters)
- (1.4) Chargers, mice, headphones, projectors, ELMOs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I, Part A Teacher Release Time-Subs (Including benefits) (1.1) Substitute Teacher Salaries
6426	LCFF Basic Supplemental Supplies (1.2) Materials & Supplies
6041	Title I, Part A Supplemental Supplies (1.3) Materials & Supplies (copies, markers, crayons, reading books, digital reading books, bilingual reading books, paper, glue, tape, paperclips, manipulatives, whiteboards, charts, whiteboard markers, highlighters)
12102	LCFF S&C Supplemental Supplies (1.4) Materials & Supplies

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

2.1 Leadership and Interventionists will use data to evaluate practices, review goals, results from the assessments (CAASPP, MAP, Lexia, Common Assessments, attendance, behavior,) and continuous effectiveness of interventions implemented to increase student achievement (after school planning time)
2.2 Teachers will conduct data reviews (CAASPP, MAP, Lexia, Common Assessments, attendance) with PLC teams within EL's, SWD, at-risk students (after school planning time)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) See ELA Strategy 1a
10000	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) (after school planning time)

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, ELs and SWDs

Activity

(1) PD Reading for Staff on research based/evidence based interventions to improve instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF S&C
Books (Excluding core textbooks)
(1) Professional Reading

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

4.1 Hire Instructional Coach to provide on-going Professional Development to Interventionist, teachers, and support staff to increase student learning. To provide in-class lessons to all students on writing and reading/comprehension strategies. IC will support staff and teachers with on-going PD and PLC support to increase student learning through implementation of University of Florida's Literacy Initiative (UFLI). Furthermore, implementation of UFLI will support or increase student achievement within the following groups: All students, SWDs, SEDs, ELs, and Hispanic students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

32725

Title I, Part A
Certificated Staff (Including benefits)
4.1 20% Salary

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

5a - Staff will meet on Monday's/Thursday's during PLC time to review data based on assessments to form UFLI groups and adjust groups as students progress through lessons.

5b. Instructional Coach will participate in summer planning with Site Support to review data (intervention progress, attendance, MTSS, IUFLI, nstructional support) to provide and plan an effective tiers of support (academic and behavioral) for the 24-25 school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits) 5a -Instructional Coach teacher support - See ELA Strategy 4
5000	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5b -Instructional Coach additional summer planning hours

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

Preschool teacher will meet with TK/Kinder teachers to review current levels and share pertinent information for proper planning. Middle school and 5th grade teachers will meet to discuss pertinent information to assist with a smooth transition for our 5th graders. Teachers will meet in Fall to establish Essential Standards for the year with their next grade level partners and will do so again at the end of the year to review data from the year of upcoming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits)

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

Renew subscriptions to offer students reading support with AR and MyON.

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)

9000

Title I, Part A
Contracted Services
AR July - June Contract

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

Additional office support to meet the needs of students. Continuously have resources and materials needed to maintain a highly welcoming and effective office environment.

10.1 Office Clerk

10.2 Office Supplies - Counseling

10.3 Office Supplies - Health Services

10.4 Office Copier Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
34223	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10.1 Office Clerk
1000	LCFF S&C Supplemental Supplies 10.2 General Office supplies and equipment-Admin
1000	LCFF S&C Supplemental Supplies 10.3 General Office supplies and equipment-Counselor
6000	LCFF Base Maintenance Repairs/Agreements 10.3 Copier Maintenance

Goals, Strategies, & Proposed Expenditures

Goal Subject

Math

LEA/LCAP Goal

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

School Goal - Math

All students, particularly English Learners and Students with Disabilities, and SED will increase their student achievement in Math as measured by the Dashboard, CAASPP, MAP, and Dreambox.

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.

CA Dashboard data, CAASPP results, MAP and DreamBox indicate there is a need to increase academic achievement for all students in Math. Additionally, data indicated there is a significant gap between English Language Learners and Students with Disabilities compared to other students groups. All students, including SED, SWD, Hispanic, and ELs continue to need support with foundational Math skills. Each grade level has identified skills needing mastery by to be successful the following year including stamina in math facts across grade levels combined with use of evidence-based support and interventions to increase student achievement.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard Math- All Students 1b School Dashboard Math- Low Income 1c School Dashboard Math- English Learner 1d School Dashboard Math- SWD	1a - 87.9 points from Standard 1b - 89.3 points from Standard 1c - 112.6 points from Standard 1d - 173 points from Standard	1a - Increase by 3 points 1b - Increase by 3 points 1c - Increase by 3 points 1d - Increase by 3 points
Metric/Indicator (2022-23) 2a CAASPP SBAC Math- All Students 2b CAASPP SBAC Math- Low Income	2a - 32.8% Meets or Exceeds Standard 2b - 32.6% Meets or Exceeds Standard	2a - Increase by 3 points 2b - Increase by 3 points 2c - Increase by 3 points 2d - Increase by 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2c CAASPP SBAC Math- English Learner 2d CAASPP SBAC Math- SWD	2c - 16.7% Meets or Exceeds Standard 2d - 0% Meets or Exceeds Standard	
Metric/Indicator (Winter 2023) 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- SWD	3a - 22.6% Meets or Exceeds Standard 3b - 21.4% Meets or Exceeds Standard 3c - 20% Meets or Exceeds Standard 3d - 7.5% Meets or Exceeds Standard	3a - Increase by 3 points 3b - Increase by 3 points 3c - Increase by 3 points 3d - Increase by 3 points 3e - Increase by 3 points

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for 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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, ELs and SWDs

Activity

- (1.1) Teachers, through data review, will identify materials and supplies needed to modify instruction, improve student achievement, and utilize during intervention.
- (1.2) Use of and integration of technology for intervention, small group instruction, VAPA and NPDJ throughout the year
- (1.3) Teachers will have a planning day after each MAP Assessment to review data and plan effective instruction, including interventions, based on the data reviewed (e.g., Math, EL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF S&C Supplemental Supplies (1.1) Materials & Supplies for Math instruction and intervention
1000	LCFF S&C Supplemental Supplies (1.2) Use/integration of technology to support instruction
2000	LCFF S&C Teacher Release Time-Subs (Including benefits) (1.3) PLC Release Time , testing, PD

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(1) Leadership, Site Support Team, and Interventionists will use data to evaluate practices, new goals, results from assessments, and continuous effectiveness of interventions implemented

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) (1) Leadership Team data review w/Interventionist and counselor- See ELA Strategy 1

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(1) PD: Reading for Staff on research based/evidence based interventions to improve first instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF S&C
Books (Excluding core textbooks)
(1) See ELA Strategy 3

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

-Instructional Coach will provide on-going Professional Development to Interventionists, teachers, and support staff to increase student learning. To provide in-class lessons on writing and reading comprehension strategies (ELA Strategy 4).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Certificated Staff (Including benefits)
-Instructional Coach teacher support and student lessons - See ELA Strategy 4

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

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.

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs, and SWDs

Activity

Preschool teacher will meet with TK/Kinder teachers to review current levels and share pertinent information for proper planning. Middle school and 5th grade teachers will meet to discuss pertinent information to assist with a smooth transition for our 5th graders. Teachers will meet in Fall to establish Essential Standards for the year with their next grade level partners and will do so again at the end of the year to review data from the year of upcoming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Certificated Staff (Including benefits)
PLC Release Time-See ELA Strategy 2

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

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

School Goal - English Learners

All students, particularly English Learners and Students with Disabilities, will increase their student achievement in English Language Arts as measured by ELPAC, MAP, CAASPP, Lexia, and progress using UFLI.

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.

CA Dashboard data, CAASPP results, MAP, and Lexia indicate there is a need to increase academic achievement for all students in ELD. Additionally, data indicated there is a significant gap between English Language Learners and Students with Disabilities compared to other students groups. Therefore, a focus on foundational skills (primary grades), stamina in reading and math facts, and writing fundamentals across grade levels are needed with use of evidence-based support and interventions to increase student achievement.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator	1a - 40% Making Progress Towards Proficiency	1a - Increase by 3 points
Metric/Indicator 2a Summative ELPAC Level 4	2a - 7.5% of ELs Maintained Level 4	2a - Increase by 3 points
Metric/Indicator (2022-23) 3a English Learner Reclassification Rate	3a - 8.33% Reclassification Rate	3a - Increase by 3 points

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for 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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

- (1) Materials and Supplies: Instructional materials to support language development of EL students (reading material, supplies for intervention, books of high interest, cards, games, technology support for implementation of intervention, data tracking).
- (2) Teachers will have a planning day after each DIA to review data and plan effective instruction, including interventions, based on the data reviewed (e.g., ELA, Math, EL, Intervention, and Attendance Data)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) (1) Materials & Supplies
0	Title I, Part A Teacher Release Time-Subs (Including benefits) (2) PLC Release Time (ELA Strategy 1)

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(1) Hire Interventionists to support with intense foundational skills/lessons with small groups (EL, LTELs, SWDs, At-Risk) across grade levels .

(2) Leadership/Site Support Team and Interventionist will use data to evaluate practices, new goals, results from assessments, and continuous effectiveness of interventions implemented (ELA 2).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15360

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

0

Title I, Part A

(2) Leadership Team/PLC review w/
Interventionist - See ELA, Math Strategy 2

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(1) PD: Reading for Staff on research based/evidence based interventions to improve first instruction (ELA 3).

Proposed Expenditures for this Strategy/Activity

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

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

Amount(s)

0

Source(s)

LCFF S&C
Books (Excluding core textbooks)
(1) PD Staff on current research/books - See
ELA Strategy 3

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

-Instructional Coach will provide on-going Professional Development to Interventionist, teachers, and support staff to increase student learning. Also Instructional Coach will provide in-class lessons on writing and reading comprehension strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I, Part A
Certificated Staff (Including benefits)
-Instructional Coach teacher support and
student lessons - See ELA Strategy 4

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

-The Instructional Coach will support PLC process during Thursday's Cross-Grade Level PLC meetings, grade level meetings, and Staff meetings

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
Certificated Staff (Including benefits)
-20% Instructional Coach - See ELA Strategy 4

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

Preschool teacher will meet with TK/Kinder teachers to review current levels and share pertinent information for proper planning. Middle school and 5th grade teachers will meet to discuss pertinent information to assist with a smooth transition for our 5th graders. Teachers will meet in Fall to establish Essential Standards for the year with their next grade level partners and will do so again at the end of the year to review data from the year of upcoming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A
Certificated Staff (Including benefits)
PLC Release Time - See ELA Strategy 2.1

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

- (1) Renew subscription to offer students reading support with AR.
- (2) Continue use of Lexia across grade levels to assist in closing the achievement gap in our students, specifically EL students
- (3) Continue use of Dreambox across grade levles to assist in closing the achievement gap in our students, specifically EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Contracted Services (1) AR subscription - See ELA Strategy 8
0	District Funded Contracted Services (2) District Funded subscription
0	District Funded Contracted Services (3) District Funded subscription

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(9) Professional Development for teachers on evidence-based educational practices via our District TOSA's to support student achievement with ELs, SWDs, and at-risk groups (Materials and Supplies - copies, manipulatives, markers, highlighters, academic games, paper, VAPA materials, NPDL materials) needed to implement strategies presented at trainings with District TOSA's to raise achievement with our most struggling students) including ELs, SWDs, and at-risk groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF S&C Books (Excluding core textbooks) (9) Materials and Supplies - See ELA strategy 1

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

Parent will attend informational meetings/Parent Workshops included to, but not limited, to: SSC/SDM, Coffee with the Principal, Teacher Informational Nights, Curriculum Nights, Parent Education Trainings. At these meetings parents will be provided with materials and supplies: (1) binder with dividers, copies, pouch with pens, pencils, markers, highlighters to support parent learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1031	Title I Parent Involvement Supplemental Supplies (1) Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate and Student Engagement

LEA/LCAP Goal

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

School Goal - School Climate

All students, particularly English Learners and Students with Disabilities, SED, and Hispanic students will increase their daily attendance as measured by the Dashboard CAASPP and Aeries Attendance rate (daily, weekly, monthly, yearly).

- Increase ADA by 4%

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.

CA Dashboard data on Chronic Absenteeism and Suspensions indicate there is a need to increase engagement and attendance for all students, including SWDs, SED, ELs, and Hispanic. Additionally, data indicated there is a significant gap between English Language Learners and Students with Disabilities compared to other students groups. Therefore, a focus on engagement, SEL, Mindful Morning, effective implementation of our Wellness Room, and MTSS and Tiers of Support to increase daily attendance rate and decrease suspensions.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 1b Dashboard Suspension Rate- Low Income 1c Dashboard Suspension Rate-English Learner 1d Dashboard Suspension Rate- SWD	1a - 2.3% suspended at least one day 1b - 2.2% suspended at least one day 1c - 3.4% suspended at least one day 1d - 9.8% suspended at least one day	1a - Decrease by 3 points 1b - Decrease by 3 points 1c - Decrease by 3 points 1d - Decrease by 3 points
Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate	2a - N/A	2a - N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2022-23) 3a CHKS "Safe or Very Safe" Overall Perception- Grade 5	3a - 50% Felt Safe at School	3a - Increase by 3 points
Metric/Indicator (2022-23) 4a CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	4a - 44% Felt Connected to School	4a - Increase by 3 points
Metric/Indicator (2022-23) 5a SIS TK-8 Attendance Rate- All Students 5b SIS TK-8 Attendance Rate- Low Income 5c SIS TK-8 Attendance Rate- English Learner 5d SIS TK-8 Attendance Rate- Foster Youth 5e SIS TK-8 Attendance Rate- SWD	5a - 72.7% Attendance Rate 5b - 68.8% Attendance Rate 5c - 85.7% Attendance Rate 5d - 100% Attendance Rate 5e - 62% Attendance Rate	5a - Increase by 3 points 5b - Increase by 3 points 5c - Increase by 3 points 5d - Increase by 3 points 5e - Increase by 3 points
Metric/Indicator (2023 Dashboard) 6a Dashboard K-8 Chronic Absenteeism Rate- All Students 6b Dashboard K-8 Chronic Absenteeism Rate- Low Income 6c Dashboard K-8 Chronic Absenteeism Rate- English Learner 6d Dashboard K-8 Chronic Absenteeism Rate- SWD	6a - 48.2% Chronically Absent 6b - 51.4% Chronically Absent 6c - 38.2% Chronically Absent 6d - 52% Chronically Absent	6a - Decrease by 3 points 6b - Decrease by 3 points 6c - Decrease by 3 points 6d - Decrease by 3 points

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for 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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

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.

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(5) Teachers will review the behavioral and academic progress of students and select students to be recognized for their improvements (Student Achievement Certificates - including Lexia, Dreambox, and AR).
 (5.1) Teachers and Counselor will plan engaging SEL lessons, Mindful Morning, and effective implementation of our Wellness Room to support mental health
 (5.2) Teachers will integrate NPD and VAPA with a focus on mental health/well-being/mindfulness into content areas throughout the year (Supplemental VAPA/NDPL materials)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF Basic Supplemental Supplies (5)Materials & Supplies
500	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) (5.1)Materials & Supplies

500

LCFF S&C
Supplemental Supplies
(5.2)Materials & Supplies

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, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWDs

Activity

(6) School Planners with agreed upon protocols/procedures recommended by transition meetings to help support/improve instruction, student organization, positive behavior, and home school communication.

(6.1) Preschool teacher will meet with TK/Kinder teachers to review current levels and share pertinent information for proper planning. Middle school and 5th grade teachers will meet to discuss pertinent information to assist with a smooth transition for our 5th graders. Teachers will meet in Fall to establish Essential Standards for the year with their next grade level partners and will do so again at the end of the year to review data from the year of upcoming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I, Part A
Supplemental Supplies
(6) Student Planners

0

Title I, Part A
Certificated Staff (Including benefits)
(6.1)PLC Release Time - See ELA Strategy 2.1

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, ELs and SWD

Activity

Enrichment Opportunities

(7) Academic Integration of NPDL and VAPA (supplies for VAPA activities, NPDL integration, student recognition for projects (achievement, attendance certificates, medals, trophies)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF S&C
Supplemental Supplies
(7) See Math Strategy 1

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

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, ELs and SWDs

Activity

(12.1) Additional Hours to support more engaging recess/lunchtime structured play
(12.2) Additional Counseling hours to support low achieving students with academic achievement, behavior, and social emotional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13923

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12.1 Additional SSA support

1000

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

	12.2 Additional Hours-Counselor
13923	LCFF Basic Classified Instructional/Support Staff (Including Benefit) 12.1 Additional SSA Support

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$84157
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$84157
Total CSI Funds Provided to the School from the LEA	\$0
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$0

Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$1,031.00
Title I, Part A	\$83,126.00

Subtotal of federal funds included for this school: \$84,157.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF Base	\$6,000.00
LCFF Basic	\$20,849.00
LCFF S&C	\$69,248.00

Subtotal of state or local funds included for this school: \$96,097.00

Total of federal, state, and/or local funds for this school: \$180,254.00

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
LCFF Base		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	6,000.00
LCFF Basic	20,849.00
LCFF S&C	69,248.00
Title I Parent Involvement	1,031.00
Title I, Part A	83,126.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	1,000.00
Certificated Staff (Including benefits)	32,725.00
Classified Instructional/Support Staff (Including Benefit)	77,429.00
Contracted Services	9,000.00
Maintenance Repairs/Agreements	6,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	1,500.00
Supplemental Supplies	31,600.00
Teacher Release Time-Subs (Including benefits)	5,000.00
Teacher Workshop/Additional Hrs (Including benefits)	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracted Services	District Funded	0.00
Maintenance Repairs/Agreements	LCFF Base	6,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Basic	13,923.00
Supplemental Supplies	LCFF Basic	6,926.00
Books (Excluding core textbooks)	LCFF S&C	1,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	48,146.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	1,500.00
Supplemental Supplies	LCFF S&C	16,602.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	2,000.00
Supplemental Supplies	Title I Parent Involvement	1,031.00
	Title I, Part A	0.00
Certificated Staff (Including benefits)	Title I, Part A	32,725.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	15,360.00
Contracted Services	Title I, Part A	9,000.00
Supplemental Supplies	Title I, Part A	7,041.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	3,000.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	127,517.00
Goal 2 - Math	4,000.00
Goal 3 - English Learner	17,391.00
Goal 4 - School Climate	31,346.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: TOSA Employee Name: Jessika Kim	
Funding Resource: Title I Percent FTE: 20%	Funding Resource: Percent FTE:
<ul style="list-style-type: none"> • Support classroom teachers with push-in support for high needs students to reinforce foundational skills (SWDs, ELs, Chronically Absent students, At-Risk) • Develop standards aligned mini-lessons and common assessments to use for intervention and targeting of specific student groups (SWDs, ELs, Chronically Absent students, At-Risk) to increase achievement. • Assist teachers in analyzing grade level and student group data at check points throughout the year to adjust student groupings based on identified need (SWDs, ELs, Chronically Absent students, At-Risk) • Grade level team planning guidance and support to assure all students are in appropriate interventions by groups and receiving identified support (SWDs, ELs, Chronically Absent students, At-Risk) • Work in collaboration with administration to provide appropriate support to lowest achieving students • PLC support to meet the needs of low achieving and identified student populations (SWDs, ELs, Chronically Absent students, At-Risk) • Provide classroom support for all students, ELs, SWD, and underrepresented students who are not meeting grade level standards in ELA 	

2023-2024 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
Sandy Carbajal	X				
Peggy Sia		X			
Lena Pak		X			
Jessika Kim		X			
Olivia Garcis			X		
Martha Uriarte				X	
Mireily Velasquez				X	
Elias Enriquez				X	
Chanel Lara				X	
Yareli Ruiz				X	
Numbers of members of each category:	1	3	1	5	

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

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

2023-2024 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
Sandy Carbajal	X			
Elias Enriquez			X	
Yareli Ruiz			X	
Joanna Luna				X
Mireily Velasquez				X
Esmeralda Arce				X
Numbers of members of each category:	1	0	2	3

ELAC Composition Requirements

Requirements for ELAC elections include:

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on: 5/14/24

Attested:

Two handwritten signatures in blue ink are visible on the left side of the page. The top signature is more fluid and cursive, while the bottom signature is more blocky and appears to be a name.

Principal, Sandy Carbajal on 5/14/24

SSC Chairperson, Mireily Velazquez on 5/14/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

School and Student Performance Data

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

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Professional Development, Teaching and Learning

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

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

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

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

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

Extended learning activities

Opportunity and Equal Educational Access

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

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

Parental Engagement

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

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

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

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

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019