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 Mesa Robles School Site Council, describes the strategies for improving student academic achievement.

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

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Mesa Robles	CA	5/9/24	June 27, 2024

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

This plan represents the actions to be taken to raise students' academic performance and improve the school's educational program, particularly for students in grades 3-8 who are not performing proficiently at the California State Test Language Arts and Math: ELL, SED, SWD, and K-2 students not performing proficiently in ELA & Math District MAP Assessments.

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.

This plan presents data results from the prior school year. Then, a comprehensive school needs assessment is created to find possible reasons for students' academic performance. Based on those findings, stakeholders create goals and plans of action. Such a plan is required for the allocation and expenditure of funds allocated by the federal, state, and local funding programs. This plan also contains all the mandated components required like Student Data results from the prior school year, Needs Assessment report and findings, School District as well as school goals for Student Achievement, activities planned to meet achievement goals, budget allocations, mandated parental Involvement activities, Duty statement for Title I funded positions, School Site Council and ELAC member's lists, and approval signatures of the plan.

School Profile

Mesa Robles School is a unique kindergarten through eighth-grade school in the hills of Hacienda Heights, a suburb of Los Angeles County. The home of the Mustangs opened its doors in 1964. Mesa Robles' mission is to provide all students with a positive learning environment with high expectations to reach academic goals and build character with an emphasis on respect, responsibility, safety, citizenship, and personality. Mesa is known for being a high-achieving school and has a reputation for producing consistently good academic, performing arts, and STEM programs. Through the combined efforts of all stakeholders, Mesa is an engaging and welcoming place to learn. Mesa Robles has a dedicated staff, with 50% working at the school for fifteen or more years. Mustang pride runs deep across generations. There is strong parent involvement at Mesa, with many volunteers dedicating their time to support our school in the classrooms and enrichment events such as assemblies, fundraisers, and middle school activities. These are attributed to our dedicated Parent Teacher Organization (PTO). With students from kindergarten to eighth grade, upwards of 1,179 pupils arrive daily to pursue knowledge, socialize, and grow.

Mesa's dedicated staff facilitates exemplary academic and enrichment programs. In the year 2022 - 2023 school year, 68%of all students Met or Exceedeed the standards in Language Arts, and 61.11% of all students Met or Exceeded the standards in Math. In 2018, Mesa Robles began implementing New Pedagogies for Deep Learning (NPDL). NPDL encompasses the "Six C's": Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. Teachers collaborate between and across grade levels to create and facilitate lessons that incorporate real-life experiences leading to problem-solving.

School climate and student safety are top priorities at Mesa Robles. The school participates in Multi-Tiered Systems of Support (MTSS), focusing on Response to Intervention (RTI) for behavior and academics. The principal and two assistant principals maintain a progressive school discipline plan. The counselor and Teacher on Special Assignment (TOSA) provide social, emotional, and academic support in collaboration with the classroom teachers. Mesa's kindergarten through eighth-grade Associated Study Body (ASB) works with Where Everybody Belongs (WEB) to promote a positive school and community culture with various philanthropic programs. A program particular to Mesa Robles is the school-wide behavior incentive program called "Huts" and "Colleges." Groups collectively work to earn points for behavior aligned with the schools' pillars of safety, respect, and responsibility. This system encourages students to become collaborative contributing citizens, which

creates confident and tenacious academic leaders all over campus. Over the past two years, Mesa has added several teacher-led enrichment after-school clubs such as Gardening, Chess, Speech and Debate, Drama, Art, Spanish, Percussion, Bullet Journaling, and Homework Help. These hands-on, engaging clubs promote other avenues of creativity, build relationships among students with common interests, and create a more well-rounded Mesa community.

Mesa Robles School strives to continue to learn and grow. Within the last few years, we have received recognition for several statewide awards: The distinguished Golden Ribbon School Award in 2015, the Title I Academic Achievement Award School in 2016, the California Distinguished School Award in 2018 and 2020, and the 2022 California Pivotal Practice (CAPP) Award. In 2023, the United States Department of Education nominated Mesa Robles as the National Blue Ribbon School of Excellence. U.S. News ranked Mesa Robles among the top 10% of Best schools in California (top 5% for middle schools and top 12% for elementary schools). Mesa Mustangs have a tradition of excelling in various programs offered to our student body. Our robotics team has been recognized internationally and earned the "Teamwork Award" for several years in regional competitions. Mesa Robles also has multi-award-winning instrumental and vocal ensembles at local, regional, and state levels. Over the years, Mesa's Elementary and Middle Science Olympiad teams have earned multiple local and state awards. The Speech and Debate team has won regional awards and has qualified for state and national competitions in 2022 and 2023. We also celebrate success with our sports, which have won several league championships, including basketball, flag football, volleyball, soccer, softball, and cross country.

Table of Contents

District Adopted Core Curriculum 2024-25

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.09%	0%	%	1	0	
African American	0.55%	0.61%	0.34%	6	7	4
Asian	54.90%	53.97%	57.00%	594	619	672
Filipino	2.22%	1.92%	1.87%	24	22	22
Hispanic/Latino	36.23%	36.62%	34.44%	392	420	406
Pacific Islander	%	0%	%		0	
White	3.79%	3.84%	3.65%	41	44	43
Multiple/No Response	0.65%	0.96%	0.68%	7	11	8
			Total Enrollment	1082	1147	1179

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	81	68	48
Grade 1	76	82	75
Grade 2	70	76	82
Grade3	92	77	91
Grade 4	78	103	90
Grade 5	81	102	114
Grade 6	192	229	231
Grade 7	196	204	235
Grade 8	216	206	213
Total Enrollment	1,082	1,147	1,179

Conclusions based on this data:

1. Asian population has increased within the past school year.

2. Hispanic/Latino groups have decreased within this past school year.

3. The total student enrollment has increased despite the declining student enrollment that the state of California, as well as HLPUSD, has suffered this past school year.

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	195	209	210	13.70%	18.0%	17.8%
Fluent English Proficient (FEP)	293	290	338	30.10%	27.1%	28.7%
Reclassified Fluent English Proficient (RFEP)	22			14.6%	10.10%	

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	17	0	0	0	17	0	17
01	13	0	0	0	13	0	13
02	16	0	0	0	16	10	26
03	13	4	0	0	17	13	30
04	1	6	0	0	7	20	27
05	2	8	0	2	12	26	38
06	4	7	16	0	27	51	78
07	7	4	16	0	27	75	102
08	4	1	10	0	15	59	74

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	35	0	0	0	35	0	35
01	23	0	0	0	23	0	23
02	13	0	0	0	13	0	13
03	14	5	0	0	19	12	31
04	4	16	0	0	20	13	33
05	1	9	0	0	10	21	31
06	4	4	12	0	20	59	79
07	3	2	20	0	25	51	76
08	6	5	19	0	30	74	104

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	25	0	0	0	25	0	25
01	35	0	0	0	35	0	35
02	20	0	0	0	20	0	20
03	9	1	0	0	10	8	18
04	3	4	0	12	19	18	37
05	2	7	0	14	23	21	44
06	5	1	5	14	25	53	78
07	6	1	3	16	26	58	84
08	4	0	2	20	26	53	79

Conclusions based on this data:

1. Over the last 3 years, the number of EL students has increased and the number of IFEP students has decreased. Mesa Robles has had more newcomers enroll over the last 3 school years.

2. The number of LTELs decreased from the 2021-2022 school year to the 2022-2023 school year.

3. From the 2021-2022 school year compared to t he 2022-2023 school year, the number of ELs At-risk 4-5 years decreased.

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**
1147	**50.4**	**18.2**	**0.2**
Total Number of Students enrolled in Mesa Robles.	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	209	18.2
Foster Youth	2	0.2
Homeless	16	1.4
Socioeconomically Disadvantaged	578	50.4
Students with Disabilities	69	6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.6
Asian	619	54
Filipino	22	1.9
Hispanic	420	36.6
Two or More Races	11	1
White	44	3.8

Conclusions based on this data:

1. 50.4% of students are SED (578 students)

2. 18.2% of students are English Language Learners (209 students).

3. 0.2% of students are foster students (2 students).

4. 54% of students are Asian, 36.6% of students a re Hispanic, 3.8% of students are White, 1.9% are Filipino, 1% are Two or More Races, and 0.6% are African American.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall performance of all students in ELA is at grade level or above.

2. The overall performance of all students in Math is at grade level or above.

3. We have some work to do with the percentage of suspensions.

School and Student Performance Data

Academic Performance
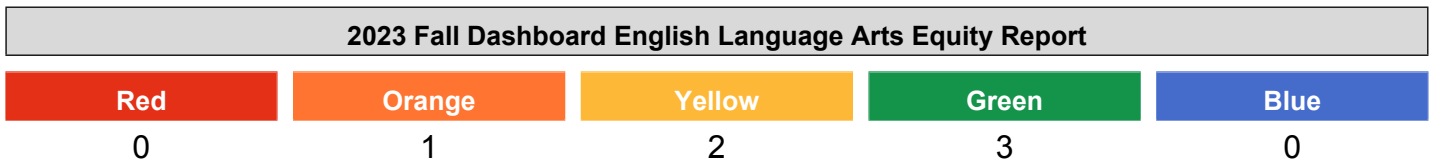## English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	3	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	Less than 11 Students
44.1 points above standard	7.9 points above standard	
Decreased -12.7 points	Decreased -4.6 points	2 Students
896 Students	178 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Orange
	22 points above standard	59 points below standard
8 Students	Decreased -12 points	Decreased -9.1 points
	478 Students	47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	Green 74.4 points above standard Decreased -5.8 points 478 Students	89.5 points above standard Increased Significantly +26.1 points 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.3 points below standard Decreased Significantly -23.5 points 328 Students	Less than 11 Students 7 Students	No Performance Color 0 Students	Green 37.2 points above standard Decreased -4.1 points 38 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**
57.6 points below standard Decreased -12.6 points 81 Students	62.7 points above standard Decreased Significantly -18.4 points 97 Students	36 points above standard Decreased Significantly -18.9 points 511 Students

Conclusions based on this data:

1. Overall, students performed in the green level with 44.1 points above standard and declined 12.7 points.

2. The Hispanic subgroup (yellow) scored 0.3 points below standard and declined 23.5 points.

3. The EL subgroup (yellow) scored 7.9 points above standard and declined 4.6 points.

4. The students with disabilities subgroup (orange) scored 59 points below the standard and declined 9.1 points.

5. The subgroups that performed at the green level were: Asian, SED, and White. All three groups performed above the standard but also declined in points.

School and Student Performance Data
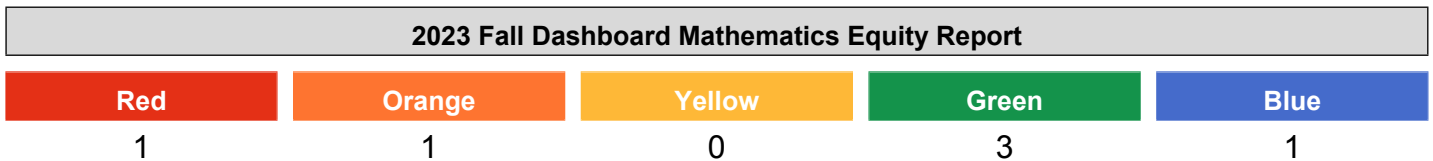
Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	Less than 11 Students
27.5 points above standard	1.4 points above standard	2 Students
Maintained -2.4 points	Decreased -10 points	
897 Students	179 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Red
8 Students	3.5 points above standard	95.3 points below standard
	Maintained -1.5 points	Decreased Significantly -32.8 points
	479 Students	47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Blue	63.9 points above standard
7 Students	0 Students	73.4 points above standard	Increased +8.4 points
		Maintained -0.4 points	
		479 Students	18 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	Green
37.1 points below standard	7 Students	0 Students	9.3 points below standard
Decreased -3.6 points			Increased +3.2 points
328 Students			38 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
56.6 points below standard	50.4 points above standard	12.5 points above standard
Decreased Significantly -22.7 points	Decreased -14.7 points	Decreased -3.1 points
82 Students	97 Students	511 Students

Conclusions based on this data:

1. Overall students performed in the green level. They scored 27.5 points above the standard and maintained -2.4 points.

2. The SWD subgroup performed in the red level. The scored 95.3 points below the standard and declined 32.8 points.

3. The Hispanic subgroup performed in the orange level. They scored 37.1 points below the standard and declined 3.6 points.

4. The EL, SED, and White, and Asian subgroups performed in the green level. All groups scored above the standard. The EL subgroup declined 10 points, SED maintained -1.5 points, Asian maintained -0.4 points, and white subgroup increased 3.2 points.

5. The Asian subgroups performed in the blue level. They scored 73.4 points above the standard and maintained -0.4 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
53.3% making progress towards English language proficiency
Number of EL Students: 122 Students
Performance Level: 3
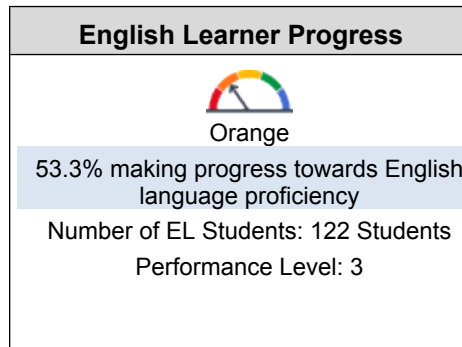
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21	36	4	61

Conclusions based on this data:

1. English Learner Progress scored orange with a performance level of 3. They scored 53.3 points above the standard (making progress towards English language proficiency.

2. 17.2% of English Learners decreased one ELPI level (21 students). This group will need continued support with explicit English Language development evidence based strategies.

3. 29.5% of English Learners maintained ELPI level 1-3H (36 students). This group may need ELPAC practice and data chats. They will also need specific interventions to support language acquisition.

4. 3.3% of English Learners maintained an ELPI level 4 (4 students). This group may need additional support in their ELA classes or on state/district assessments to ensure reclassification.

5. 50% of English Learners progressed at least one ELPI level (61 students). Additional support provided by a bilingual aide or TOSA is needed to continue to facilitate growth.

School and Student Performance Data

Academic Engagement
## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	0	1

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
11.1% Chronically Absent	10.1% Chronically Absent	
Declined Significantly -10.2	Declined Significantly -13.7	2 Students
1170 Students	218 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
35.3% Chronically Absent	Yellow	Orange
Declined -10.9	13.6% Chronically Absent	34.6% Chronically Absent
17 Students	Declined Significantly -12.5	Declined -13.8
	645 Students	78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Blue	0% Chronically Absent
7 Students	0 Students	3.8% Chronically Absent	Declined -25
		Declined Significantly -6.4	22 Students
		632 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	14.3% Chronically Absent	No Performance Color	Yellow
22% Chronically Absent	Declined -9.7	0 Students	12.8% Chronically Absent
Declined Significantly -14.8	35 Students		Declined -16.8
427 Students			47 Students

Conclusions based on this data:

1. All subgroups decline or declined significantly for chronic absenteeism.

2. Orange: 34.6% of SWD are chronically absent and declined -13.8.

3. Declined significantly: All students (-10.2), EL (-13.7), SED (-12.5), Asian (-6.4), Hispanic (-14.8).

School and Student Performance Data

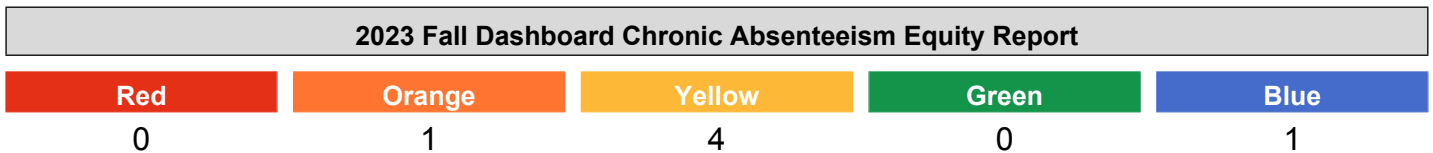## Conditions & Climate
Suspension Rate

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
2.3% suspended at least one day	1.8% suspended at least one day	2 Students
Increased 0.9	Increased 0.4	
1194 Students	225 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
5.6% suspended at least one day	Orange	Orange
Increased 5.6	2.7% suspended at least one day	3.8% suspended at least one day
18 Students	Increased 1.2	Increased 3.8
	656 Students	78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	No Performance Color	Orange	0% suspended at least one day
7 Students	0 Students	1.2% suspended at least one day	Maintained 0
		Increased 0.6	22 Students
		649 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	8.6% suspended at least one day	No Performance Color	Blue
3.7% suspended at least one day	Increased 4.6	0 Students	0% suspended at least one day
Increased 1.5	35 Students		Declined -2.2
433 Students			48 Students

Conclusions based on this data:

1. Orange: Suspension rates increased for all students, EL, SED, and SWD.

2. Suspension rated by race/ethnicity: Orange: Asian (increased 0.6) and Hispanic Increased (1.5). Blue- white (declined -2.2).

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	73	91	76	0	89	76	0	89	76	0.0	97.8	100.0
Grade 4	74	78	104	0	77	104	0	77	104	0.0	98.7	100.0
Grade 5	87	86	104	0	85	103	0	85	103	0.0	98.8	99.0
Grade 6	200	192	231	0	191	222	0	191	222	0.0	99.5	96.1
Grade 7	215	200	207	0	199	202	0	199	202	0.0	99.5	97.6
Grade 8	221	216	205	0	214	203	0	213	203	0.0	99.1	99.0
All Grades	870	863	927	0	855	910	0	854	910	0.0	99.1	98.2

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		2487.	2466.		48.31	44.74		24.72	26.32		16.85	9.21		10.11	19.74			
Grade 4		2504.	2502.		41.56	40.38		27.27	22.12		9.09	19.23		22.08	18.27			
Grade 5		2534.	2557.		37.65	43.69		22.35	23.30		18.82	18.45		21.18	14.56			
Grade 6		2580.	2564.		39.27	30.18		30.89	35.59		18.32	19.82		11.52	14.41			
Grade 7		2613.	2601.		36.68	34.65		41.71	36.14		12.06	16.34		9.55	12.87			
Grade 8		2638.	2619.		41.78	33.99		36.15	35.96		14.08	21.18		7.98	8.87			
All Grades	N/A	N/A	N/A		40.28	35.93		32.90	32.09		14.87	18.24		11.94	13.74			

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		40.45	30.26		53.93	55.26		5.62	14.47
Grade 4		31.17	34.62		50.65	53.85		18.18	11.54
Grade 5		30.59	39.81		56.47	47.57		12.94	12.62
Grade 6		31.41	28.38		56.02	53.15		12.57	18.47
Grade 7		31.66	33.66		58.29	54.46		10.05	11.88
Grade 8		37.09	29.06		50.70	58.62		12.21	12.32
All Grades		33.72	31.87		54.57	54.29		11.71	13.85

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		34.83	34.21		52.81	51.32		12.36	14.47
Grade 4		23.38	26.92		58.44	56.73		18.18	16.35
Grade 5		35.29	47.57		45.88	43.69		18.82	8.74
Grade 6		38.74	28.38		49.21	57.21		12.04	14.41
Grade 7		41.71	38.61		48.74	51.49		9.55	9.90
Grade 8		43.19	42.36		47.42	50.74		9.39	6.90
All Grades		38.41	36.26		49.53	52.42		12.06	11.32

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		17.98	19.74		74.16	72.37		7.87	7.89
Grade 4		23.38	17.31		68.83	72.12		7.79	10.58
Grade 5		25.88	23.30		67.06	66.02		7.06	10.68
Grade 6		26.70	19.37		66.49	75.23		6.81	5.41
Grade 7		22.11	21.78		71.86	69.80		6.03	8.42
Grade 8		26.76	20.20		67.14	74.88		6.10	4.93
All Grades		24.36	20.33		68.97	72.31		6.67	7.36

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		34.83	28.95		55.06	57.89		10.11	13.16
Grade 4		31.17	25.96		58.44	62.50		10.39	11.54
Grade 5		25.88	27.18		61.18	65.05		12.94	7.77
Grade 6		36.13	29.73		56.02	58.56		7.85	11.71
Grade 7		40.20	31.68		52.76	56.93		7.04	11.39
Grade 8		46.01	32.51		49.30	61.58		4.69	5.91
All Grades		37.94	30.00		54.22	60.00		7.85	10.00

Conclusions based on this data:

1. Overall, the percentage of students from 21-22 to 22-23 performance

2. For the 22-23 school year, Reading has the largest percentage of students performing below standard (13.85%).

3. For the 22-23 school year, Listening has the lowest percentage of students performing above standard.

School and Student Performance Data

CAASPP Results
Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	73	91	76	0	89	76	0	89	76	0.0	97.8	100.0
Grade 4	74	78	104	0	77	104	0	77	104	0.0	98.7	100.0
Grade 5	87	86	104	0	85	103	0	85	103	0.0	98.8	99.0
Grade 6	200	192	231	0	192	226	0	192	226	0.0	100.0	97.8
Grade 7	215	200	207	0	200	206	0	200	206	0.0	100.0	99.5
Grade 8	221	216	205	0	213	204	0	213	203	0.0	98.6	99.5
All Grades	870	863	927	0	856	919	0	856	918	0.0	99.2	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		2492.	2486.		49.44	44.74		35.96	25.00		7.87	21.05		6.74	9.21
Grade 4		2524.	2516.		41.56	35.58		27.27	29.81		19.48	24.04		11.69	10.58
Grade 5		2522.	2563.		31.76	46.60		20.00	22.33		18.82	18.45		29.41	12.62
Grade 6		2571.	2565.		38.54	37.61		21.35	22.57		20.31	18.58		19.79	21.24
Grade 7		2581.	2579.		32.50	32.52		23.50	23.30		24.00	24.27		20.00	19.90
Grade 8		2632.	2625.		43.19	45.81		20.66	12.32		19.72	18.72		16.43	23.15
All Grades	N/A	N/A	N/A		39.02	39.65		23.60	21.46		19.51	20.70		17.87	18.19

	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		64.04	52.63		29.21	38.16		6.74	9.21
Grade 4		49.35	42.31		38.96	47.12		11.69	10.58
Grade 5		27.06	44.66		47.06	43.69		25.88	11.65
Grade 6		44.27	34.51		36.98	45.58		18.75	19.91
Grade 7		38.50	33.98		43.00	44.17		18.50	21.84
Grade 8		44.60	46.31		41.31	34.98		14.08	18.72
All Grades		43.81	40.52		39.84	42.27		16.36	17.21

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		41.57	39.47		50.56	53.95		7.87	6.58
Grade 4		35.06	33.65		49.35	49.04		15.58	17.31
Grade 5		27.06	39.81		45.88	47.57		27.06	12.62
Grade 6		27.60	28.76		49.48	47.35		22.92	23.89
Grade 7		29.50	28.16		55.00	57.77		15.50	14.08
Grade 8		35.21	36.95		52.11	44.83		12.68	18.23
All Grades		32.01	33.12		51.17	49.89		16.82	16.99

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		48.31	40.79		47.19	56.58		4.49	2.63
Grade 4		44.16	33.65		40.26	51.92		15.58	14.42
Grade 5		25.88	32.04		51.76	58.25		22.35	9.71
Grade 6		30.73	31.42		58.33	50.44		10.94	18.14
Grade 7		27.50	26.21		55.50	56.80		17.00	16.99
Grade 8		38.03	36.95		46.95	50.25		15.02	12.81
All Grades		34.35	32.57		51.40	53.38		14.25	14.05

Conclusions based on this data:

1. For the 22-23 school year, overall there was a slight decreased in the number of students performing at the Met level (-2.14%)

2. For the 22-23 school year, overall there was a sight increase in the number of students performing at the nearly Met level (+1.19%) and Not Met (+0.32)

3. Third grade had a decrease in the number of students performing at the exceeded level (-4.7%), met (-10.96) and Nearly Met saw an increase of +13.18%.

4. Problem Solving & Modeling/Data Analysis had the greatest percentage of students performing near or below standard.

5. 8th grade had a decrease of 8.34% of students scoring Met.

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	1462.0	1441.0	1435.3	1471.6	1430.9	1415.7	1439.1	1464.4	1481.4	22	37	26
1	1517.7	1508.5	1485.6	1481.6	1498.4	1480.4	1553.2	1518.3	1490.4	13	23	30
2	1516.6	*	1483.9	1491.8	*	1471.9	1540.8	*	1495.2	16	10	14
3	1482.9	1522.9	*	1459.1	1517.8	*	1506.1	1527.6	*	17	17	5
4	*	1543.2	1532.8	*	1548.2	1526.5	*	1537.7	1538.7	7	18	17
5	1519.5	1531.6	1558.3	1519.0	1520.3	1563.8	1519.4	1542.5	1552.5	13	11	15
6	1540.6	1552.1	1503.8	1535.9	1549.1	1488.1	1544.7	1554.7	1519.2	26	21	19
7	1549.5	1576.2	1542.3	1552.1	1576.2	1536.5	1546.4	1575.8	1547.7	28	26	21
8	1542.5	1594.4	1591.4	1543.5	1617.1	1609.6	1541.1	1571.3	1572.7	11	27	17
All Grades										153	190	164

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	27.27	21.62	30.77	36.36	51.35	26.92	22.73	16.22	30.77	13.64	10.81	11.54	22	37	26
1	38.46	34.78	33.33	30.77	43.48	33.33	30.77	8.70	20.00	0.00	13.04	13.33	13	23	30
2	37.50	*	21.43	50.00	*	57.14	12.50	*	14.29	0.00	*	7.14	16	*	14
3	5.88	35.29	*	23.53	41.18	*	58.82	17.65	*	11.76	5.88	*	17	17	*
4	*	50.00	29.41	*	33.33	47.06	*	16.67	17.65	*	0.00	5.88	*	18	17
5	7.69	36.36	40.00	69.23	45.45	26.67	15.38	9.09	26.67	7.69	9.09	6.67	13	11	15
6	11.54	33.33	10.53	57.69	57.14	31.58	26.92	0.00	31.58	3.85	9.52	26.32	26	21	19
7	28.57	50.00	47.62	35.71	34.62	19.05	21.43	11.54	14.29	14.29	3.85	19.05	28	26	21
8	18.18	55.56	47.06	36.36	18.52	35.29	45.45	22.22	5.88	0.00	3.70	11.76	11	27	17
All Grades	21.57	40.00	32.32	43.14	40.00	34.15	28.10	13.16	20.73	7.19	6.84	12.80	153	190	164

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	36.36	27.03	15.38	22.73	35.14	38.46	27.27	24.32	30.77	13.64	13.51	15.38	22	37	26
1	38.46	56.52	40.00	30.77	17.39	30.00	30.77	13.04	13.33	0.00	13.04	16.67	13	23	30
2	43.75	*	21.43	37.50	*	57.14	18.75	*	14.29	0.00	*	7.14	16	*	14
3	5.88	52.94	*	47.06	41.18	*	23.53	0.00	*	23.53	5.88	*	17	17	*
4	*	61.11	47.06	*	38.89	41.18	*	0.00	5.88	*	0.00	5.88	*	18	17
5	53.85	45.45	60.00	30.77	45.45	20.00	7.69	0.00	13.33	7.69	9.09	6.67	13	11	15
6	34.62	61.90	21.05	46.15	28.57	36.84	15.38	0.00	15.79	3.85	9.52	26.32	26	21	19
7	50.00	57.69	52.38	25.00	34.62	14.29	14.29	3.85	19.05	10.71	3.85	14.29	28	26	21
8	27.27	62.96	70.59	36.36	25.93	17.65	36.36	7.41	0.00	0.00	3.70	11.76	11	27	17
All Grades	37.25	52.11	39.63	33.99	32.63	32.32	20.26	7.89	14.63	8.50	7.37	13.41	153	190	164

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	36.36	18.92	26.92	22.73	51.35	42.31	31.82	18.92	23.08	9.09	10.81	7.69	22	37	26
1	38.46	30.43	23.33	30.77	43.48	36.67	23.08	21.74	26.67	7.69	4.35	13.33	13	23	30
2	37.50	*	7.14	37.50	*	64.29	18.75	*	14.29	6.25	*	14.29	16	*	14
3	17.65	11.76	*	17.65	58.82	*	41.18	23.53	*	23.53	5.88	*	17	17	*
4	*	16.67	29.41	*	38.89	17.65	*	33.33	41.18	*	11.11	11.76	*	18	17
5	7.69	9.09	26.67	15.38	54.55	26.67	61.54	18.18	40.00	15.38	18.18	6.67	13	11	15
6	7.69	14.29	10.53	42.31	52.38	15.79	30.77	23.81	47.37	19.23	9.52	26.32	26	21	19
7	10.71	15.38	23.81	32.14	42.31	28.57	32.14	38.46	19.05	25.00	3.85	28.57	28	26	21
8	0.00	25.93	17.65	27.27	33.33	23.53	45.45	37.04	47.06	27.27	3.70	11.76	11	27	17
All Grades	18.30	20.00	20.73	30.07	46.32	32.32	33.99	26.32	31.71	17.65	7.37	15.24	153	190	164

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	27.27	40.54	23.08	59.09	48.65	61.54	13.64	10.81	15.38	22	37	26
1	30.77	47.83	63.33	61.54	34.78	26.67	7.69	17.39	10.00	13	23	30
2	31.25	*	50.00	68.75	*	42.86	0.00	*	7.14	16	*	14
3	35.29	76.47	*	58.82	17.65	*	5.88	5.88	*	17	17	*
4	*	72.22	58.82	*	27.78	41.18	*	0.00	0.00	*	18	17
5	30.77	36.36	33.33	61.54	54.55	60.00	7.69	9.09	6.67	13	11	15
6	30.77	38.10	5.26	50.00	52.38	63.16	19.23	9.52	31.58	26	21	19
7	7.14	34.62	19.05	75.00	61.54	52.38	17.86	3.85	28.57	28	26	21
8	0.00	33.33	47.06	100.00	55.56	47.06	0.00	11.11	5.88	11	27	17
All Grades	24.18	45.79	37.20	65.36	45.79	49.39	10.46	8.42	13.41	153	190	164

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	36.36	13.51	7.69	45.45	59.46	69.23	18.18	27.03	23.08	22	37	26
1	38.46	52.17	26.67	46.15	30.43	53.33	15.38	17.39	20.00	13	23	30
2	31.25	*	14.29	62.50	*	78.57	6.25	*	7.14	16	*	14
3	0.00	46.67	*	64.71	46.67	*	35.29	6.67	*	17	15	*
4	*	38.89	35.29	*	61.11	58.82	*	0.00	5.88	*	18	17
5	69.23	72.73	80.00	15.38	18.18	13.33	15.38	9.09	6.67	13	11	15
6	53.85	70.00	42.11	42.31	25.00	31.58	3.85	5.00	26.32	26	20	19
7	75.00	70.83	61.90	17.86	25.00	23.81	7.14	4.17	14.29	28	24	21
8	54.55	73.08	88.24	45.45	19.23	0.00	0.00	7.69	11.76	11	26	17
All Grades	46.41	51.37	41.46	40.52	37.70	43.29	13.07	10.93	15.24	153	183	164

	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	13.64	21.62	30.77	68.18	70.27	61.54	18.18	8.11	7.69	22	37	26
1	53.85	39.13	30.00	38.46	43.48	46.67	7.69	17.39	23.33	13	23	30
2	31.25	*	7.14	56.25	*	78.57	12.50	*	14.29	16	*	14
3	17.65	11.76	*	52.94	64.71	*	29.41	23.53	*	17	17	*
4	*	22.22	35.29	*	55.56	52.94	*	22.22	11.76	*	18	17
5	7.69	27.27	33.33	69.23	45.45	53.33	23.08	27.27	13.33	13	11	15
6	19.23	14.29	0.00	34.62	61.90	42.11	46.15	23.81	57.89	26	21	19
7	21.43	26.92	28.57	35.71	65.38	38.10	42.86	7.69	33.33	28	26	21
8	18.18	37.04	23.53	45.45	37.04	52.94	36.36	25.93	23.53	11	27	17
All Grades	20.92	26.32	23.78	49.67	56.32	53.05	29.41	17.37	23.17	153	190	164

	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	54.55	67.57	76.92	36.36	24.32	15.38	9.09	8.11	7.69	22	37	26
1	46.15	30.43	26.67	38.46	65.22	66.67	15.38	4.35	6.67	13	23	30
2	56.25	*	50.00	43.75	*	42.86	0.00	*	7.14	16	*	14
3	11.76	41.18	*	82.35	58.82	*	5.88	0.00	*	17	17	*
4	*	33.33	29.41	*	50.00	52.94	*	16.67	17.65	*	18	17
5	0.00	36.36	33.33	92.31	54.55	60.00	7.69	9.09	6.67	13	11	15
6	23.08	33.33	10.53	73.08	61.90	73.68	3.85	4.76	15.79	26	21	19
7	17.86	15.38	19.05	71.43	80.77	66.67	10.71	3.85	14.29	28	26	21
8	0.00	7.41	35.29	100.00	92.59	52.94	0.00	0.00	11.76	11	27	17
All Grades	26.14	35.45	35.37	67.32	59.26	53.66	6.54	5.29	10.98	153	189	164

Conclusions based on this data:

1. 164 students took the ELPAC in Spring 2023.

2. Overall, the Reading domain has the largest percentage of students at the beginning level (23.17)

3. Speaking Domain has the largest percentage of students at the well developed level (41.46)

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)
Mesa Robles	20	192	9.43%
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)
Mesa Robles	52	178	22.61%
HLPUSD	545	3216	14.49%

Conclusions based on this data:

1. For the 2022-2023 school year, there were more students reclassified 32 more students reclassified than in 2021-2022.

2. The number of EL students decreased from 192 in 2021-2022 to 178 in 2022-2023. (14 students)

3. For the 2021-2022 and 2022-2023 school years, Mesa Robles has a higher reclassification rate compared to the school district.

K-12 Reading MAP Results for 2023-24

MAP Reading Fall 23 - District / Site

19.7 %

17.0 %

16.9 %

20.4 %

26.0 %

Lvl 1
Students: 187

Lvl 2
Students: 186

Lvl 3
Students: 224

Lvl 4
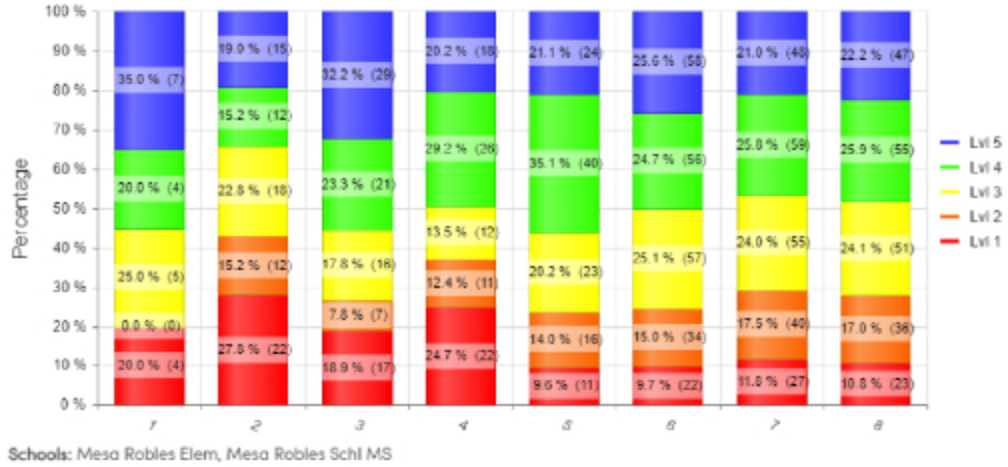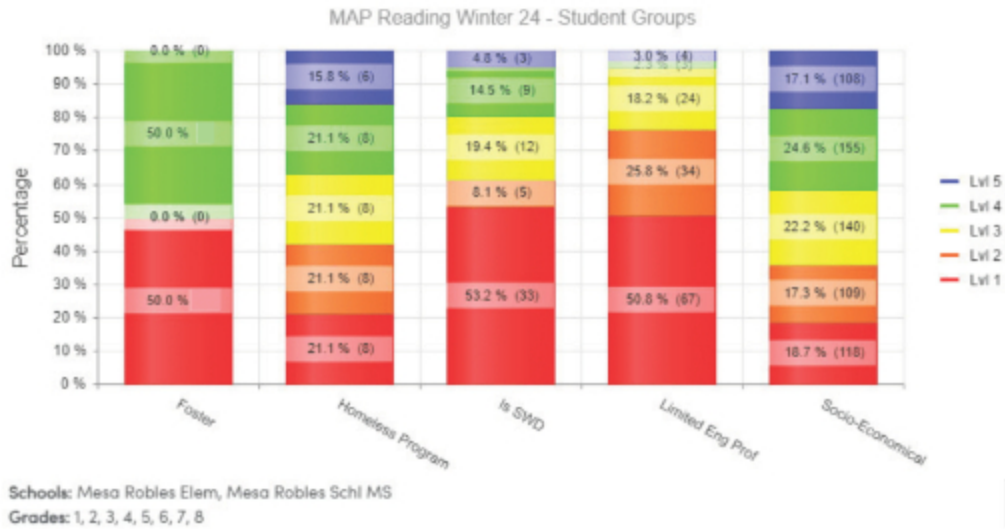Students: 285

Lvl 5
Students: 216
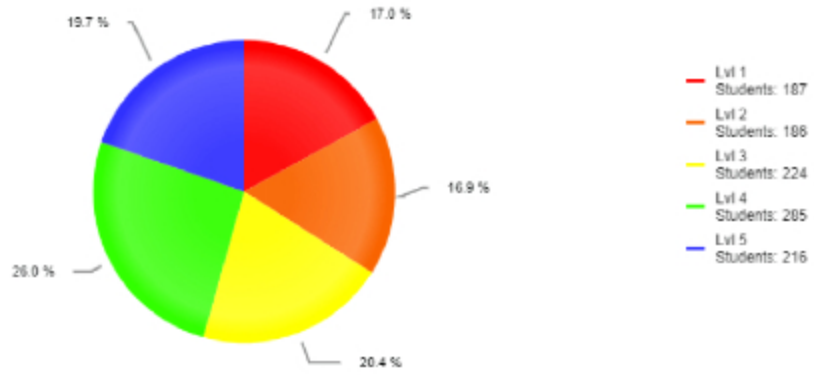
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8

MAP Reading Fall 23 - Grade Level
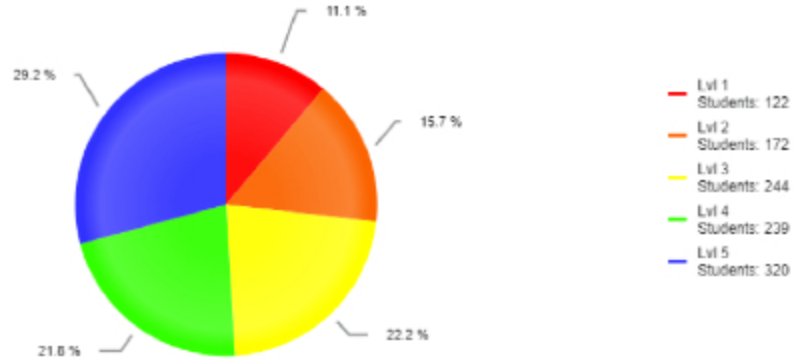

Schools: Mesa Robles Elem, Mesa Robles Schl MS
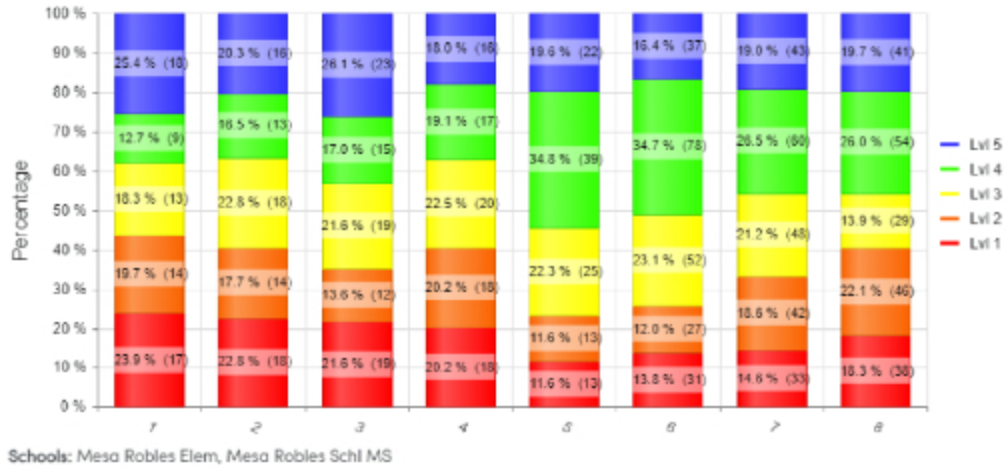
MAP Reading Fall 23 - Student Groups

Percentage chart with student groups: Foster, Homeless, Is SWD, Limited Eng Prof, Socio-Economical

Foster:
- 0.0 % (0)
- 50.0 %
- 0.0 % (0)
- 50.0 %
- 0.0 % (0)

Homeless:
- 17.5 % (7)
- 27.5 % (11)
- 15.0 % (6)
- 20.0 % (8)
- 20.0 % (8)

Is SWD:
- 4.4 % (3)
- 11.8 % (8)
- 14.7 % (10)
- 22.1 % (15)
- 47.1 % (32)

Limited Eng Prof:
- 0.73 % (1)
- 18.2 % (25)
- 21.2 % (29)
- 55.5 % (76)

Socio-Economical:
- 14.9 % (96)
- 23.3 % (150)
- 21.2 % (137)
- 20.5 % (132)
- 20.2 % (130)

Legend:
- Lvl 5
- Lvl 4
- Lvl 3
- Lvl 2
- Lvl 1
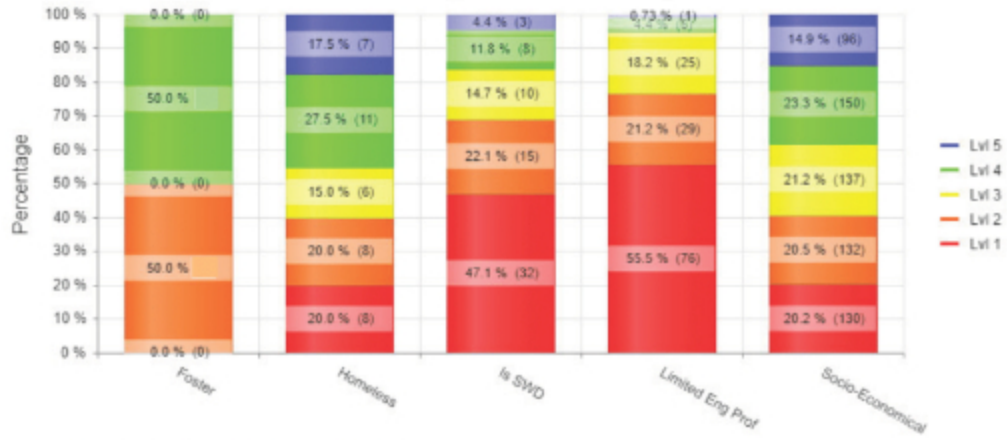
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8

MAP Reading Winter 24 District - Site Wide

14.0 %

23.2 %

14.7 %

25.8 %

22.4 %

Lvl 1
Students: 148

Lvl 2
Students: 156

Lvl 3
Students: 237

Lvl 4
Students: 273

Lvl 5
Students: 246
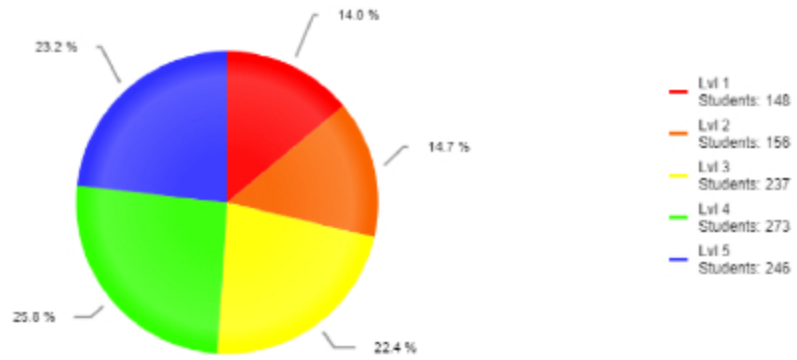
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: 1, 2, 3, 4, 5, 6, 7, 8

MAP Reading Winter 24 - Grade Levels

Chart: Stacked bar chart showing Percentage by grade level (1-8)

Legend:
- Lvl 5 (blue)
- Lvl 4 (green)
- Lvl 3 (yellow)
- Lvl 2 (orange)
- Lvl 1 (red)

Grade 1: 35.0% (7), 20.0% (4), 25.0% (5), 0.0% (0), 20.0% (4)

Grade 2: 19.0% (15), 15.2% (12), 22.8% (18), 15.2% (12), 27.8% (22)

Grade 3: 32.2% (29), 23.3% (21), 17.8% (16), 7.8% (7), 18.9% (17)

Grade 4: 20.2% (18), 29.2% (26), 13.5% (12), 12.4% (11), 24.7% (22)

Grade 5: 21.1% (24), 35.1% (40), 20.2% (23), 14.0% (16), 9.6% (11)

Grade 6: 25.6% (58), 24.7% (56), 25.1% (57), 15.0% (34), 9.7% (22)

Grade 7: 21.0% (48), 25.0% (59), 24.0% (55), 17.5% (40), 11.8% (27)

Grade 8: 22.2% (47), 25.9% (55), 24.1% (51), 17.0% (36), 10.8% (23)

Schools: Mesa Robles Elem, Mesa Robles Schl MS

MAP Reading Winter 24 - Student Groups

Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: 1, 2, 3, 4, 5, 6, 7, 8

Conclusions based on this data:

1. Overall , Fall 23 score compared to Winter 24 scores 4.7% growth in High average & High levels.

2. Overall, fall 23 scores compared to Winter 24 scores there was a decrease in the percentage of students at Low and Low Average levels 8.2%.

3. The SWD subgroup showed a decrease in the number of students scoring Low Average & Low by 7.9%.

4. The EL subgroup scored about the same in the Low Average & Low levels for both Fall (76.7%) and Winter (76.6%)

K-12 Math MAP Results for 2023-24

MAP Math Fall 23 - District / Site

11.1 %
15.7 %
22.2 %
21.8 %
29.2 %

Lvl 1
Students: 122

Lvl 2
Students: 172

Lvl 3
Students: 244

Lvl 4
Students: 239

Lvl 5
Students: 320

Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8

MAP Math Fall 23- Grade Levels

Schools: Mesa Robles Elem, Mesa Robles Schl MS
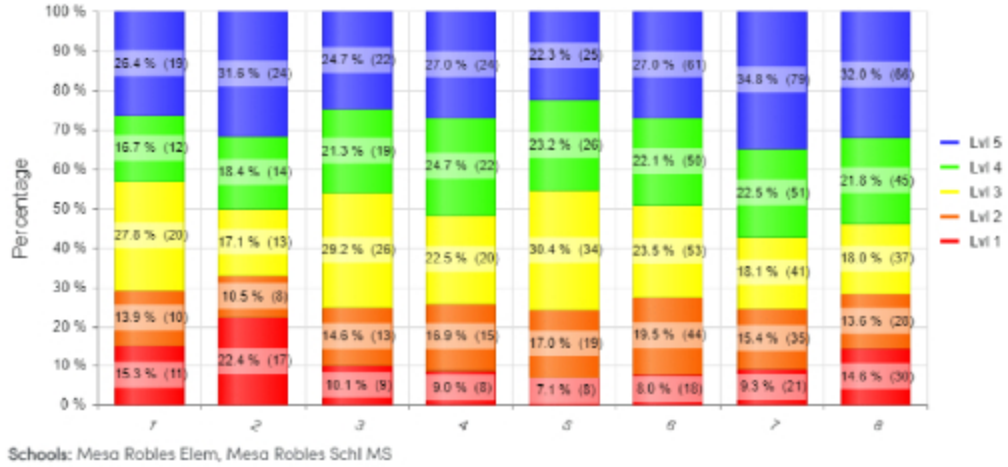
MAP Math Fall 23 - Student Groups

Legend:
- Lvl 5 (blue)
- Lvl 4 (green)
- Lvl 3 (yellow)
- Lvl 2 (orange)
- Lvl 1 (red)

Foster:
- 0.0 % (0)
- 50.0 %
- 0.0 % (0)
- 50.0 %

Homeless Program:
- 17.5 % (7)
- 25.0 % (10)
- 17.5 % (7)
- 17.5 % (7)
- 22.5 % (9)

Is not SWD:
- 30.9 % (318)
- 22.8 % (235)
- 22.8 % (235)
- 15.1 % (156)
- 8.3 % (86)

Is SWD:
- 3.0 % (2)
- 6.0 % (4)
- 13.4 % (9)
- 23.9 % (16)
- 53.7 % (36)

Limited Eng Prof:
- 9.6 % (13)
- 13.2 % (18)
- 27.2 % (37)
- 22.1 % (30)
- 27.9 % (38)

Socio-Economical:
- 23.3 % (150)
- 22.2 % (143)
- 23.0 % (148)
- 18.0 % (116)
- 13.4 % (86)
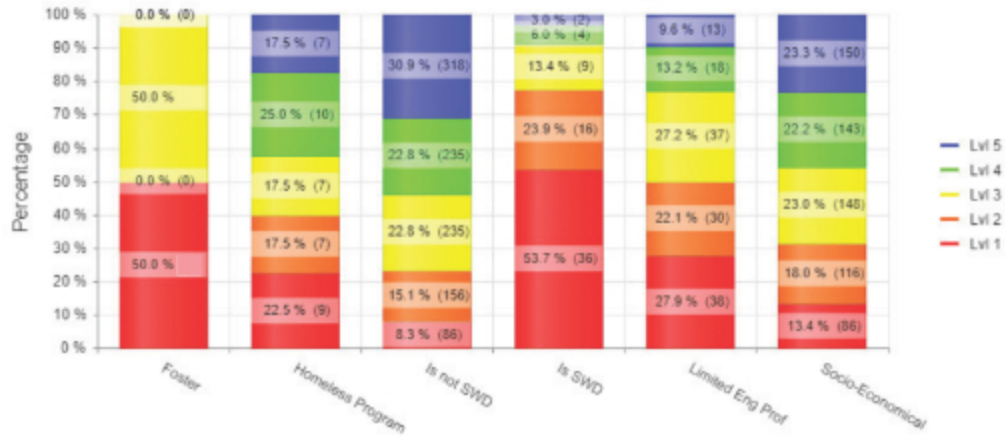
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8

MAP Math Winter 24 District - Site Wide

10.0 %

13.0 %

35.0 %

18.3 %

23.7 %

Lvl 1
Students: 116

Lvl 2
Students: 151

Lvl 3
Students: 213

Lvl 4
Students: 275

Lvl 5
Students: 407
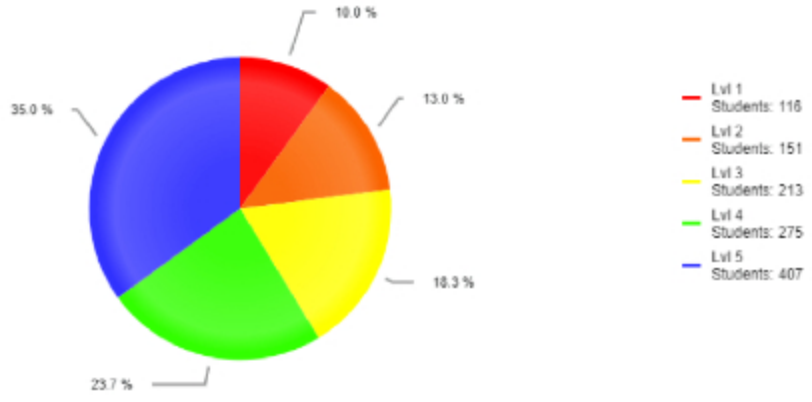
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8

MAP Math Winter 24 - Grade Level

Schools: Mesa Robles Elem, Mesa Robles Schl MS

MAP Math Winter 24 - Student Groups
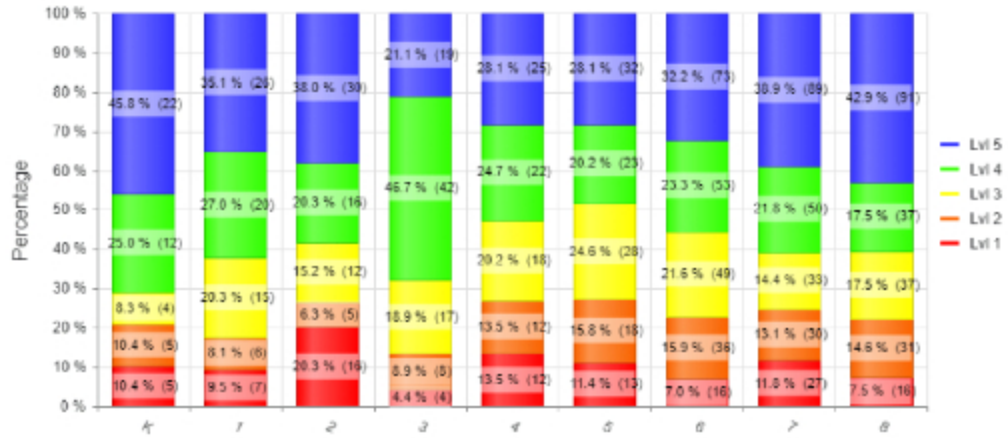
Schools: Mesa Robles Elem, Mesa Robles Schl MS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8
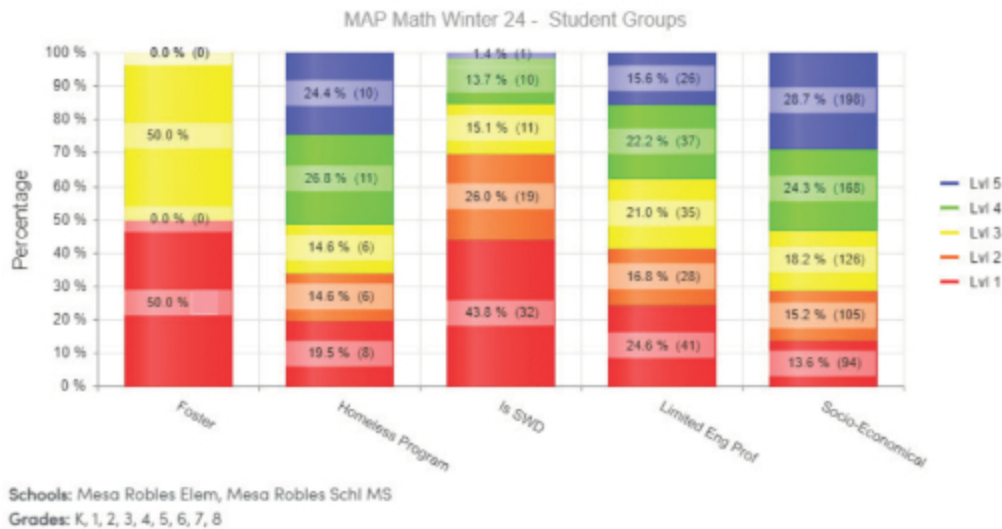
Conclusions based on this data:

1. Overall for grades 3-8, Fall scores 50.8% and Winter 58.7% scored at the High Average & High levels. There was a growth of 7.9%.

2. Overall for grades 3-8, Fall scores 26.8% and Winter 23% scored at the Low Average or Low Levels. There was a decrease of 3.8%.

3. For the SWD subgroup, there was a decrease in 7.8% in students scoring at the Low Average & Low levels.

4. For the SWD subgroup, there was a decrease in 8.6% in students scoring at the Low Average & Low levels.

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		
Mesa Robles School MS	6	RFEP (Monitored)	No	2 - Nearly Met	4/18/2023	2 - Nearly Met 04/18/2023	8 (1/10/2023)	F (2022/2023 - Trimester 3)	D (2022/2023 - Trimester 3)	
Mesa Robles School MS	6	RFEP (Monitored)	No	2 - Nearly Met	4/19/2023	2 - Nearly Met 04/19/2023	15 (1/10/2023)	D (2022/2023 - Trimester 3)	F (2022/2023 - Trimester 3)	
Mesa Robles School MS	8	RFEP (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	35 (1/9/2023)	C- (2023/2024 - Semester 1)	C (2022/2023 - Semester 2)	B (2022/2023 - Semester 1)

Conclusions based on this data:

1. Based on the ELA grade, 2 out of 3 students needs additional support. (D and F on trimester 3 ELA)

2. Based on the MAP reading score, all 3 students need additional support with reading.

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).

Hacienda La Puente Unified School District partners with Hanover Research to administer an annual LACP Survey to students (Grades 7-12), staff, and families. The survey was last administered in November 2023. HLPUSD uses the LCAP survey to gather perceptions and opinions from educational partners and identify areas of strength and growth within the district. A total of 2,741 individuals responded to the survey in November 2023.

Student Engagement: Most agree that students are engaged and appreciative of their school; however, opinions differ by educational partner group for some areas of engagement.
Come to class prepared: Staff: 68%, Parents 92%, Students 76% agree/Strongly agree.
Care about their/my school: Staff 83%, Parents 89%, Students 68% agree/strongly agree.
Motivated to learn: Staff 76%, Parents 86%, Students 59% agree/Strongly agree.
Like going to school: Staff 83%, Parents 85%, Students 43% agree/strongly agree.

Support Networks:
Resources and support needed to succeed: Staff 73%, Parents 57%, Students 78% agree/strongly agree

Parent Involvement:
Encouraged and welcomed by schools: Staff 81%, Parents 76% agree/strongly agree.
Parents are comfortable participating in school activities: Staff 71% Parents 71% agree/strongly agree.
Parents have a say in the decision-making process at my school: Staff 76%, Parents 51%

Communication: Teachers and staff across the district are consistently viewed as responsive to parent communication. 93% of parents reported being able to communicate with teachers and staff when they need to about their students' needs.
Student outcomes: Most students agree that their school prepares them for college and a career. 85% of students agree that they know what they need to do to graduate from high school. 85% of students agree that they know how to use technology for school and /or their careers.

School Climate: Most have a positive perception of the school climate.
Students trust teachers and staff: Staff 89%, parents 82%, and students 54% agree/strongly agree.
I feel/my child feels safe at school: Staff 86%, Parents 79%, Students 54% agree/strongly agree.
My school is clean: Staff 64%, Parents 73%, Students 40% agree/strongly agree.

Bullying is a problem at my school: Staff 22%, Parents 35%, and Students 29% agree/strongly agree.

Classroom Observations

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

Classroom observations are conducted throughout the school year, both formally and informally. The purpose of these visitations is to support teachers and students in the learning environment. As administrators conducted their weekly classroom visitations, they identified that all of the Mesa Robles teachers continued implementing the adopted management platform Canvas to organize their instruction and ensure that those students and parents could access the daily lessons, classwork, and homework. Technology is utilized regularly in the classroom. Students are fully engaged in the lesson process and are being challenged to achieve at high levels. Teachers provide learning experiences that build on learner strengths and needs, create new knowledge using real-life problem-solving, and help all students identify their talents, purpose, and passion. The classroom is organized and clean, with student behavioral expectations posted, along with positive reinforcers. Students demonstrate understanding and importance of routines and procedures. NPDL is evident in the student collaboration, critical thinking, and creative student work displayed.

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

Each department and grade level has been actively involved in the data analysis process, using the CA Dashboard, Map, and CAASPP to identify and monitor student progress. The data from the CA Dashboard has revealed areas for improvement, such as Suspension and EL Progress, which were orange. Further review of the CA Dashboard subgroup data has shown that the SWD subgroup scored orange for ELA, Chronic Absenteeism, and red for Math, while the Hispanic subgroup scored orange for Math. For Suspensions, the following subgroups were orange: Asian, EL, Hispanic, SED, and SWD. Based on this insightful data, we are implementing plans to provide teachers with additional planning time for lesson studies and data chats. This will enable collaborative sessions for planning, debriefing, and reflecting, ensuring that everyone is part of the process and contributing to student achievement.

Based on the data, there is a need to consistently and regularly analyze state and district assessments to support identified student needs by grade level for ELA and Math to determine evidence-based interventions needed to improve student achievement. We review and analyze the available data in our PLC grade level/department groups. Additionally, at the beginning of each school year, data from the previous school year is reviewed to determine students' needs. Pre-assessments are given in Math and ELA to establish baseline data and guide instruction based on the specific learning needs of the students. Lesson studies and data analysis by grade level or department are essential to improving teaching practice and student achievement. Thus, additional funding will be needed to provide substitutes for PLC collaboration.

Additionally, the current data shows that there is a need for an intervention program for students receiving a D or F or who are not meeting standards on MAP or CAASPP tests. In this intervention class, students will receive explicit instruction that includes establishing clear learning goals and strategies, extra homework time, and help with organization skills. There is a continued need to identify which standards students struggle to drive instructional planning and provide re-teaching to increase student achievement and support growing teacher practice. There is also a need for interventions with a Site TOSA during the school day and after-school opportunities for homework and tutoring.

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

Common Assessments used at our school include weekly and unit assessments (Think Central, My HRW, Connect Ed/StudySync), STAR Reading/AR, Lexia, Dreambox, MAP, and Universal Screener. These assessments are used to guide and monitor instruction and student learning. Based on the data from these common assessments, evidenced-based strategies are used to guide instruction and support student learning. There is a need to focus on providing instructional strategies and best practices- specifically collaborative strategies, cooperative learning, critical thinking, and common assessments. There is a need to provide additional support to students receiving a D or F with an intervention program- during and after school. There is continued focus on effectively implementing, monitoring, and evaluating Lexia, Dreambox, STAR Reading/AR, MAP, and other common assessments with most at-risk students and analyzing data at grade-level PLCs.

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 data from CA Dashboard, there is a need to place the instructional focus on EL progress and SWD subgroups. Professional development for ELs and SWD students will continue at staff meetings to address a variety of instructional strategies to support student achievement. There is also a need to continue having a uniform Grade Level Monitoring PLC agenda and data analysis protocol, and teachers should be required to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Grade level and Department PLCs will measure growth through ongoing analysis of student performance data, including evaluation of student progress in literacy standards. Professional Development provided by district TOSAs is available for teachers to attend throughout the school year. There is a continued need for staff development in technology, best practices for student learning, closing the achievement gaps, and supporting students' socioemotional needs. For the 2024-2025 school year, the site Leadership Team and Administration will coordinate PD for staff based on the needs assessment process and school data.

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

Site administrators will continue to guide and support staff on best practices and evidence-based strategies and provide written or verbal feedback during informal and formal observations. The Site TOSA will continue to support teachers in ELD, ELA, Math, NPDL, and testing. District TOSAs will support technology, ELA, Math, NPDL, Social and Natural Science, and Art. Also, reaching out to district CIA TOSAs for support in instruction and implementation on how to best use components of the core curriculum to provide intervention for our
lowest 25% of identified students.

There is a need for the continued support of teachers as they implement and utilize the ELA/ELD materials to support EL Progress. Professional development is provided to all core content teachers regarding listening and speaking standards. RSP teachers will continue to work more closely with general education teachers to align our work better to meet the grade-level standards and the goals of their IEPs. To enhance the learning experience of all students, we will purchase additional evidenced-based instructional materials for the classroom. There is also a need to provide teachers with opportunities for collaboration with peers through lesson studies.

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

There is a need for continued Professional Learning Community working agreements for the SMART goal process to develop common assessments for each department/grade level. All teachers will use structured collaboration, emphasizing student conversation and cooperation to improve listening, speaking, and reading. There will be an emphasis on academic language with a specific focus on improving listening. PLCs by grade level and the department will continue two times a month to monitor student progress and instructional practices and to ensure the consistency of instruction. Data analysis protocol will be used with fidelity. Data will be analyzed to determine areas of need and student growth for all students by standard, claim, and subgroups. The Leadership Team will meet during the summer to analyze data from the school year and develop the next school year's next steps. ELL facilitator will provide proper PD for all teachers at grade level, Department, or Staff meetings.

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

There is a need for teacher collaboration in transition planning. 8th-grade teachers will meet with high school teachers once or twice during the school year to collaborate on transition. The exact process will occur between elementary and middle school teachers to help 5th-grade students transition to Middle School. Transition meetings are also held for students with IEPs. Also, teachers will meet/plan and present presentations/workshops to students and parents to help their students transition to the next school level.

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

For EL students to develop language fluency, there is a need for explicit instruction in reading, listening standards, and writing standards. During Designated and Integrated ELD, teachers used a variety of instructional strategies to support language development, such as Close Reading, Text Annotations, DOK-leveled questions, vocabulary building, listening skills, and opportunities for speaking. Struggling EL students may need extra small group support. LTEL and at-risk of becoming LTEL students need additional support with reading comprehension, writing, and listening. There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Provide focused, intensive small-group interventions for English learners at risk of reading problems. Provide high-quality daily vocabulary instruction, using GLAD and SDAIE strategies as needed. It is crucial to monitor students who are close to meeting reclassification criteria. All teachers will set goals and closely monitor EL students with varied assessments to ensure they progress toward meeting reclassification criteria. Progress Monitor will also include RFEP students.

Extended learning activities

We need to continue providing struggling students with extracurricular activities to enhance their learning experience and promote inclusion for all students. After-school programs like Science Olympiad, Robotics, Chess, Drama, Spanish, Gardening, Speech & Debate, WEB, Jazz band, Homework/Tutorial, sports, and a well-stocked library open before and after school are needed. Teachers will also need to provide small group instruction during class time.

Opportunity and Equal Educational Access

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

There is a need for a site-based TOSA to work with at-risk students. Mentoring, monitoring, and motivating students and providing academic assistance. The TOSA will monitor grades and students' progress in coordination with the regular classroom teacher. The classroom teachers will work with struggling students in small groups or one-on-one to help close their students' learning gaps. Online resources such as Lexia, Dreambox, and AR will continue to provide extra practice for all students. There is a need for an intervention program or skills class for students receiving a grade of a D or F to learn explicit skills, strategies, extra homework time to complete homework, and organization skills, including binder organization, study skills, time management, and homework procedures. The social-emotional needs of the students must be met for learning to occur. There is a need for an additional school counselor to support students and teachers with SEL and mental health crisis calls. There is also a need for after-school intervention from the teachers in all areas of reading, comprehension, writing, and math. There is a need to continue strengthening Tier 1 Instruction (both ELA and Math. There is a need to develop MTSS Tier 2 and Tier 3 Math supports.

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

There is a need to have a TOSA who will work with at-risk students to mentor, monitor, motivate students, and provide academic assistance in coordination with the regular classroom teacher. There is also a continued need for the site leadership team and administrators to coordinate staff professional development based on needs assessments and school data. There is a need for an ELL class for level 1 & 2 students to be offered at the Middle School level. There is also a need in all courses for students to engage in practical, content-based collaboration and provide explicit instruction using evidence-based strategies. Evidenced-based Tier 1 and Tier 2 strategies will be improved to meet the SEL needs of struggling students.

Parental Engagement

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

Resources at the school that are available for parents are Coffee with the Principal, Back to School Night, parent-teacher conferences, parent workshops, SFT, and digital resources. During parent meetings, additional resources are provided to parents. There is a continued need for student-focused teams, teachers and parents need to come together formally with the assistance of the school counselor and administration to address the academic deficits of at-risk students and plan appropriate support for students. The school counselor will provide community resources to parents.

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

There is a need to have several opportunities for parents to participate in the learning process of their students in the form of meetings throughout the school year. There is a need to provide opportunities for parents to attend parent conferences to enhance their student's learning experiences with translation if needed. There is a continued need to provide a variety of parental involvement opportunities, including but not limited to the Parent Volunteer Program, School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO) Back to School Night, Coffee with the Principal, and parenting workshops from outside vendors on a variety of topics for parents. There is a need to continue to provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services when needed. There is a need to increase the hours of our office staff from time to time to meet this goal due to the number of students. There's also a need to deepen our knowledge of Culturally Responsive practices

Funding

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

There is a need to continue to subscribe to online paid programs like Edpuzzle, Accelerated Reading Program, Lexia, and Dreambox to enhance the learning experience of all students. There is a need for after-school academic/homework/intervention support in ELA & Math for all students. There is also a need for educational intervention support from a Teacher on Special Assignments during the regular school day. There is a continued need for bilingual support from a bilingual instructional assistant in the EL classroom. Also, purchasing additional instructional materials makes learning more engaging, practical, realistic, and appealing. Educational field trips provide students with experiences outside their everyday activities and make connections between what they are learning inside the classroom and the outside world.

Provide PLC Release Time for teachers to meet to improve student achievement.
Provide Grade Level Release Time for teachers to attend Professional Development.

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
January 26, 2024	ELAC Meeting # 3	Begin SPSA Development, Reclassification Process/Data, RFEP Monitoring
January 31, 2024	SSC Meeting # 3	Review of 2023-2024 SPSA Actions, Review & Analyzed Student Achievement, Review Title 1 expenditures and acitons
January 11, 2024	Facultiy Meeting	LCAP Activitiy
January 18, 2024	LCAP Parent Presentation	LCAP Parent Presentations/Priorities
March 22, 2024	ELAC Meeting # 4	Advise in the development of the SPSA Needs Assesment for EL 2023-2024
Feb. 12 - 23, 2024	LCAP student Meeting	Conducted Student LCAP Priorities Survey
March 27, 2024	SSC Meeting # 4	LCAP Parent Presentations/Priorities/ Continue SPSA development process
May 2, 2024	ELAC Meeting # 5	Advise for EL Goal Section of SPSA
May 9, 2024	SSC Meeting # 5	Review and Vote to approve the 2024 - 2025 SPSA

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2024	• 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	• 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	• 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	• MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	• Recommend 2024-25 SPSAs for Board of Education Approval – June 13, 2024
August/ Sept	• Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting • Implement and monitor 2024-25 SPSA
October	• 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	• 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
1. Decrease the percentage of all students and student subgroups who scored below standard by 10% on the CAASPP Spring 2023 in Spring 2024.
2. As measured by District Interims Assessments, increase the percent of students scoring Standard Met on DIA #1 by 5% in 2023-2024.
3. As reported in the School Dashboard: For 2023 increase by =4 points or more from 2019 levels for student groups: low income, ELL, Students with Disabilities, foster youth, and homeless youth.

Metric Indicator and Expected Outcome	Data Results & Analysis
1. CAASPP/SBAC ELA -Decrease the percentage of students not meeting the standards by 10%.	Expected Outcome: not met Overall: 2024 CAASPP ELA 29.6% did not meet the standard 2023 CAASPP ELA 31.4% did not meet the standard Goal 28.26% of students scoring below standard From 2023 to 2024, the percentage of students not meeting the standard decreased by 1.8%. Although we did not meet the expected outcome, the percentage of students not meeting standards in grades 5-8 decreased. 23-24 Overall grades 3-8: Met or exceeded 70.6%, Nearly met 14.6%, Not Met 15.0% 22-23 ELA SBAC results by grade: 3rd grade- 67.1% Met or exceeded, 16.5% Nearly Met,16.5% Not Met 4th grade- 50.5% Met or exceeded, 9.2% Nearly Met, 40.2% Not Met 5th grade- 73.7% Met or exceeded, 13.2% Nearly Met,13.2% Not Met 6th grade- 64.6% Met or exceeded, 20% Nearly Met,15.3% Not Met 7th grade- 72.4% Met or exceeded, 15.4% Nearly Met,12.3% Not Met 8th grade- 68% Met or exceeded, 21% Nearly Met, 8% Not Met 22-23 Overall grades 3-8:

	Met or exceeded 68.7%, Nearly met 17.5%, Not Met 13.9% 22-23 ELA SBAC results by grade: 3rd grade- 70.7% Met or exceeded, 9.3% Nearly Met, 20% Not Met 4th grade- 63.7% Met or exceeded, 19.6% Nearly Met,16.7% Not Met 5th grade- 67.8% Met or exceeded, 18.3% Nearly Met, 14% Not Met 6th grade- 64.6% Met or exceeded, 20% Nearly Met,15.3% Not Met 7th grade- 71% Met or exceeded, 16.6% Nearly Met,12.4% Not Met 8th grade- 75.2% Met or exceeded, 17.1% Nearly Met, 7.8% Not Met Expected outcome subgroups- 2023-2024 Subgroups: SED: 63.2% Met or Exceeded, 17.4% Nearly Met, 19.5% Not Met SWD: 30.2% Met or exceeded, 24.5% nearly Met, 45.3% Not Met EL: 20.8% Met or exceeded, 25% Nearly Met, 54.2% Not Met LTEL: 11.1% Met or Exceeded, 27.8% Nearly Met, 61.1% Not Met 2022-2023 Subgroups: SED: 59.8% Met or Exceeded, 22.8% Nearly Met, 17.4% Not Met SWD: 23.3% Met or exceeded, 27.9% nearly Met, 48.8% Not Met EL: 26% Met or exceeded, 30.1% Nearly Met, 43.8% Not Met Analysis: Despite not meeting the goal of reducing the percentage of students scoring below standard to 28.26%, there was a positive trend with a 1.8% decrease in students not meeting the standard from 2023 to 2024. Overall, 70.6% of students in grades 3-8 met or exceeded the standards in 2023-2024, an improvement from 68.7% in 2022-2023. Subgroup performance also showed progress, particularly among Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students, with notable increases in the percentage meeting or exceeding standards.
2. DIA- ELA & increase by 5% the number of students scoring standard met.	2. DIA MAP Reading Expected Outcome: DIA ELA Winter 2024 SMAP Reading Achievement levels overall for the school and by grade. Overall SMAP grades K-8 49% at 61st percentile or higher (14% in lowest <21st percentile)

DIA ELA MAP Reading Winter 2024
Achievement levels by grade.
1st grade- 55% at 61st percentile or higher (920% in lowest <21st percentile)
2nd grade- 34.2% at 61st percentile or higher (27.8% in lowest <21st percentile)
3rd grade- 55.5% at 61st percentile or higher (18.9% in lowest <21st percentile)
4th grade- 49.4% at 61st percentile or higher (24.7% in lowest <21st percentile)
5th grade- 56.2% at 61st percentile or higher (9.6% in lowest <21st percentile)
6th grade - 50.3% at 61st percentile or higher (9.7% in lowest <21st percentile)
7th grade - 46.8% at 61st percentile or higher (11.8% in lowest <21st percentile)
8th grade- 48.1% at 61st percentile or higher (10.8% in lowest <21st percentile)

DIA ELA MAP Reading Winter 2023
Achievement levels by grade.
Kinder- 61.8% at 61st percentile or higher (7.6% in lowest <21st percentile)
1st grade- 48.1% at 61st percentile or higher (19% in lowest <21st percentile)
2nd grade- 46% at 61st percentile or higher (12.2% in lowest <21st percentile)
3rd grade- 60.5% at 61st percentile or higher (14.5% in lowest <21st percentile)
4th grade- 57.7% at 61st percentile or higher (9.6% in lowest <21st percentile)
5th grade- 55.6% at 61st percentile or higher (6.1% in lowest <21st percentile)
6th grade - 50.7% at 61st percentile or higher (15.7% in lowest <21st percentile)
7th grade - 48.8% at 61st percentile or higher (15.6% in lowest <21st percentile)
8th grade- 48.3% at 61st percentile or higher (10.3% in lowest <21st percentile)

Subgroups:
Winter 2024 MAP Subgroups
SWD: 18.8% at 61st percentile or higher (54.7% in lowest<21st percentile)
EL:5.3% at 61st percentile or higher (50.8% in lowest <21st percentile)
SED: 41.5% at 61st percentile or higher (18.8% in lowest<21st percentile)

Winter 2023 MAP Subgroups
SWD: 14.3% at 61st percentile or higher (48.6% in lowest<21st percentile)
EL: 19.1% at 61st percentile or higher (39.5% in lowest<21st percentile)
SED: 42.7% at 61st percentile or higher (17.2% in lowest<21st percentile)

	Analysis: The Winter 2024 SMAP Reading data indicates that 49% of students in grades K-8 scored at or above the 61st percentile, with 14% in the lowest percentile. Notable improvements are seen in 1st and 5th grades, while 2nd grade shows a significant decline. Among subgroups, English Learners (EL) saw a decrease in higher achievement levels compared to the previous year. indicating a need for focused interventions for this group.
3. CA Dashboard increase by 4 points or more for students in subgroups (SED, SWD, EL)	3. CA Dashboard ELA Expected outcome- Not met 2023 CA Dashboard All Students- High 44.1 points above standard (896 students) EL- Medium - 7.9 points above standard (178 students) SED- High - 22 points above standard (478 students) SWD- Low- 59 points below standard (47 students) 2022 CA Dashboard: All Students- Very High- 56.8 points above standard (836 students) EL- High - 12.6 points above standard (197 students) SED- High - 33.9 points above standard (463 students) SWD- Low- 49.9 points below standard (38 students) Analysis: In 2023, overall student performance declined compared to 2022, with scores dropping from 56.8 to 44.1 points above standard. EL and SED students also saw decreases in their scores, while SWD students' performance worsened, falling further below standard. This indicates a need for targeted interventions to support these groups and improve overall academic outcomes.
4. Common Assessments- AR/STAR Reading growth	4. AR/ STAR Reading Expected outcome: Met Comparing Fall 2023 to Fall 2024 STAR Reading: Growth by grade level (average GE- Grade Level Equivalent) 2nd: 1.5 3rd: 1.2 4th: 0.8 5th: 1.2 6th: N/A Comparing Fall 2023 to Fall 2024 STAR Reading: Growth by grade level (average IRL- instructional Reading Level) 2nd: 2.9 3rd: 1.8 4th: 0.6 5th: 0.8

	6th: N/A
	Comparing Fall 2022 to Fall 2023 STAR Reading:
	Growth by grade level (average IRL- instructional Reading Level)
	2nd: 2.5
	3rd: 1.3
	4th: 0.5
	5th: 0.6
	6th: N/A
	Analysis:
	Comparing Fall 2023 to Fall 2024, the STAR Reading data shows consistent growth across grade levels, with the most significant gains in 2nd grade for both GE and IRL. The growth in IRL from Fall 2022 to Fall 2023 was also notable, particularly in 2nd grade, but the gains in Fall 2023 to Fall 2024 were even higher, indicating an overall improvement in reading proficiency. This suggests effective reading interventions and instructional strategies are in place.

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

The implementation of strategies to improve ELA performance has shown some positive outcomes, with a 1.8% decrease in the percentage of students not meeting the standard from 2023 to 2024. Although the goal of reducing this percentage to 28.26% was not fully achieved, there were notable improvements in grades 5-8. Overall, 70.6% of students in grades 3-8 met or exceeded the standards, up from 68.7% the previous year, indicating that the strategies were somewhat effective, particularly for certain grades and subgroups. However, further adjustments are needed to better support students who are still not meeting the standards, especially among English Learners (EL) and Long-Term English Learners (LTEL). To further support our EL and LTEL students in grades 6-8, we have purchased additional AR licenses. Additionally, a bilingual instructional aide will be available to provide extra assistance for newcomers and LTEL students. To support and motivate students to read, we will continue purchasing library books. Title 1 funds have been utilized to offer before and after-school support for our most at-risk students, although attendance cannot be mandated for all identified students. The school is also providing professional development opportunities, offering support for teachers, and having a TOSA for additional support. The site TOSA will continue to provide Tier 2 reading intervention to specific groups of elementary students. There will be a continued focus on students' mental health, setting goals, building positive relationships, and encouraging collaboration. All these supports are funded through Title 1.

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.

For the 2023-2024 school year, the site TOSA implemented a reading intervention program for Tier 2 support, targeting specific groups of elementary students. Due to the large size of the teaching staff, funds were allocated to provide substitute teachers so that grade levels could meet for data chats and lesson studies. Unfortunately, these data chats did not take place. Additionally, funds were earmarked to hire interventionists to work with at-risk students for Tier 2 intervention, but the school was unable to find qualified personnel to fill these positions.

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.

For the 2024-2025 school year, the School Plan for Student Achievement (SPSA) includes several key updates and changes. Tier 2 supports are being actively implemented, with the Site TOSA providing small group interventions using the LLI intervention reading program purchased in the previous year. Additionally, there has been an increase in staff available to provide afterschool support. Professional development will be targeted to help identify essential grade-level standards, and Professional Learning Communities (PLCs) will collaborate on explicit grade-level lesson planning. They will also use site data, broken down by grade level and student groups, to continuously modify instruction throughout the year. To support the school's high population of English Learners (ELs), bilingual instructional aides will assist students in grades 6-8 in ELA, Science, and Social Studies, while at the elementary level, the bilingual instructional aide will work with EL students in grades K-5. These aides' schedules are shared with all staff via Google Drive, ensuring targeted support for Long-Term English Learners (LTELs) and those at risk of becoming LTELs. Site and District TOSAs will collaborate with PLCs to identify and implement targeted standards in classrooms. These changes and strategies are detailed in the SPSA under Planned Improvement Goal 1, Strategies 3, 5, 6, and 12.

Math

School Goal
1. Decrease the percentage of all students and student subgroups who scored below standard by 10% on the CAASPP Spring 2019 in Spring 2023.
2. As measured by District Interims Assessments, increase the percent of students scoring Standard Met on DIA #1 by 5% in 2022-2023.
3. As reported in the School Dashboard: For 2023 increase by =4 points or more from 2022 levels for student groups: low income, ELL, Students with Disabilities, foster youth, and homeless youth.

Metric Indicator and Expected Outcome	Data Results & Analysis
1. CAASPP/SBAC Math -Decrease the percentage of students not meeting the standards by 10%.	1. Math CAASPP Expected outcome: Not Met 23-24 Math SBAC Overall 63% Met or exceeded (612students) and 37% Nearly or Not Met (359 students) 22-23 Math SBAC Overall 62.1% Met or Exceeded (499 students) and 37.9% Nearly or Not Met (304students) 23-24 Math SBAC results by grade: 3rd grade- 76.6% Met or exceeded, 13.8% Nearly Met, 9.6% Not Met 4th grade- 54.6% Met or exceeded, 29.5% Nearly Met, 15.9% Not Met 5th grade- 62.3% Met or exceeded, 19.3% Nearly Met,18.4% Not Met

	6th grade- 61.2% Met or exceeded, 23.6% Nearly Met, 15.3% Not Met 7th grade- 60.4% Met or exceeded, 23% Nearly Met,16.5% Not Met 8th grade- 45.8% Met or exceeded, 16.2% Nearly Met,18.1% Not Met 22-23 Math SBAC results by grade: 3rd grade- 69.3% Met or exceeded, 21.3% Nearly Met, 9.3% Not Met 4th grade- 66.7% Met or exceeded, 23.5% Nearly Met, 9.8% Not Met 5th grade- 68.8% Met or exceeded, 18.3% Nearly Met,12.9% Not Met 6th grade- 60.0% Met or exceeded, 18.1% Nearly Met, 22.0% Not Met 7th grade- 56.2% Met or exceeded, 24.7% Nearly Met,19.0% Not Met 8th grade- 63.8% Met or exceeded, 17.2% Nearly Met,15.5% Not Met Expected Outcome Subgroups- Not Met 2023-2024 Subgroups: SED: 56% Met or Exceeded, 23% Nearly Met, 21% Not Met SWD: 24.5% Met or exceeded, 22.5% nearly Met, 52.8% Not Met EL: 34.5% Met or exceeded, 23.9% Nearly Met, 41.6% Not Met LTEL: 22.2% Met or Exceeded, 22.2% Nearly Met, 55.6% Not Met 2022-2023 Subgroups: SED: 53.8% Met or Exceeded, 24.7% Nearly Met, 21.7% Not Met SWD: 27.9% Met or exceeded, 18.6% nearly Met, 53.5% Not Met EL: 30.7% Met or exceeded, 32.0% Nearly Met, 37.3% Not Met Analysis: In 2023-24, the overall percentage of students meeting or exceeding the Math SBAC standard slightly increased to 63% from 62.1% in 2022-23. However, performance varied by grade, with notable improvements in 3rd grade but declines in 4th and 8th grades. Subgroup analysis shows mixed results, with slight improvements for SED and EL students, but a decline for SWD and LTEL students, indicating a need for targeted support for these groups.
2. DIA- NWEA/MAP Math- Increase by 5% the number of students scoring standard met.	2. DIA MAP Expected outcome: DIA Winter 2024 Data represents achievement levels by grade. Overall MAP grades K-8

	Winter 2024 MAP Math 55.7% at 61st percentile or higher (12.8% in lowest <21st percentile) 2023 Winter MAP Math 55.7% at 61st percentile or higher (12.8% in lowest <21st percentile) Winter 2024 MAP Math Achievement levels by grade. Kinder- 72.3% at 61st percentile or higher (10.6% in lowest <21st percentile) 1st grade- 62.1% at 61st percentile or higher (9.5% in lowest <21st percentile) 2nd grade- 58.3% at 61st percentile or higher (20.3% in lowest <21st percentile) 3rd grade- 67.8% at 61st percentile or higher (4.4% in lowest <21st percentile) 4th grade- 52.8% at 61st percentile or higher (13.5% in lowest <21st percentile) 5th grade- 48.3% at 61st percentile or higher (11.4% in lowest <21st percentile) 6th grade - 55.5% at 61st percentile or higher (7% in lowest <21st percentile) 7th grade - 60.7% at 61st percentile or higher (11.8% in lowest <21st percentile) 8th grade- 60.4% at 61st percentile or higher (7.5% in lowest <21st percentile) DIA Winter 2023 Data represents achievement levels by grade. Kinder- 72.7% at 61st percentile or higher (7.6% in lowest <21st percentile) 1st grade- 50.0% at 61st percentile or higher (13.8% in lowest <21st percentile) 2nd grade- 61.4% at 61st percentile or higher (13.3% in lowest <21st percentile) 3rd grade- 59.2% at 61st percentile or higher (11.8% in lowest <21st percentile) 4th grade- 53.8% at 61st percentile or higher (8.7% in lowest <21st percentile) 5th grade- 64.7% at 61st percentile or higher (11.1% in lowest <21st percentile) 6th grade - 50.0% at 61st percentile or higher (16.1% in lowest <21st percentile) 7th grade - 52.7% at 61st percentile or higher (11.7% in lowest <21st percentile) 8th grade- 54.7% at 61st percentile or higher (12.8% in lowest <21st percentile) Subgroups: Winter 2024 MAP SWD: 13.6% at 61st percentile or higher (49.5%in lowest<21st percentile) EL: 38% at 61st percentile or higher (% in24.7 lowest<21st percentile)

	SED: 52.8% at 61st percentile or higher (13.6% in lowest<21st percentile) Subgroups: Winter 2023 MAP: SWD: 19.5% at 61st percentile or higher (50%in lowest<21st percentile) EL: 33.6% at 61st percentile or higher (25.7% in lowest<21st percentile) SED: 47.9% at 61st percentile or higher (16.1% in lowest<21st percentile) Analysis: The Winter 2024 MAP Math data shows that 55.7% of students in grades K-8 scored at or above the 61st percentile, consistent with Winter 2023 results. Notable improvements are seen in 1st and 3rd grades, while 2nd and 5th grades show a decline. Among subgroups, Students with Disabilities (SWD) and English Learners (EL) saw a decrease in higher achievement levels compared to the previous year.
3. CA Dashboard increase by 4 points or more for students in subgroups (SED, SWD, EL).	3. CA Dashboard Expected outcome- Not met 2023 CA Dashboard: Math All Students- High- 27.5 points above standard (897 students) EL- High - 1.4 points above standard (179 students) SED- High - 3.5 points above standard (479 students) SWD- Very Low- 95.3 points below standard (47 students) 2022 CA Dashboard: Math All Students- High- 29.9 points above standard (837 students) EL- High - 11.3 points above standard (197 students) SED- High - 5.1 points above standard (464 students) SWD- Low- 62.5 points below standard (38 students) Analysis: In 2023, overall math performance slightly declined compared to 2022, with all students scoring 27.5 points above standard, down from 29.9 points. EL and SED students also saw decreases in their scores, while SWD students experienced a significant drop, moving from 62.5 points below standard to 95.3 points below. This indicates a need for targeted interventions, particularly for students with disabilities.

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

The overall implementation of the strategies and activities for the 2023-2024 school year has shown mixed results. The Math SBAC results indicate a slight improvement, with 63% of students meeting or exceeding standards, up from 62.1% the previous year. However, performance varied across

grades, with 3rd grade showing significant improvement and 8th grade experiencing a decline. Subgroup performance revealed that Socioeconomically Disadvantaged (SED) students improved, but English Learners (EL) and Long-Term English Learners (LTEL) showed lower performance, indicating a need for more targeted support. The Winter 2024 MAP Math results remained consistent with the previous year, though performance varied by grade. The 2023 CA Dashboard data showed high overall performance, but Students with Disabilities (SWD) scored very low, highlighting a critical area for improvement. Overall, while there have been positive outcomes, there is a need for continued focus on supporting EL and LTEL students and addressing gaps in performance among SWD students.

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.

For the 2023-2024 school year, funds were allocated to provide substitute teachers for grade-level data chats, but these data chats did not take place. Additionally, funds were allocated for one round of Math lesson studies with the district TOSA, and 7 out of the 9 grade levels participated. Money was also set aside to hire interventionists for Tier 2 support for at-risk students, but the school was unable to find qualified personnel. These differences between the intended implementation and actual expenditures highlight the challenges faced in executing the planned strategies.

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.

For the 2024-2025 school year, several changes will be made to the goals, annual measurable outcomes, metrics/indicators, and strategies/activities based on the analysis of the Dashboard data. Tier 2 supports included in the SPSA are being implemented, and there has been an increase in staff available to provide afterschool support. Professional development will be targeted to support identifying essential grade-level standards, and PLCs will collaborate on explicit grade-level lesson planning of targeted standards. They will also consistently use site data (by grade level and student groups) to modify instruction throughout the year. Site and District TOSAs will work with PLCs to identify targeted standards to be implemented in classrooms. Efforts to find a qualified interventionist to support at-risk students will continue. The school will create processes to ensure small group intervention is conducted weekly and with fidelity. Math professional development lesson studies have been scheduled with District Math TOSAs to support staff with model lessons, learning labs, learning walks, and lesson studies with vertical articulation across grade levels. Each grade level will participate in vertical articulation with other grade levels twice this school year. These changes can be found in the SPSA under Planned Improvement Goal 2, Strategies 3, 5, and 12.

English Learner

School Goal

1. Reduce by 10% the number of EL students who score at Level I and Level 2 in the annual ELPAC test.
2. Reduce by 10% the number of EL students who are not proficient in the ELA & Math CAASPP test from the 2019 test result in comparison to the 2023 test results.
3. Meet or Exceed the school district reclassification target rate of 16% in 2022-2023.

Metric Indicator and Expected Outcome	Data Results & Analysis

1. Increase by 10% percent the number of English learners who made progress toward English proficiency measured by the ELPAC.	1. ELPAC Expected Outcome: Not Met 2024 ELPAC: Overall: grades K-8 (179 students) 34.1% Level 4, 22,9% Level 3, 22.3% Level 2, 20.7% Level 1 2023 ELPAC Overall: grades K-8 (159 students) 32.7% Level 4, 34.6% Level 3, 20.1% Level 2, 12.6% Level 1 Percentage change in each level + 1.4% at Level 4 • 11.7% at Level 3 +2.2% at Level 2 +8.1% at Level 1 Expected outcome- Not Met based on CA Dashboard 2023 CA Dashboard English Language Progress Indicator on ELPAC 122 EL students total Low= Orange 53.3% of students making progress towards proficiency (65/122students) 61% progressed at least 1 ELPI level 4% maintained ELPI Level 4 36% maintained ELPI Levels 1-3H 21% decreased at least 1 ELPI level 2022 CA Dashboard: English Language Progress Indicator on ELPAC 148 EL students total Very high 71.6% of students making progress towards proficiency (106/148 students) 56.1% progressed at least 1 ELPI level 15.5% maintained ELPI Level 4 22.3% maintained ELPI Levels 1-3H 6.1% decreased at least 1 ELPI level Analysis: In 2024, the percentage of students at ELPAC Level 4 slightly increased, but there was a notable rise in students at Level 1, indicating more students are struggling. The CA Dashboard data shows a decline in the percentage of students making progress towards proficiency, from 71.6% in 2022 to 53.3% in 2023. This suggests a need for enhanced support to help more students advance in their English language proficiency.
2. Reduce by 10% the number of EL students who are not proficient in the ELA & Math CASSPP test from the 2023 test result in comparison to the 2024 test results.	2. ELA & Math CAASPP Expected outcome: 2024 SBAC:

	ELA SBAC:79.2% of ELs did not meet standard (EL students) (20.8% met or exceeded) ELA SBAC: LTEL: 11.1% Met or Exceeded, 27.8% Nearly Met, 61.1% Not Met Math SBAC:65.5 % of ELs did not meet the standard (EL students) (34.5% met or exceeded) Math SBAC:LTEL: 22.2% Met or Exceeded, 22.2% Nearly Met, 55.6% Not Met 2023 SBAC: ELA SBAC: 73.9% of ELs did not meet standard (54/73 EL students) (26.1% met or exceeded) Math SBAC: 69.3% of ELs did not meet the standard (52/75 EL students) (30.7% met or exceeded) 2023 CA Dashboard for EL Academic progress- 178 students EL students ELA SBAC: Medium: 7.9 points above standard Math SBAC: High: 1.4 points above standard 2022 CA Dashboard for EL Academic progress- 197 EL students ELA SBAC: High: 12.6 points above standard Math SBAC: High: 11.3 points above standard Analysis: In 2024, a higher percentage of EL students did not meet the SBAC standards in both ELA and Math compared to 2023, indicating a decline in performance. The CA Dashboard data also shows a drop in academic progress for EL students from 2022 to 2023, with ELA scores falling from 12.6 points above standard to 7.9 points, and Math scores decreasing from 11.3 points to 1.4 points above standard. This suggests a need for enhanced support and interventions to improve EL students' academic outcomes.
3. Meet or Exceed the school district reclassification target rate of 16% in 2022-2023.	Expected Outcome: Met 23-24: 20,44% of EL students were reclassified 22-23: 22.61% of EL students were reclassified 21-22: 9.43% of EL students were reclassified Analysis: The reclassification rate of EL (English Learner) students has shown a positive trend over the past three years, with a significant increase from 9.43% in 2021-22 to 20.44% in 2023-24. Although there was a slight decrease from 22.61% in 2022-23 to 20.44% in 2023-24, the overall upward trend indicates sustained progress in reclassifying EL students. This suggests that the strategies implemented to support EL students are largely effective.

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

The overall implementation of strategies and activities for the 2023-2024 school year has shown mixed results, particularly for English Learner (EL) students. The reclassification rate of EL students was 20.44%, a slight decrease from the previous year but a significant improvement from 2021-2022. The 2024 ELPAC results showed a small increase in Level 4 achievers but a notable decrease in Level 3, with more students in Levels 1 and 2. The 2023 CA Dashboard data indicated that 53.3% of EL students made progress towards proficiency, down from 71.6% in 2022. Additionally, fewer students progressed at least one ELPI level, and more maintained lower levels or decreased in proficiency. The 2024 SBAC results revealed that many EL students did not meet standards in ELA and Math, with slight improvements in Math but declines in ELA compared to 2023. Long-Term English Learners (LTELs) also showed lower performance, with only 22.2% meeting or exceeding standards. These outcomes highlight the need for continued focus on targeted interventions, professional development, and data-driven instruction to support EL and LTEL students and improve overall effectiveness. The plan for the 2023-24 school year includes continued use of the FPM binder, ELD standards, and evidence-based strategies, along with additional EL training, professional development, and after-school interventions to support EL students.

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.

For the 2023-24 school year, there were some notable differences between the intended implementation and the actual expenditures for the strategies and activities to meet the articulated goals. While Tier 2 supports included in the SPSA are being implemented as planned, additional funds were allocated based on data analysis to provide targeted classroom support during professional development sessions. This was necessary to help students meet grade-level standards. Furthermore, District TOSAs are providing additional support and working closely with grade levels to enhance professional practice and support both Tier 1 and Tier 2 instruction in the classroom. These adjustments highlight the need for flexibility in budgeting to address emerging needs and ensure effective implementation of the strategies.

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.

For the 2024-2025 school year, several changes will be made to the goals, annual measurable outcomes, metrics/indicators, and strategies/activities based on the analysis of the Dashboard data. Tier 2 supports included in the SPSA are already being implemented. Teachers are using an FPM binder to identify EL students in their classes and monitor progress for ISPEL and RFEP. This binder also contains evidence-based strategies, ELD standards, and reclassification information. There has been an increase in staff available to provide afterschool support, addressing the growing number of newcomers with varied primary languages such as Mandarin, Spanish, Portuguese, and Vietnamese. Bilingual aides are providing support across all content areas. Students will participate in data chats to review their previous ELPAC performance and set goals for the current year, with ELPAC practice tests administered before the Summative ELPAC. Additional funding is being used for bilingual aides to support LTEL and at-risk LTEL students. These changes can be found in the SPSA under Planned Improvement Goal 1, Strategies 1, 5, 10, and 12.

School Climate
School Goal
1. Suspension Rate/School Dashboard: For 2022-2023, decline from 2019-2020 rates by -0.3% or greater for student groups: Schoolwide, low-income, ELL, foster youth, and Students with Disabilities.

2. Suspension Incidents: For 2022-2023, reduced the number of student suspension incidents for 2022-2023.

3. Response to Intervention: Fall Universal Screening results collected will reflect 5% or fewer students At-Risk for 2022-2023.

Engagement:

English Learners: Maintain at 1.9% or lower in 2023

Low Income: Maintain at 1.9% or lower in 2023

Students with Disabilities: Maintain at 2.7% or lower in 2023.

Middle School Dropout Rates: Reduce/maintain the adjusted number of grade 7 and grade 8 dropouts to 1 or fewer in each grade.

Meet or exceed a 95% attendance rate in 2022-2023.

Chronic Absenteeism: the 2022-23 district average chronic absenteeism rate will decrease to 10% or lower in 2022-23.

Metric Indicator and Expected Outcome	Data Results & Analysis
1. Aeries Attendance Reports-Maintain/Improve our attendance rate of 98%.	1. Attendance: Expected outcome- 98% attendance rate not met. 2022-2023 96% attendance rate 2023-2024 96.4% attendance rate Current 2024 (August-September) 97.2% attendance rate Expected outcome- CA Dashboard 2023-2024 Chronic Absenteeism Overall- grades K-8 Medium: 1170 students total 11.1% chronically absent (130 students) 2022-2023 Chronic Absenteeism Overall- grades K-8 Very High: 1106 students total 21.3% chronically absent (236 students) Analysis: The attendance rate has shown a steady improvement from 96% in 2022-2023 to 97.2% in the current 2024 period. Correspondingly, chronic absenteeism has significantly decreased from 21.3% in 2022-2023 to 11.1% in 2023-2024. This suggests that efforts to improve attendance are yielding positive results, with fewer students being chronically absent.

| 2.CA Dashboard- A decline in student suspension rate by 0.3% for all student subgroups. | 2. CA Dashboard
Expected outcome- Not met
2023- 2.3% suspended at least 1 day - Low (increased 0.9%)
2022- 1.3% suspended at least 1 day - Medium
2019- 1.4% suspended at least 1 day- Medium

2023 Subgroup data:
Low- EL 1.8%,
Low- SED 2.7%
Low- SWD 3.8%

2022 Subgroup data:
Medium- EL 1.4%,
Medium- SED 1.6%
Very Low: SWD 0%

Analysis:
In 2023, the overall suspension rate increased to 2.3% from 1.3% in 2022, indicating a rise in disciplinary actions. Subgroup analysis shows that suspension rates increased across all categories, with the most significant rise among students with disabilities (SWD) from 0% in 2022 to 3.8% in 2023. This suggests a need for targeted interventions to address behavioral issues within these subgroups. |
| 3. Suspension Reports-Reduced by 10% number of student suspension incidents | 3. Suspensions
Expected outcome- Met

23-24 Suspensions
87%- 1 on campus (20 students), 8.7% - 2 on campus (2 students) , 4.3% - 3 or more (1 students)
total 23 students with 27 incidents

22-23 Suspensions
75%- 1 on campus (21 students), 17.9% - 2 on campus (5 students) , 7.1% - 3 or more (2 students)
total 28 students with 37 incidents

Analysis:
In the 2023-24 school year, there were fewer students suspended (23 compared to 28 in 2022-23), but the total number of incidents decreased less significantly (27 compared to 37). The majority of students in both years had only one suspension, but there was a notable decrease in students with multiple suspensions in 2023-24. This suggests a potential improvement in behavior management or intervention strategies. |

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

The overall implementation of the strategies and activities for the 2023-2024 school year has shown positive trends in attendance and a reduction in chronic absenteeism. The attendance rate improved

from 96% in 2022-2023 to 96.4% in 2023-2024, with a current rate of 97.2% for August-September 2024. Chronic absenteeism decreased significantly from 21.3% in 2022-2023 to 11.1% in 2023-2024. However, the suspension rate increased slightly, with 2.3% of students suspended at least one day in 2023, up from 1.3% in 2022. Subgroup data shows low suspension rates for EL, SED, and SWD students, though there was a slight increase in suspensions overall. The goals include reducing student suspension incidents by 10%, decreasing the suspension rate by 0.3% for all subgroups, and maintaining or improving the attendance rate to 98%. These outcomes indicate that while attendance strategies have been effective, there is a need for continued focus on reducing suspensions and supporting student behavior.

For the 2023-2024 school year, the implementation of a school-wide system of positive reinforcement continues to be successful. Activities such as school counselor SEL lessons, student of the month awards, college points, HUTS, Mustang Moolah, student store, awards nights, and parent/student workshops have been effective. There is a continued need to increase fidelity with MTSS strategies and supports, including full implementation of Behavioral and Academic MTSS Tier I, Tier 2, and Tier 3. Additional professional development for teachers is planned throughout the year based on their needs. Students require Tier 2 and Tier 3 intervention programs based on universal screening and academic data. Strategies to incentivize excellent behavior among all students will continue to be developed to decrease suspensions and increase positive behavior. Further goals to increase parent involvement and attendance will also be established. These outcomes indicate that while attendance strategies have been effective, there is a need for continued focus on reducing suspensions and supporting student behavior.

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.

For the 2023-24 school year, Tier 1 and Tier 2 supports outlined in the SPSA are already being implemented. Based on data analysis from Universal screeners and student feedback, school counselor classroom lessons have been introduced. With the addition of a new elementary counselor and interns, these classroom lessons began last month, enhancing our support system for students.

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.

For the 2024-2025, school year, changes will be made based on annual measurable outcomes, metrics/indicators, and strategies/activities based on data analysis and feedback from students, staff, and parents. We will continue using HUTS and College Points, school counselor classroom lessons, student of the month awards, SEL lessons, Mustang Moolah, the student store, awards nights, parent/student workshops, and WEB activities and events during and after school. To increase student engagement, we will have music during middle school lunches. Mesa's School Pillars posters will be displayed around campus as reminders for students, staff, and parents. Bilingual aides will provide translation at parent meetings and events as needed. The school has also implemented attendance incentives, such as spirit weeks, and will inform parents about the importance of attendance at SSC, ELAC, and Coffee with the Principal meetings, which will be translated into Mandarin and Spanish as needed. The administration will develop a monitoring system to regularly identify at-risk students with chronic absenteeism and create interventions and incentives to mitigate attendance loss. Additionally, we will continue implementing schoolwide MTSS/PBIS strategies to review and promote school expectations for student behavior and success, and further develop Tier 2 and Tier 3 behavior support plans. These changes can be found in the SPSA under Planned Improvement Goal 4, Strategies 7, 10, 11, and 12.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT
HLPUSD PLAN ALIGNMENT MATRIX

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

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

SPSA Strategies:

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

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

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

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

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

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

Strategy 7: Extended learning activities

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

Strategy 9: Evidence-based educational practices to raise achievement of identified student groups

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

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

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

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 ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- Low Income	32.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- English Learner	21.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- Foster Youth	15.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- SWD	10.7% scored ≥ 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%

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

English Language Arts

LEA/LCAP Goal

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

School Goal - ELA

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

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.

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified ELA student needs for ELs, SWDs, and grade levels to determine evidence-based interventions to improve student achievement. There is a need to continue having a uniform Grade Level Monitoring PLC agenda and data analysis protocol. Teachers must turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Provide during the regular school day small group intervention by a Teacher on a Special Assignment.
All students, including our EL, SWD, and Foster-Youth students, need additional after-school support. There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Club, afterschool homework/tutorial support, Robotics, WEB, music program, and having a well-stocked library that is open for students before and after school. There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

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- Foster Youth	1a - 44.1 points above standard 1b - 22 points above standard 1c - 7.9 points above standard 1d - no a significant group 1e - 59 points below standard	1a Increase by 3 points or more 1b Increase by 3 points or more 1c Increase by 3 points or more 1e Decrease by 3 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1e School Dashboard ELA-SWD		
Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students 2b CAASPP SBAC ELA- Low Income 2c CAASPP SBAC ELA- English Learner 2d CAASPP SBAC ELA- Long Term English Learner 2e CAASPP SBAC ELA- Foster Youth 2f CAASPP SBAC ELA- SWD	2a - 68.02% Met/Exceeded 2b - 59% Met/Exceeded 2c - 25% Met/Exceeded 2d - no significant group 2e - no significant group 2f - 26.09% Met/Exceeded	2a - Increase by 3% or more 2b Increase by 3% or more 2c Increase by 3% or more 2f Increase by 3% 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 - 84% between Levels 2 -52 - 5 3b - 92% between levels 2-5 3c - 63% at level 4 - 5 3d - 79% at level 4 - 5	3a. Increase at least 3% 3b Increase at least 3% 3c. Increase at least 3% 3d. Increase at least 3%
Metric/Indicator (Winter 2023) 4a Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12) 4b Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12) 4c Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12) 4d Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12) 4e Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	4a 51.4% at level 4 & 5 4b 41.4% at level 4 & 5 4c 8% at level 4 & 5 4d 50% at level 4 & 5 4e 15.7% at level 4 & 5	4a. Increase by 3% or more 4b Increase by 3% or more 4c Increase by 4 % or more 4d. Increase by 4% or more 4e Increase by 4% 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).

All Students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
State and District Assessments will be administered.

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

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
Teachers will administer adopted common assessments (Chapter, Unit, MAP, and SBAC) throughout the school year and review results in PLC (Grade/Department level 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	District Funded Certificated Staff (Including benefits) Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

3.1 Teachers will meet at Grade/Department level to plan/develop/evaluate Professional Development as needed. Teachers may participate in approved professional Development sessions, and substitute coverage may be provided as needed. We will need to request substitutes to cover teachers' classes so they can attend these meetings. 3.2 The Site Leadership Team and Administration, integral to the PD coordination, will coordinate PD for staff based on the needs assessment process and school data. 3.3 Provide up-to-date Professional Development to expose teachers to new teaching 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)	Source(s)
3,800	LCFF S&C Teacher Release Time-Subs (Including benefits) 3.1 The use of substitutes to release teachers from the classroom and meet/collaborate.
3000	LCFF S&C Teacher Release Time-Subs (Including benefits) 3.2 The use of substitutes for teachers to attend Professional Development and/or conferences.
5900	LCFF Base Professional Development (Conferences & Workshops)

	3.3 To cover the cost of registration, travel, and mileage incurred by teachers and/or administrators in attending any PD.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

4.1 Classroom supplies and materials will be provided throughout the school year to enhance students' learning experiences.
4.2 Supplemental reading materials to support literature circles in ELA classrooms to increase reading levels for low-achieving 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)
4000	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 4.1 -Office supplies and materials to enhance the instructional experience for all students.
12000	LCFF S&C Maintenance Repairs/Agreements 4.1 Copy Machines and Laminator: cost of Maintenance/Repairs/supplies
21918	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 4.1 Classroom Instructional Supplies
5022	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) 4.2 Instructional Materials for ELA, ELD, Math, Social, Science & Intervention classes.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

5.1 Teachers and Administrators will collaborate to conduct academic conferences. They will review the district, common, and state assessments, create SMART goals, and modify instructional plans for all students, including targeted student groups: EL, SWD, Homeless, and foster youth students.
5.2 ELA 8th grade teachers will meet with Wilson HS teachers for the purpose of articulation and transition for students moving up to high school.
5.3 Teachers on Special Assignment (TOSA) will participate in grade-level collaboration during the summer and regular school year.
5.4 The Leadership Team, in their pivotal role, will convene during the summer to meticulously analyze data from the school year. This analysis will form the basis for developing the next school year's strategic steps.

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)
8752	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.1 Substitute teachers will be used to allow teachers to meet together during their regular school day.
648	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 Substitute teachers will be used to allow teachers to meet with Wilson HS teachers.
1569	LCFF S&C Certificated Staff (Including benefits) 5.3 Adtional hours for TOSA (Teacher on Speicial Assignment) to participate at the grade level planning/collaborations Summer meetings.
2824	LCFF Base Certificated Staff (Including benefits)

	5.4 Additional hours for teachers leaders to meet before the start of the new school year.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

6.1 Teachers will collaborate at grade /department level to correctly assign students in their classes based on results.
6.2 Teachers will meet/plan and present presentations/workshops to students and parents to help their students transition to the next school level.

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)
3807	LCFF Base Teacher Workshop/Additional Hrs (Including benefits) 6.1 Teachers will collaborate at grade/department level to properly assign students to their classes based on assessments results.
2000	LCFF Base Teacher Workshop/Additional Hrs (Including benefits) 6.2 Additional hours for teacher to meet/plan and make presentations/workshops to students and/or parents.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Elementary and Middle school students will participate in extracurricular activities to enhance their learning experience.
We will provide a solid after-school club program to enhance the learning experience of all 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)
5000	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) To support clubs like HOSA, Science Olympiad, Drama, Robotics, Gardening

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

A Teacher on Special Assignment will work with at-risk students, mentoring, monitoring, motivating them, and providing academic assistance. The TOSA will monitor grades and students' progress in coordination with the regular classroom teacher.

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)
92658	LCFF S&C Certificated Staff (Including benefits) Teacher on Special Assignment (TOSA)

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

The site Leadership team and administrators will coordinate professional development for staff based on needs assessments and school data.
In all classes, students will engage in practical, content-based collaboration.

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)
	District Funded Certificated Staff (Including benefits) Administrator and Site Leadership Team hold monthly meetings during early release days.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Student Focused Teams will continue in order for teachers and parents to come together formally with the assistance of the Guidance Counselor and Administration in order to address the academic deficits or at-risk students and plan appropriate supports for students.

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

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

Amount(s)	Source(s)
	District Funded Certificated Staff (Including benefits) School counselor, administrator , teacher and parent meet together as needed to create a strategic academic and behavior plan to support at risk 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

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
11.1 We will hold several opportunities for parents to participate in their student's learning process through meetings/workshops or conferences throughout the school year.
11.2 We will continue providing various parental involvement opportunities, including the Parent Volunteer Program, a crucial initiative that allows parents to contribute to the School community actively.
11.3 We will cover the cost of fingerprints so parents may actively participate in their students' educational learning as parent volunteers.

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)
1,216	Title I Parent Involvement Contracted Services 11.1 Cost to cover workshops/conferences/presenters for parents,
500	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <$500 per item) 11.2 Light refreshments for SSC & Title I meetings.

950	Title I Parent Involvement Contracted Services 11.3 To cover the cost of fingerprints for low income parents/families

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

12.1 We will subscribe to online paid programs like Brain Pop, Pondy, NearPod, and Edpuzzle.
12.2 We will subscribe to the online Accelerated Reading Program to enhance the learning experience and increase the reading skills of all students.
12.3 We will provide After-school academic/homework/Intervention support to struggling students.
12.4 We will provide After-school enrichment programs and clubs.
12.5 We will purchase additional library books to increase the number of books in the school library so students have more choices for improving their reading skills.
12. 6 The teacher on Special Assignment will provide Intervention Academic Support during the regular school day to Low income students, ELL, Foster Youth, Homeless and at Risk-students.
12.7 We will provide Instructional support inside the classroom with the support of an interventionist/college assistant.

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)
7378	LCFF S&C Contracted Services 12.1 On Line Website Subcriptions like Brain Pop, Near Pod, EdPuzzel, PLTW
10088	Title I, Part A Contracted Services 12.2 On Line Accelerated Reading Program (AR)
23504	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.3 After School Tutorial/homework support

10875	LCFF S&C Certificated Staff (Including benefits) 12.4 Additional hours for after school enrichment.
7,000	Title I, Part A Books (Excluding core textbooks) 12.5 Library books
92658	Title I, Part A Certificated Staff (Including benefits) 12.6 Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to Low income students, ELL, Foster Youth, Homeless and at Risk-students.
3932	LCFF Base Classified Instructional/Support Staff (Including Benefit) 12.7 An intructional/Interventionist will provided instructional assistant inside the classroom during the regular school day.

Goals, Strategies, & Proposed Expenditures

Goal Subject

Mathematics

LEA/LCAP Goal

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

School Goal - Math

All students, particularly English Learners and Students with Disabilities, will increase their student achievement in Mathematics as measured by the Dashboard, CAASPP, and MAP #2 results.

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.

There is a need to continue analyzing and disaggregating state and district assessments to support identified student needs for ELs, SWDs, and by grade level, for ELA to determine evidence-based interventions to improve student achievement. There is a need to continue having a uniform Grade Level Monitoring PLC agenda, and data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Provide during the regular school day small group intervention by a Teacher on a Special Assignment. Additional after-school support for all students including our EL, SWD, and Foster-Youth students. There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Club, afterschool homework/tutorial support, Robotics, WEB, music program, and having the well-stocked library that is open for students before and after school. There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

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- Foster Youth	1a. 27.5 points above standard 1b - 3.5 points above standard 1c - 1.4 points above standard 1d - no significant group 1e - 95.3 points below standard	1a - Increase by 3 points or more 1b - Increase by 3 points or more 1c - Increase by 3 points or more 1e - decrease by 3 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1e School Dashboard Math- SWD		
Metric/Indicator (2022-23) 2a CAASPP SBAC Math- All Students 2b CAASPP SBAC Math- Low Income 2c CAASPP SBAC Math- English Learner 2d CAASPP SBAC Math- Long Term English Learner 2e CAASPP SBAC Math- Foster Youth 2f CAASPP SBAC Math- SWD	2a - 61.11% Met/Exceeded 2b - 51.86% Met/Exceeded 2c - 29.03% Met/Exceeded 2d - no significant group 2e - no significant group 2f - 23.92% Met/Exceeded	2a - Increase by 3% or more 2b - Increase by 3% or more 2c - Increase by 3% or more 2f - Increase by 3% or more
Metric/Indicator (Winter 2023) 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- Foster Youth 3e MAP Math- SWD	3a 55.7% at level 4 & 5 3b 47% at level 4 & 5 3c 24% at level 4 & 5 3d none at level 4 & 5 3e 21.1% at level 4 & 5	3a - Increase by 3% or more 3b - Increase by 3% or more 3c -Increase by 4% or more 3d. -Increase at least by one 3e - Increase by 4% 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).

All students including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
State and District Assessments will be administered.

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)
District Funded Certificated Staff (Including benefits) Teachers administering the State and District assessment during the regular school day.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity
In math grade/department-level meetings, teachers analyze students' results to determine necessary re-teaching and achievement gap areas.

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)
District Funded Certificated Staff (Including benefits) Teachers meet together during early student release days to analyze student's academic and behavior success.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

Professional Development is available for teachers to attend throughout the school year.
The Site Leadership Team and Administration will coordinate PD for staff based on the needs assessment process and school 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)
	District Funded Professional Development (Conferences & Workshops) PD offerred by the Office of Curriculum and Insttrucition.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

4.1 Classroom supplies and materials will be purchased throughout the school year to enhance students' instructional experience.
4.2 Purchase students' agendas and math supplemental materials to enhance Math Instruction.
4.3 Professional Development PD for teachers and Administrators

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)
21919	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item)

	4.1 -Classroom and office supplies and materials to enhance the instructional experience for all students.
8303	Title I, Part A Supplemental Instructional Materials (Including technology devices <$500 per item) 4.2 Student's Agendas, math manipulatives, calculators, etc. for low socio-economics, ELL, Fostery and Homeless students.
	LCFF Base Professional Development (Conferences & Workshops) 4.3 Registration & Mileages incurred for Professional Development Conferences/Workshops for techers and Administrators. See Goal 1, Strategy 3 for funding

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

5.1 Grade-level and Department meetings will take place during our early release on Thursday. Agendas and Minutes will be turned in to the principal for review. At these meetings, assessments and instructional needs for students, including targeted groups EL, SWD, and Homeless/Foster Youth, will be discussed and determined.
5.2 8th Grade Math teachers will meet with the Wilson HS Math teachers for articulation and transition of the 8th-grade students. See ELA Goal 1, Strategy 5

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

Amount(s)	Source(s)
	District Funded Certificated Staff (Including benefits) 5.1 Teachers meet at grade/department level during early student release days.

	Title I, Part A Certificated Staff (Including benefits) 5.2 8th grade Math teachers meet with feeder HS teachers for articulation and transition. See Goal 1, Strategy 5 for funding amount

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

12.1 The teacher on special assignment will provide intervention academic support during the regular school day to support all low-performing students, including EL, SWD, Foster, and homeless youth.
12.2 We will provide Instructional support inside the classroom with the support of an interventionist/college assistant.
12.3 After-school academic Intervention support, offering various options such as tutoring, homework club, etc., to support all low-performing students, including EL, SWD, Foster, and Homeless Youth students.
12.4 Educational Field Trips

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) 12.1 Teacher on Special Assignment (TOSA) See Goal 1, Strategy 12 for funding
1347	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 12.2 An intructional/Interventionist will provided instructional assistant inside the classroom during the regular school day.
0	Title I, Part A

	Teacher Workshop/Additional Hrs (Including benefits) 12.3 Before/After School Tutorial/Homework Support. See Gaol 1, Strategy 12 for funding
10000	LCFF S&C Contracted Services 12.4 Educational Field trips (entrances & Transportation costs).

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

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

School Goal - English Learners

All English Learners will increase their performance as measured by the ELPAC test results, Reclassification rate, Dashboard and CAASPP.

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.

There is a need for EL students to continue having explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK leveled questions, vocabulary building, and opportunities for practicing speaking and using Thinking Maps. LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening. There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems. Provide high-quality vocabulary instruction throughout the day. Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format. Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; ELD Unit Assessments & APPELs 2.0. Progress Monitor our RFEP students to ensure that they are making good progress. Also provide after school support in a form of homework and Tutorial support.

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 - 53.3% making progress towards EL proficiency	1a. Increase by 1% or more
Metric/Indicator 2a Summative ELPAC Level 4	2a. 32.32% at ELPAC Level 4	2a - Increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2022-23) 3a English Learner Reclassification Rate	3a. 22.61% EL students were reclassified	3a Meet or Exceed Districts reclassification rate.

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).

EL students

Activity

1. Sub teachers out of class during the school day to come together by grade or department level and analyze data to create strategies to close the achievement gap among 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)
6648	Title I, Part A Teacher Release Time-Subs (Including benefits) 1. Substitute teachers - PLC and additional teacher collaboration time for instructional improvement

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).

EL students

Activity

Teachers will administer common assessments throughout the school year and review results in PLC (grade-level/department 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)
	District Funded Certificated Staff (Including benefits) administer common assessments

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).

EL students

Activity

Teachers will have the opportunity to attend PD organized by the Office of Curriculum Instruction regarding how to best support 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)
	District Funded Professional Development (Conferences & Workshops)

	Professional Development opportunities to support EL students by school district TOSAs

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).

EL Students

Activity

1.1 Grade-level and Department meetings will take place during early release Thursdays. Agendas and Minutes will be created and shared among teachers and administrators for review. At these meetings, assessments and instructional needs for EL students will be discussed and determined. 1.2 The EL facilitator will provide proper PD for all teachers at grade level, Department, or Staff meetings. Reclassification criteria and results will be analyzed to determine the next steps to increase/achieve the reclassification goal established.

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)
	District Funded Certificated Staff (Including benefits) 1.1 Thursdays staff meetings
	District Funded Professional Development (Conferences & Workshops) 1.2 EL facilitator will meet with teacher during grade level meetings.

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).

ELL students

Activity

1.1 Integrated ELD Model with English Language Development taught in all classrooms with CLAD-certificated teachers.
1.2 An EL class for level 1 & 2 students is offered at the Middle School level.

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)
	District Funded Certificated Staff (Including benefits) 1.1 Classroom instruction taught by CLAD certificated teachers
	District Funded Certificated Staff (Including benefits) 1.2 One EL class/period for EL 1 & 2 at the middle school level

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

Activity

We will provide additional support to students, teachers, parents, and community via in person assistance, phone communication, enrollment and registration, clerical support and limited language translation services when needed. The importance of providing exceptional service to our families is a priority at Mesa Robles. With the high number of students enrolled at Mesa, there is a need to increase the hours of our office staff from time to time to meet this goal.

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	LCFF Base

	Classified Instructional/Support Staff (Including Benefit) Addtional hours for office staff to provide additional parent support

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).

EL Students

Activity

Annual ELAC meetings to discuss school and district school programs. We will hold at least 5 ELAC meetings during the school year. All parents of EL students will be invited to participate/attend.

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)
	District Funded Certificated Staff (Including benefits) School Administrator holds meetings with parents of EL students to discuss school and district programs/services provided to EL students.

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).

EL students

Activity

12.1 We will provide bilingual support through a bilingual Instructional Assistant to explain concepts, instructions, and assignments in a way that is linguistically accessible to EL students.

12.2 We will provide after-school tutorial/homework to EL to improve their overall academic performance.
12.3 A Teacher on Special Assignment will provide Intervention Academic Support to EL during the regular school day to help them improve their overall academic performance.

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)
24000	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 12.1 Instructional Bilingual Assistant
4200	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 Instructional Bilingual Assistant Support
	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 12.2 Before/After School Tutorial/homework support. See Goal 1, Strategy 12 for funding
	Title I, Part A Certificated Staff (Including benefits) 12.3 Teacher on Special Assignment will provide Intervention Academic Support during the regular school day to support EL students. See Goal 1 & 2 for funding

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate & Engagement

LEA/LCAP Goal

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

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

School Goal - School Climate

Climate:
1. All students, particularly EL, low-income, two more more races, and SWD, will decrease their suspension Rate/School as measured by the California Dashboard.

Engagement:
2. All students, particularly EL, Low income, and SWD, will increase their attendance rates.
3. All students, particularly EL, Low-income, and SWD, will decrease their Chronic Absenteeism rate as measured by the California Dashboard,

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.

Continue implementing activities to promote good school attendance.
Increase parent engagement.
Reduce chronic absenteeism rate and suspension rates.

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	1a. 2.3% suspended at least one day 1b. 2.7% suspended at least one day 1c. 1.8% suspended at least one day 1d - no significant group 1e. 3.8% suspended at least one day	1a - Decrease by 0.2% 1b - Decrease by 0.2% 1c - Decrease by 0.2% 1e - Decrease by 0.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1d Dashboard Suspension Rate- Foster Youth 1e Dashboard Suspension Rate- SWD		
Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate	2a. 0.0% Expulsion rate	2a. Maintain same %
Metric/Indicator (2022-23) 3a CHKS "Safe or Very Safe" Overall Perception- Grade 5 3b CHKS "Safe or Very Safe" Overall Perception- Grade 7	3a. 82% of students feel Safe or Very Safe - Grade 5 3b. 54% of students feel Safe or Vary Safe - Grade 7	3a. Increase by 3% or more 3b. Increase by 3% or more
Metric/Indicator (2022-23) 4a CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5 4b CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 7	4a. 68% of students "Agree/Strongly Agree" Overall Connectedness - Grade 5 4b. 52% of students "Agree/Strongly Agree" Overall Connectedness - Grade 7	4a. Increase by 3% or more 4b. Increase by 3% or more
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		
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 6e Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	6a. 11.1% Chronically Absent 6b. 13.6% Chronically Absent 6c. 10.1% Chronically Absent 6e. no significant group 6f. 34.6% Chronically Absent	6a. Decrease by 2% or more 6b. Decrease by 2% or more 6c. Decrease by 2% or more 6f. Decrease by 2% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6f Dashboard K-8 Chronic Absenteeism Rate- SWD		

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity
Teachers will rate students on externalizers and internalizers twice a year in the Fall and Spring Universal Screenings. Students identified as at-risk will receive MTSS Tier 2 and/or Tier 3 support services.

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)
	District Funded Certificated Staff (Including benefits) Teachers complete and submit the Universal Screeners to the school counselor. The results are discussed at a staff meeting to help create supports for individual students.

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity

The Leadership Team will implement and monitor the effectiveness of the SEL curriculum and analyze students, parents, and staff surveys to measure its outcome.

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)
	District Funded Certificated Staff (Including benefits) Leadership team holds monthly meetings to monitor the effectiveness of the SEL program.

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity

Monthly collaborative staff meetings to promote school culture and positive learning environment.
School counselor will provide Proactive classroom management strategies during staff meetings/PD days.
The MTSS team will provide PD to all teachers at staff meetings as needed.

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

Amount(s)	Source(s)
	District Funded Certificated Staff (Including benefits)

	Monthly grade level/PLC/staff meetings/ Leadership meetings to support students' social emotional needs to create a positive learning environment.

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity
At grade level, Department and/or staff meetings teachers and administrators will discuss behavior data results to reflect/analyze and create/improve the learning environment of the classroom/school.
At grade level, deparment and/or staff meetings teachers and administrators will analyse the behavioral referral process and seek for new ways to improve it in order to reduce the number of students that get suspended from class/school.

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)
	District Funded Certificated Staff (Including benefits) At grade level/department/ staff meetings teachers and administrators will review and analyze behavior data, referrals, positive behavior referrals, student of the month, and other positive incentives to reduce the umber of suspensions.

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, specifically 8th-grade students transitioning to high school and incoming kindergarten and 6th-grade students.

Activity

The school counselor will coordinate with and attend meetings with High school counselors to provide a smooth transition program for the 8th graders going to high school.
Teachers, counselors, and administrators will plan and execute activities for students and parents of students transitioning from Pre-K to K, 5th grade to middle school, and 8th grade to high school.

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)
	District Funded Certificated Staff (Including benefits) The school counselor and 8th-grade teachers will collaborate with high school feeders to help students transition. Pre-K to kindergarten and incoming 6th-grade students will also have opportunities for Parent and/or student Orientations to help ensure a smooth transition.

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

1a. School-wide activities that focus on building school climate and culture and address inclusion and diversity: The Student of the Month recognition program, and various monthly activities of the Mesa HUT (grades K-5) and Colleges (grades 6-8) programs. The Hut and Colleges programs are both PBIS-based strategy-based programs that involve student recognition and rewards and The WEB (Where Everyone Belongs) program is coordinated by the school counselor where 7th and 8th-grade students organized activities to welcome incoming 6th-grade students.
1b.. Educational Field Trips to enhance the learning experience of all students beyond the regular setting.
1c. School items to promote school pride and a sense of belonging.

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 Base Supplemental Supplies 1a. Supplies to promote the PBIS student recognition program and to provide rewards and activities school-wide.
5,000	LCFF S&C Supplemental Supplies 1a. Marketing and promotional supplies for Mesa Robles (drawstring bags, banners, school flags, pencils, Brochures, etc.) School-wide PBIS behavioral supports (permanent banners, individual classroom posters) Printing cost for flyers, promotion program, etc.
11232	LCFF Base Contracted Services 1b. . School Buses to transport students during educational field trips and ticket entrances..
5000	LCFF S&C Supplemental Supplies 1.c School items with school logo and theme to promote school pride and sense of belonging.

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity
1. a We will provide additional office and nurse supplies to support students at school.

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)
1926	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 1a. Office & Nurse office Supplies

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).

Activity

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

Amount(s)   Source(s)

Strategy 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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity
1a. We will provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services beyond the regular school calendar year.
1b. With the high number of students enrolled at Mesa, there is a need to increase the hours of our office staff from time to time in order to provide enough service support.

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

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

Amount(s)	Source(s)
11302	LCFF Base Classified Instructional/Support Staff (Including Benefit) 1a. Additional hours for classified office staff
4812	LCFF Base Classified Instructional/Support Staff (Including Benefit) 1b. Additional overtime for office staff

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, including targeted student groups: EL, SWD, Homeless, and Foster-Youth students

Activity
11.1 We will cover the cost of fingerprinting for low-income parents so they can become approved parent volunteers.
12.2 We will cover costs in informing parents about school activities and mandated parent meetings like SSC, ELAC, and Title I.

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 Parent Involvement Contracted Services 11.1 Fingerprint cost for low income parents to be district approved parent volunteers.
2000	LCFF Base Contracted Services 12.2 To cover cost of flyers, announcements, Program Printing costs, emergency cell phone services

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 including targeted student groups: EL, SWD, Homeless and Foster-Youth students

Activity

1a. Students in middle school have the opportunity to join the Speech and Debate Club.
1b. We will extend school library hours beyond the regular school hours so students can access them before and after school.
1c. We will provide after-school clubs like Drama, Chess, Science, Gardening, Yoga, etc.
1d. We will extend regular counseling hours to provide student/parent access to school counselors beyond regular school hours.
1e. We will provide cell phone service for school administrators to contact families outside regular school hours.

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)
	District Funded Certificated Staff (Including benefits) 1a. The school district provides the funding through ELO for two coaches for the Speech and Debate after school program.
4334	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 1b. Additional hours for Media Tech personnel to open the school library before and after school reg. hours.
10875	LCFF S&C Certificated Staff (Including benefits) 1c. After-school clubs, such as Chess, Drama, Gardening, Robotics, Spanish, Reading, Speech & Debate and the Science Olympiad.
1570	LCFF S&C Certificated Staff (Including benefits)

	1d. Aditional hours for School Counselor to provide Mental Health to students and families
3138	LCFF Base Certificated Staff (Including benefits) 1d. addtional hours for school counselor to provide support to students beyond regular school hours.

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)	$169,801
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)	$169,801
Total CSI Funds Provided to the School from the LEA	$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	$

Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Parent Involvement	$3,666.00
Title I, Part A	$166,135.00

Subtotal of federal funds included for this school: $169,801.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF Base	$104,710.00
LCFF S&C	$199,094.00

Subtotal of state or local funds included for this school: $303,804.00

Total of federal, state, and/or local funds for this school: $473,605.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	104,710.00
LCFF S&C	199,094.00
Title I Parent Involvement	3,666.00
Title I, Part A	166,135.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	7,000.00
Certificated Staff (Including benefits)	216,167.00
Classified Instructional/Support Staff (Including Benefit)	56,927.00
Contracted Services	43,864.00
Maintenance Repairs/Agreements	12,000.00
Professional Development (Conferences & Workshops)	5,900.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	68,588.00
Supplemental Supplies	11,000.00
Teacher Release Time-Subs (Including benefits)	22,848.00
Teacher Workshop/Additional Hrs (Including benefits)	29,311.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Certificated Staff (Including benefits)	District Funded	0.00
Certificated Staff (Including benefits)	LCFF Base	5,962.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Base	23,046.00
Contracted Services	LCFF Base	13,232.00
Professional Development (Conferences & Workshops)	LCFF Base	5,900.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF Base	49,763.00
Supplemental Supplies	LCFF Base	1,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF Base	5,807.00
Certificated Staff (Including benefits)	LCFF S&C	117,547.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	25,347.00
Contracted Services	LCFF S&C	17,378.00
Maintenance Repairs/Agreements	LCFF S&C	12,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF S&C	10,022.00
Supplemental Supplies	LCFF S&C	10,000.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	6,800.00
Contracted Services	Title I Parent Involvement	3,166.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I Parent Involvement	500.00
Books (Excluding core textbooks)	Title I, Part A	7,000.00
Certificated Staff (Including benefits)	Title I, Part A	92,658.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	8,534.00
Contracted Services	Title I, Part A	10,088.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I, Part A	8,303.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	16,048.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	23,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	330,999.00
Goal 2 - Math	41,569.00
Goal 3 - English Learner	37,848.00
Goal 4 - School Climate	63,189.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement
Job Title: Teacher on Special Assignment
Employee Name: Jenny Jimenez

Funding Resource: Title I **Percent FTE:** 50%	**Funding Resource:** LCFF S&C **Percent FTE:** 50%
Administer Tier 2 academic support via small group instruction in Language Arts, Math, and Science three times a week. Work with teachers, support personnel, and administrators to identify the lowest-achieving students for academic intervention. Maintain student records of interventions applied and other pertinent data. Participate in training programs to learn evidence-based academic intervention strategies and practices. Provide on-site professional development, guidance, and support for teachers working with students performing below grade level. Provide support for identified lowest achieving students.	Collaborate with teacher PLC teams to implement targeted supplementary instruction to support low-income English Learners, RFEP, and foster youth in meeting CCCS. Support teachers of EL students with resources and instructional strategies. Collaborate with grade-level teams and individual teachers to better understand Common Core strategies. Support teachers in using technology to assess students and support the core curriculum. Provide on-site professional development for all teachers to engage and support student achievement. Collaborate with school administrators in the development of school site professional development. Testing Coordinator for ELPAC and CAASPP State Tests.

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 only
Octavio Perez	X				
Jennifer Collins		X			
Kacey Heyman		X			
Daniel Kim		X			
Sylvia Mattson		X			
Maria Real			X		
Natalia Huang				X	
Jenny Liu				X	
Perla Trumkul				X	
Betty					X
Emma					X
Darren					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

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
Michelle Smith	X			
Jailing Lee		X		
Jenny Jimenez		X		
Chris Zhong			X	
Becky Luong			X	
Sunny Yu			X	
Win Yan			X	
Hye Lee			X	
Rosa Jiang			X	
Mandy Zhang			X	
Tao Feng			X	
Lisa Yang			X	
Yanlin Liang			X	
Weina Chen			X	
Qin Lin			X	
Steven Zhang			X	
Numbers of members of each category:	**1**	**2**	**13**	

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: May 9, 2024

Attested:

	Principal, Octavio Perez on May 9, 2024
	SSC Chairperson, Jennifer Collins on May 9, 2024

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

School and Student Performance Data

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

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Professional Development, Teaching and Learning

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

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

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

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

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

Extended learning activities

Opportunity and Equal Educational Access

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

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

Parental Engagement

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

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

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated. This amount is manually inputted.

- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. This amount is manually inputted.

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

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

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

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

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