



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 California Elementary School 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
California Elementary School	19 73445 6014138	4/24/25	

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
 School wide Title 1.

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

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

School Profile

2023-2024 Student Enrollment=336 (additional 22 in SDC PreK)

Student demographics:

Hispanics: 97%

EL Learners: 30%

SED (Free or Reduced lunch): 91%.

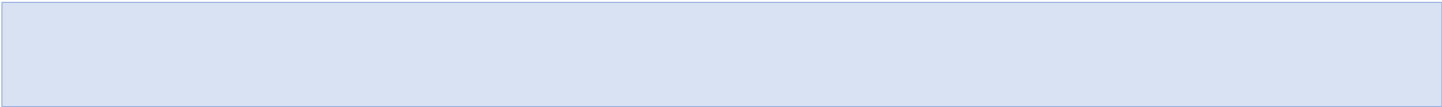


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District Adopted Core Curriculum 2025-26

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Student Group						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	%		0	
African American	%	0%	%		0	
Asian	4.45%	5.41%	4.31%	15	18	15
Filipino	2.97%	3%	2.87%	10	10	10
Hispanic/Latino	87.54%	86.49%	87.36%	295	288	304
Pacific Islander	%	0%	%		0	
White	0.89%	0.9%	1.44%	3	3	5
Multiple/No Response	0.30%	0.3%	0.29%	1	1	1
	Total Enrollment			337	333	348

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	67	49
Grade 1	51	46	46
Grade 2	48	47	45
Grade3	49	46	48
Grade 4	45	49	46
Grade 5	36	41	48
Grade 6	42	37	38
Total Enrollment	337	333	348

Conclusions based on this data:

1. Enrollment has increased slightly over the last two years
2. Students enrolled by student groups has not had any significant changes in any group
3. This data reflects 6th grade which is no longer a grade available at CA due to reconfiguration.
4. Kindergarten enrollment has significantly declined over the last 2 years

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	88	85	74	26.1%	25.5%	21.1%
Fluent English Proficient (FEP)	35	30	40	10.4%	9.0%	11.5%
Reclassified Fluent English Proficient (RFEP)	5			5.40%		

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

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	14	0	0	0	14	0	14
01	14	0	0	0	14	0	14
02	16	0	0	0	16	1	17
03	6	2	0	3	11	2	13
04	1	13	0	0	14	4	18
05	0	9	0	1	10	6	16
06	0	0	9	0	9	11	20

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	19	0	0	0	19	0	19
01	10	0	0	0	10	0	10
02	15	0	0	0	15	0	15
03	6	4	0	3	13	2	15
04	0	5	0	2	7	5	12
05	0	6	0	5	11	2	13
06	0	1	2	7	10	7	17

Conclusions based on this data:

1. The grade level with consistent at risk of L-TEL 4-5 years tends to be 4th grade

2. RFEPs numbers tend to decrease as the grade levels increase
3. The number of English Learners has slightly decreased over the last few years.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
348	79%	21.3%	0.6%
Total Number of Students enrolled in California Elementary School.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	21.3%
Foster Youth	2	0.6%
Homeless	19	5.5%
Socioeconomically Disadvantaged	275	79%
Students with Disabilities	42	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	15	4.3%
Filipino	10	2.9%
Hispanic	304	87.4%
Two or More Races	1	0.3%
Pacific Islander	0	0.0%
White	5	1.4%

Conclusions based on this data:

1. The significant sub groups are Hispanic, and SED for the enrolled student populations

2. There are slightly more homeless students than foster students which were enrolled last year

3. There are slightly more English Learners than students with disabilities enrolled last year

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English learner progress and Language arts both fell in the orange rating indicating a need for improvement.
2. Chronic absenteeism and math both fell in the yellow range indicating a need to continue to improve.
3. Suspension rate fell in the blue indicating highest performance

School and Student Performance Data

Academic Performance English Language Arts

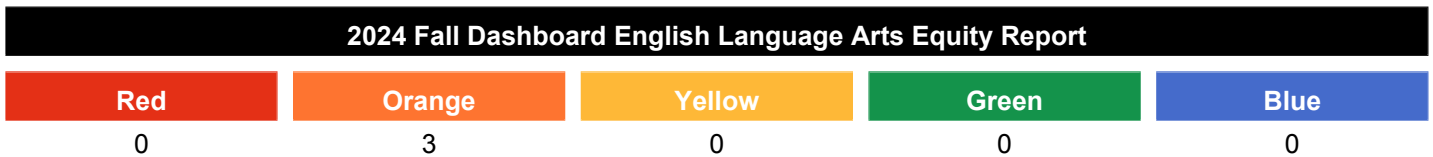
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>27.8 points below standard</p> <p>Maintained 1.6 points</p> <p>173 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.5 points below standard</p> <p>Declined 6.7 points</p> <p>49 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>26.1 points below standard</p> <p>Maintained 0.7 points</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 119.6 points below standard Declined 23.1 points 22 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 4 Students</p>	<p>Hispanic</p>  <p>Orange 31.1 points below standard Maintained 1.7 points 156 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 2 Students</p>

Conclusions based on this data:

1. Our English Learners had the largest drop with a decrease of 6.7 points
2. Hispanic students are the furthest behind in ELA. This group is 31.1 points below standard as compared to all students which are only 27.8 points below standard
3. All groups scored in the orange performance indicator indicating there is progress needed as a whole in the area of language arts.

School and Student Performance Data

Academic Performance Mathematics

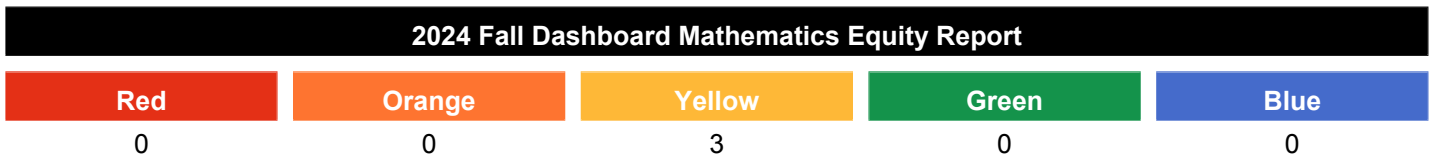
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>40.7 points below standard</p> <p>Increased 12.9 points</p> <p>173 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>41.2 points below standard</p> <p>Increased 22.4 points</p> <p>49 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>44.8 points below standard</p> <p>Increased 7.9 points</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>123.6 points below standard</p> <p>Maintained 1.2 points</p> <p>22 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>43.7 points below standard</p> <p>Increased 17.6 points</p> <p>156 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. All sub groups fell in the yellow performance rating indicating an overall need for improvement as a school site in the area of math
2. Socially disadvantaged students scored the lowest falling 44.8 points below the standards as opposed to all students who scored 40.7 points below the standard
3. All subgroups showed an increase in points moving toward the standard, with English Learners making the biggest increase with a 22.4 point increase

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 51.2% making progress. Number Students: 43 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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.

2024 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
18.6%	30.2%	0%	48.8%

Conclusions based on this data:

- 79% of students either maintained or progressed at least one ELPI level, 18.6 decreased one ELPI levels indicating a continued need to continue to make progress towards standard
- Overall, 51.2 made progress, indicating a continued need for all students to continue working towards acquiring the English language.
- 0% maintained ELPI level 4, indicating a need to continue to work with English Learners to make progress towards acquiring English

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>23.1% Chronically Absent</p> <p>Declined 16.7</p> <p>360 Students</p>	<p>English Learners</p>  Orange <p>24.1% Chronically Absent</p> <p>Declined 17.9</p> <p>87 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p>  No Performance Color <p>40.9% Chronically Absent</p> <p>Declined 0.8</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>24.5% Chronically Absent</p> <p>Declined 14.4</p> <p>294 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>30.6% Chronically Absent</p> <p>Declined 18.2</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>Declined 10</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>23.8% Chronically Absent</p> <p>Declined 16.7</p> <p>315 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Declined 22.9</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. All groups made progress in the right area showing a decline in number of chronically absent students
2. Students with disabilities made the biggest gains in reducing the number of chronically absent students.
3. Continued work is needed with all subgroups to continue to make progress in reducing the overall number of students scoring in the chronically absent rates

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

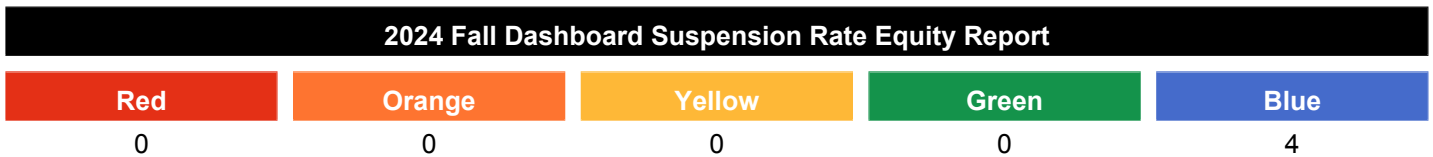
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 2.4%</p> <p>369 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.2%</p> <p>90 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 25%</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 2.6%</p> <p>301 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.4%</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 2.4%</p> <p>323 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. All subgroups fell in the blue range indicating positive movement in the right direction for all students
2. As a site the number of suspensions was reduced thus indicating movement in the right direction
3. Socially disadvantaged students had the largest decline with a positive change of 2.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	43	48	51	42	46	51	42	46	98.1	97.7	95.8
Grade 4	44	48	45	44	48	45	44	48	45	100.0	100.0	100
Grade 5	37	39	47	37	38	46	37	38	46	100.0	97.4	97.9
Grade 6	44	37	36	44	37	36	44	37	36	100.0	100.0	100
All Grades	177	167	176	176	165	173	176	165	173	99.4	98.8	98.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2400.	2423.	2422.	17.65	14.29	17.39	21.57	40.48	34.78	21.57	19.05	19.57	39.22	26.19	28.26
Grade 4	2424.	2439.	2440.	4.55	14.58	13.33	15.91	18.75	28.89	34.09	25.00	24.44	45.45	41.67	33.33
Grade 5	2510.	2461.	2443.	29.73	2.63	10.87	27.03	26.32	19.57	21.62	26.32	17.39	21.62	44.74	52.17
Grade 6	2511.	2506.	2519.	6.82	10.81	5.56	31.82	24.32	36.11	43.18	37.84	36.11	18.18	27.03	22.22
All Grades	N/A	N/A	N/A	14.20	10.91	12.14	23.86	27.27	29.48	30.11	26.67	23.70	31.82	35.15	34.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.69	9.52	8.70	54.90	80.95	69.57	29.41	9.52	21.74
Grade 4	6.82	8.33	11.11	77.27	70.83	68.89	15.91	20.83	20.00
Grade 5	24.32	0.00	13.04	67.57	78.95	54.35	8.11	21.05	32.61
Grade 6	6.82	5.41	13.89	75.00	48.65	63.89	18.18	45.95	22.22
All Grades	13.07	6.06	11.56	68.18	70.30	64.16	18.75	23.64	24.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.80	14.29	13.04	50.98	59.52	63.04	39.22	26.19	23.91
Grade 4	2.27	12.50	0.00	63.64	58.33	73.33	34.09	29.17	26.67
Grade 5	24.32	5.26	15.22	51.35	73.68	39.13	24.32	21.05	45.65
Grade 6	2.27	16.22	16.67	68.18	56.76	58.33	29.55	27.03	25.00
All Grades	9.09	12.12	10.98	58.52	61.82	58.38	32.39	26.06	30.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.80	11.90	8.70	78.43	64.29	76.09	11.76	23.81	15.22
Grade 4	2.27	2.08	8.89	75.00	77.08	71.11	22.73	20.83	20.00
Grade 5	18.92	2.63	15.22	70.27	81.58	54.35	10.81	15.79	30.43
Grade 6	18.18	10.81	13.89	75.00	75.68	63.89	6.82	13.51	22.22
All Grades	11.93	6.67	11.56	75.00	74.55	66.47	13.07	18.79	21.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.73	21.43	10.87	62.75	59.52	76.09	23.53	19.05	13.04
Grade 4	2.27	12.50	17.78	72.73	60.42	60.00	25.00	27.08	22.22
Grade 5	16.22	7.89	6.52	70.27	68.42	56.52	13.51	23.68	36.96
Grade 6	20.45	16.22	11.11	65.91	67.57	77.78	13.64	16.22	11.11
All Grades	13.07	14.55	11.56	67.61	63.64	67.05	19.32	21.82	21.39

Conclusions based on this data:

1. The percentage of standard exceed by all students has slightly increased
2. The percentage of students scoring below standard was highest in all grades in the writing portion of the exam followed by research/inquiry

3. 3rd grade had the highest number of students scoring in the meet or exceeding ranges.

School and Student Performance Data

CAASPP Results Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	43	48	51	43	48	51	43	48	98.1	100.0	100
Grade 4	43	48	45	43	48	45	43	48	45	100.0	100.0	100
Grade 5	37	39	47	37	38	47	37	38	47	100.0	97.4	100
Grade 6	44	37	36	44	37	36	44	37	36	100.0	100.0	100
All Grades	176	167	176	175	166	176	175	166	176	99.4	99.4	100

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2387.	2422.	2434.	5.88	9.30	10.42	17.65	41.86	47.92	31.37	20.93	22.92	45.10	27.91	18.75
Grade 4	2415.	2424.	2450.	4.65	4.17	17.78	11.63	20.83	22.22	37.21	27.08	31.11	46.51	47.92	28.89
Grade 5	2468.	2435.	2443.	5.41	2.63	8.51	27.03	10.53	8.51	24.32	21.05	31.91	43.24	65.79	51.06
Grade 6	2482.	2502.	2489.	9.09	8.11	0.00	6.82	21.62	19.44	31.82	40.54	41.67	52.27	29.73	38.89
Grade 11															
All Grades	N/A	N/A	N/A	6.29	6.02	9.66	15.43	24.10	25.00	31.43	27.11	31.25	46.86	42.77	34.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.88	20.93	18.75	50.98	48.84	60.42	43.14	30.23	20.83
Grade 4	11.63	8.33	22.22	37.21	41.67	44.44	51.16	50.00	33.33
Grade 5	16.22	0.00	10.64	45.95	28.95	42.55	37.84	71.05	46.81
Grade 6	2.27	5.41	5.56	47.73	62.16	58.33	50.00	32.43	36.11
Grade 11									
All Grades	8.57	9.04	14.77	45.71	45.18	51.14	45.71	45.78	34.09

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.84	16.28	16.67	43.14	58.14	62.50	49.02	25.58	20.83
Grade 4	2.33	6.25	6.67	55.81	50.00	62.22	41.86	43.75	31.11
Grade 5	8.11	0.00	0.00	62.16	44.74	46.81	29.73	55.26	53.19
Grade 6	4.55	8.11	2.78	52.27	54.05	47.22	43.18	37.84	50.00
All Grades	5.71	7.83	6.82	52.57	51.81	55.11	41.71	40.36	38.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.84	11.63	25.00	60.78	74.42	60.42	31.37	13.95	14.58
Grade 4	6.98	8.33	13.33	55.81	47.92	53.33	37.21	43.75	33.33
Grade 5	5.41	2.63	4.26	54.05	65.79	57.45	40.54	31.58	38.30
Grade 6	9.09	8.11	0.00	63.64	64.86	77.78	27.27	27.03	22.22
All Grades	7.43	7.83	11.36	58.86	62.65	61.36	33.71	29.52	27.27

Conclusions based on this data:

1. 3rd grade had the highest percentage of students scoring in the met or exceed categories.
2. Problem-solving had the highest percentage of students scoring below standard indicating a need for continued improvement
3. Concepts and procedures had the highest number of students scoring above or near standard as compared to the other strands

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1426.0	1443.2	1405.8	1431.6	1437.9	1409.8	1412.6	1455.2	1396.4	14	19	19
1	1492.2	*	*	1493.9	*	*	1489.9	*	*	15	8	10
2	1524.1	1506.8	*	1519.0	1503.1	*	1528.8	1510.1	*	14	12	5
3	*	*	1482.8	*	*	1478.7	*	*	1486.6	8	9	12
4	1507.1	*	*	1496.0	*	*	1517.5	*	*	13	6	9
5	*	*	*	*	*	*	*	*	*	10	9	5
6	*	*	*	*	*	*	*	*	*	10	10	7
All Grades										84	73	67

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	27.78	21.05	42.86	22.22	26.32	50.00	22.22	31.58	0.00	27.78	21.05	14	18	19
1	26.67	*	*	46.67	*	*	26.67	*	*	0.00	*	*	15	*	*
2	28.57	33.33	*	71.43	41.67	*	0.00	16.67	*	0.00	8.33	*	14	12	*
3	*	*	8.33	*	*	50.00	*	*	25.00	*	*	16.67	*	*	12
4	7.69	*	*	38.46	*	*	46.15	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	26.39	11.94	42.86	37.50	37.31	36.90	26.39	35.82	3.57	9.72	14.93	84	72	67

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	22.22	15.79	42.86	33.33	36.84	50.00	16.67	31.58	0.00	27.78	15.79	14	18	19
1	40.00	*	*	40.00	*	*	20.00	*	*	0.00	*	*	15	*	*
2	57.14	33.33	*	42.86	50.00	*	0.00	8.33	*	0.00	8.33	*	14	12	*
3	*	*	50.00	*	*	16.67	*	*	16.67	*	*	16.67	*	*	12
4	23.08	*	*	38.46	*	*	38.46	*	*	0.00	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	31.94	29.85	45.24	45.83	34.33	27.38	12.50	22.39	1.19	9.72	13.43	84	72	67

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	22.22	26.32	23.53	27.78	15.79	58.82	33.33	42.11	11.76	16.67	15.79	17	18	19
1	25.00	*	*	33.33	*	*	16.67	*	*	25.00	*	*	12	*	*
2	25.00	33.33	*	58.33	8.33	*	8.33	50.00	*	8.33	8.33	*	12	12	*
3	0.00	*	8.33	18.18	*	33.33	54.55	*	25.00	27.27	*	33.33	11	*	12
4	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	22.22	11.94	35.71	25.00	22.39	44.05	37.50	38.81	8.33	15.28	26.87	84	72	67

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	16.67	5.26	64.29	66.67	78.95	7.14	16.67	15.79	14	18	19
1	53.33	*	*	46.67	*	*	0.00	*	*	15	*	*
2	42.86	58.33	*	57.14	33.33	*	0.00	8.33	*	14	12	*
3	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
4	69.23	*	*	23.08	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	36.11	25.37	55.95	56.94	55.22	2.38	6.94	19.40	84	72	67

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	22.22	15.79	85.71	44.44	68.42	7.14	33.33	15.79	14	18	19
1	20.00	*	*	80.00	*	*	0.00	*	*	15	*	*
2	57.14	41.67	*	42.86	50.00	*	0.00	8.33	*	14	12	*
3	*	*	41.67	*	*	41.67	*	*	16.67	*	*	12
4	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.62	36.11	29.85	69.05	51.39	55.22	8.33	12.50	14.93	84	72	67

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	22.22	15.79	85.71	61.11	68.42	7.14	16.67	15.79	14	18	19
1	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
2	35.71	16.67	*	64.29	66.67	*	0.00	16.67	*	14	12	*
3	*	*	8.33	*	*	33.33	*	*	58.33	*	*	12
4	15.38	*	*	53.85	*	*	30.77	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	18.06	10.45	57.14	56.94	52.24	17.86	25.00	37.31	84	72	67

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	50.00	36.84	50.00	27.78	47.37	21.43	22.22	15.79	14	18	19
1	6.67	*	*	93.33	*	*	0.00	*	*	15	*	*
2	50.00	25.00	*	50.00	75.00	*	0.00	0.00	*	14	12	*
3	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
4	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	31.94	23.88	71.43	61.11	61.19	4.76	6.94	14.93	84	72	67

Conclusions based on this data:

1. The amount of students scoring in level 4 overall was reduced from last year to this year.

2. The amount scoring in the Well developed range in writing dropped, and the number of beginning writers increased showing a need to improve overall in the area of writing
3. The amount of students scoring in the beginning range in the area of reading increased thus indicating a need to improve reading skills in English Learners.

School and Student Performance Data

Reclassification Rate

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)
California	11	80	12.09%
HLPUSD	545	3216	14.49%

2023-24

(from Aeries 7/1/2023 - 6/30/2024)

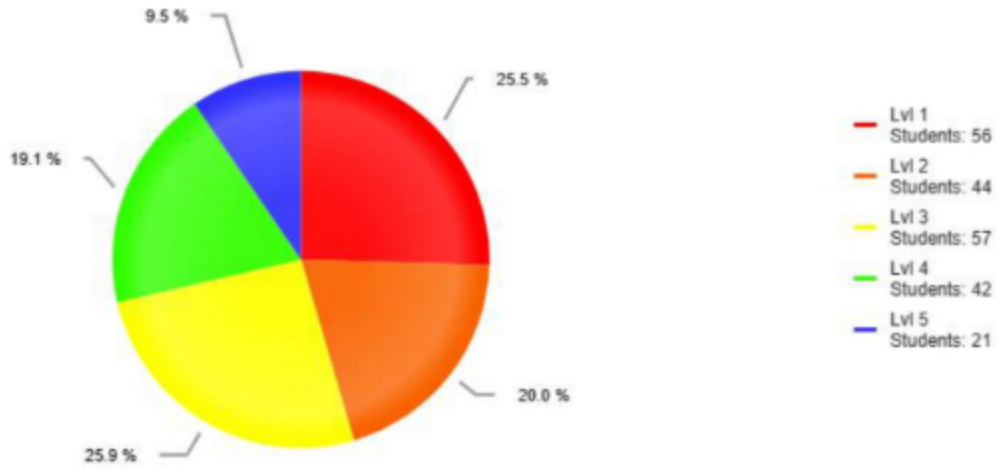
School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
California	12	70	14.63%
HLPUSD	513	2802	15.48%

Conclusions based on this data:

1. Based on the data we are slightly lower in the percentage reclassified as compared to the district average
2. Based on the data we are slightly lower than the district RFEP rate by about 1%
3. Based on the current reclassification rate it is important that we continue to make progress with our English Learners and work towards reclassification

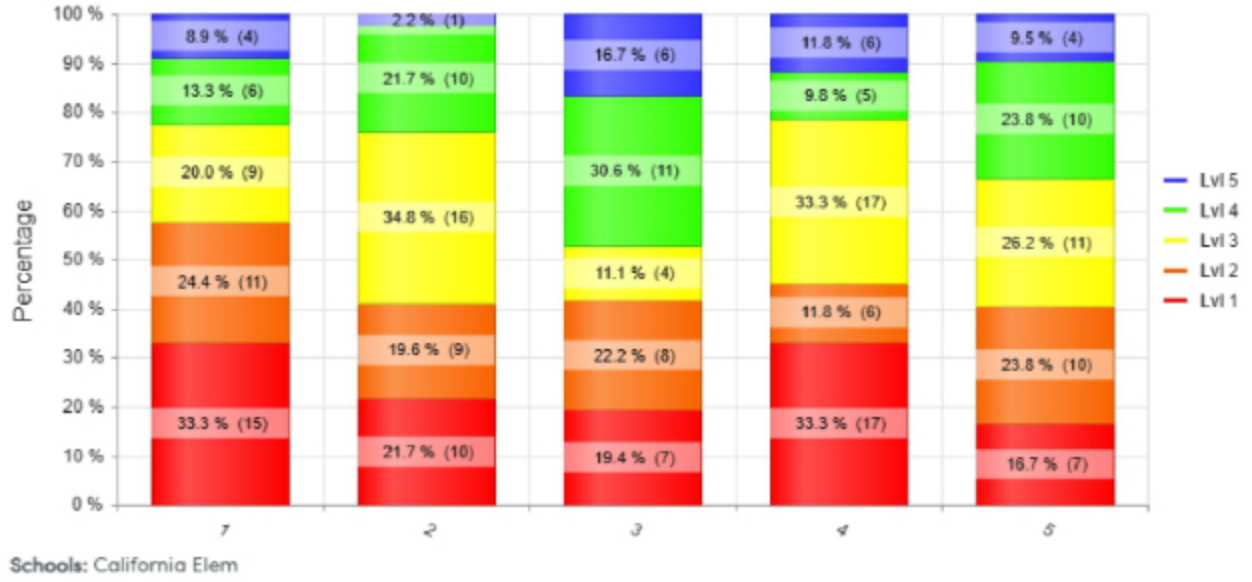
K-12 MAP Reading Results for 2024-25

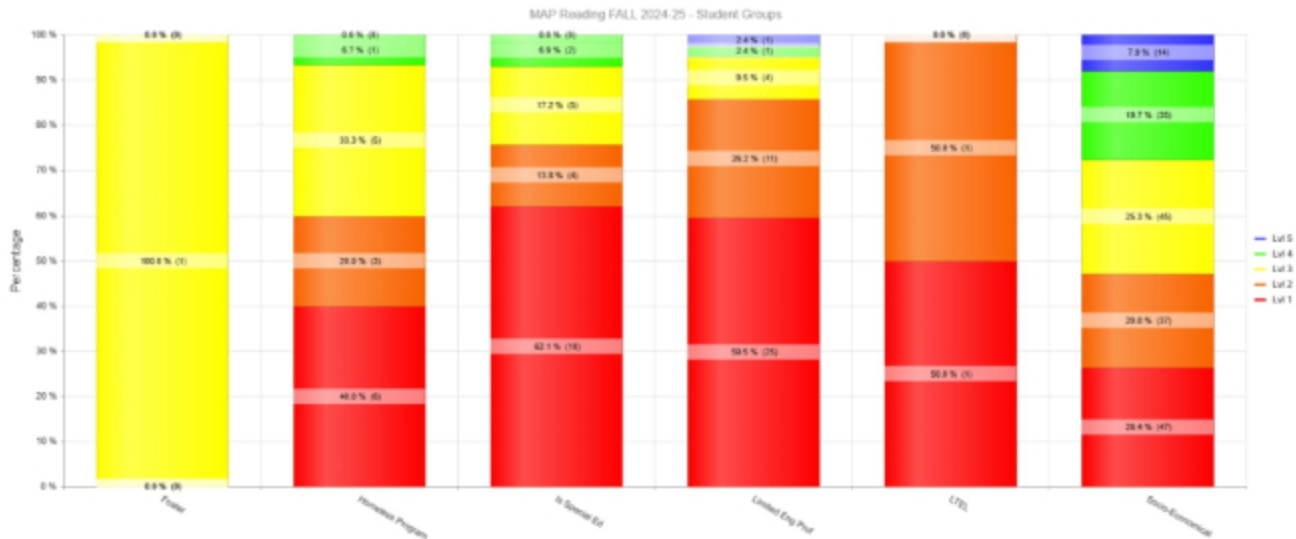
MAP Reading FALL 2024-25 District / Site



Schools: California Elem
Grades: K, 1, 2, 3, 4, 5

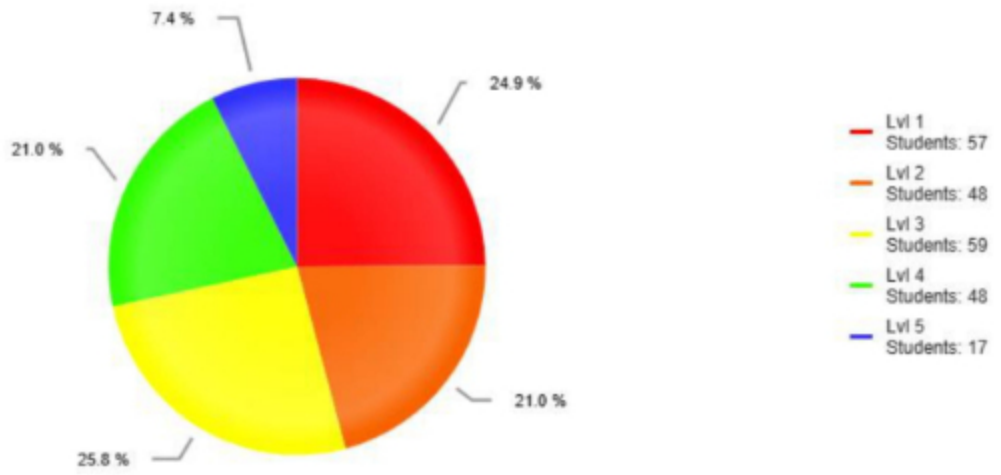
MAP Reading Fall 2024-25 - Grade Level





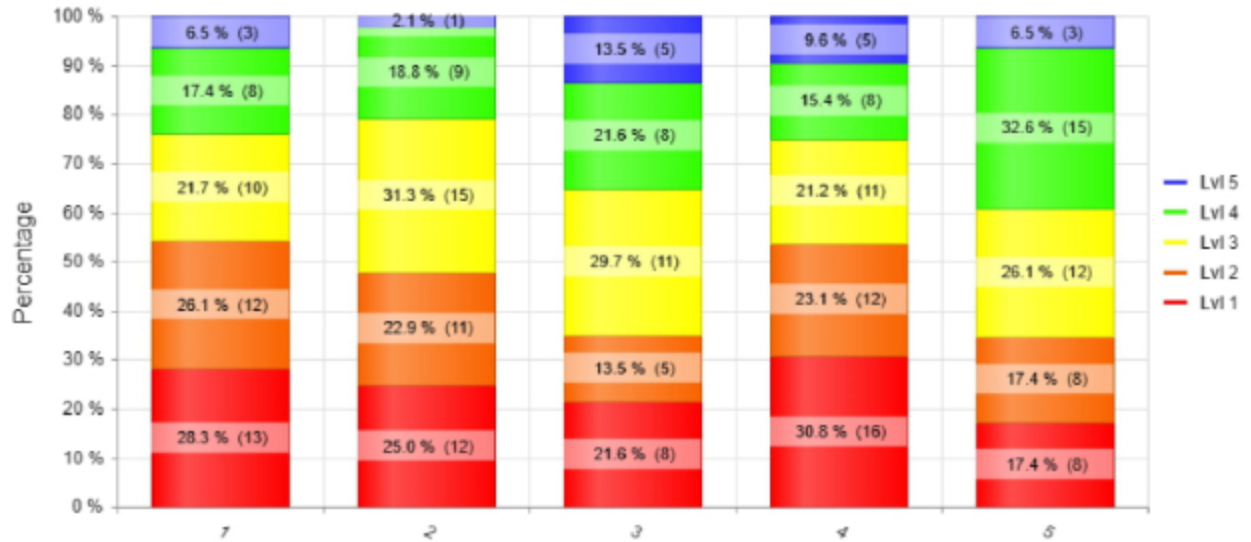
School: California Elem
 Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter 24-25 District Wide

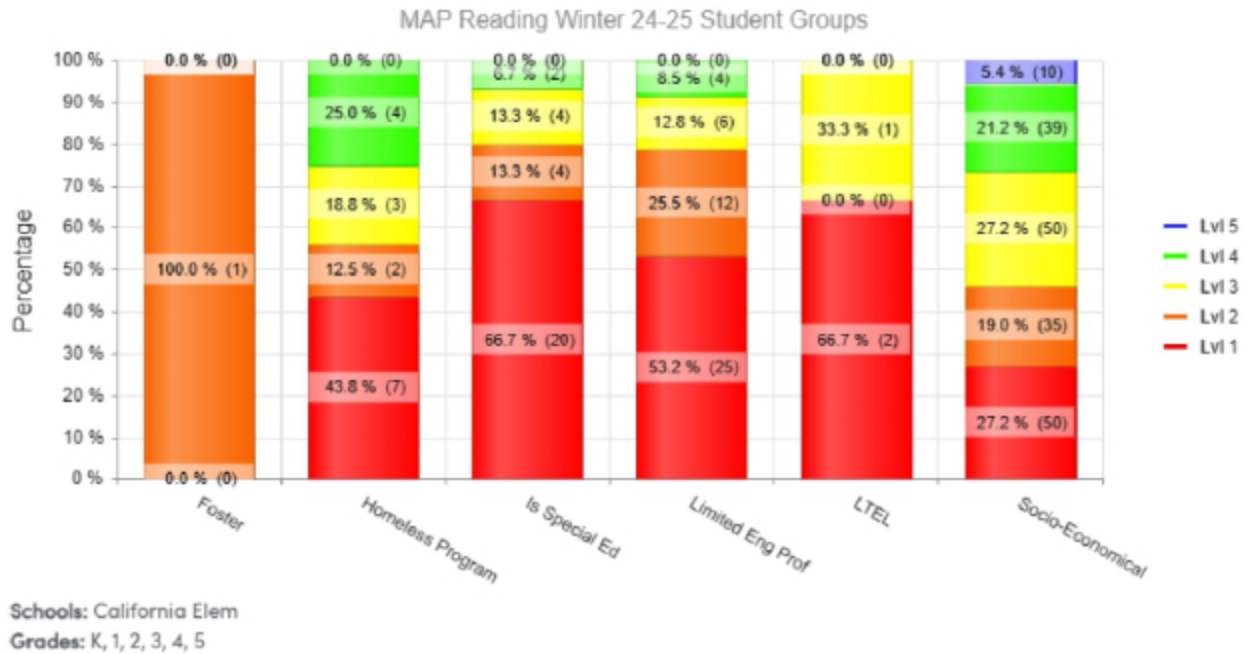


Schools: California Elem
Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter 24-25 Grade Levels



Schools: California Elem

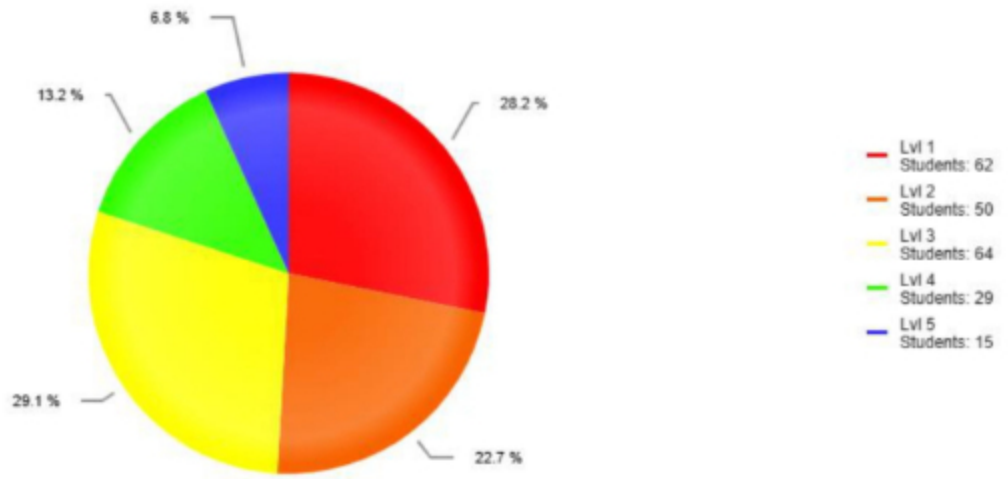


Conclusions based on this data:

1. LTELS and Special Education had the highest percentage scoring in Level 1 indicating a need for continued improvement in both of these subgroups
2. 5th grade had the highest percentage scoring in level 4 and level 5 with 39% followed by 3rd grade with 35% scoring level 4 and 5
3. 3rd and 4th grade had more scoring in Level 5 as compared to the district average.

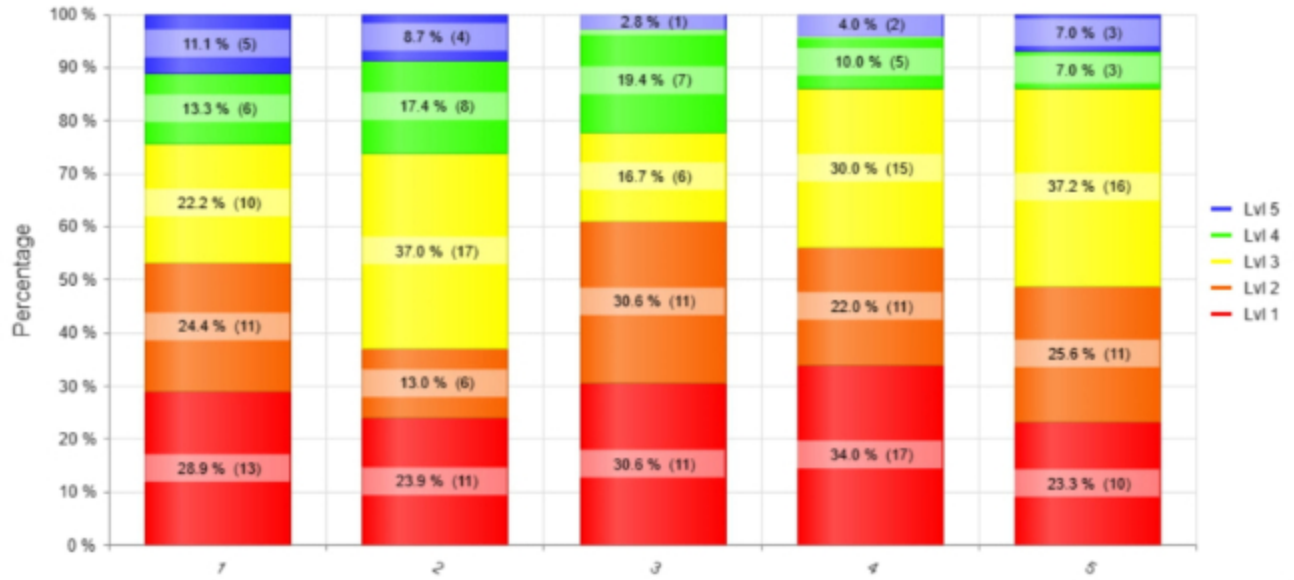
K-12 MAP Math Results for 2024-25

MAP Math Fall 2024-25 - Distirct / Site Total



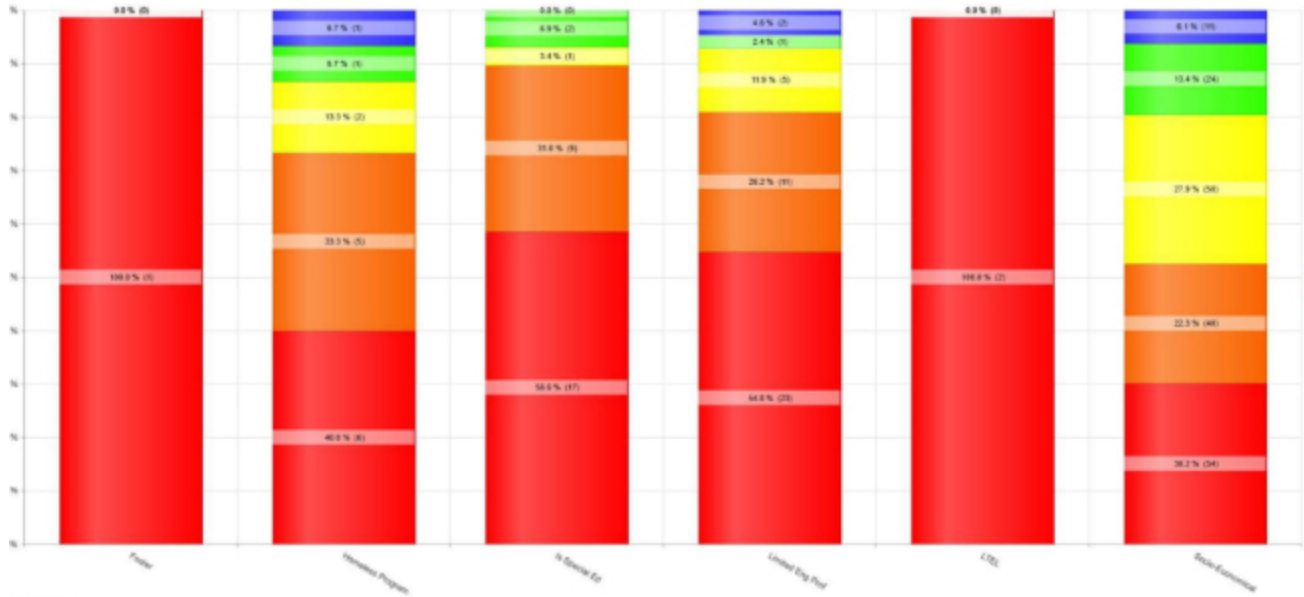
Schools: California Elem
Grades: K, 1, 2, 3, 4, 5

MAP Math Fall 2024-25 - Grade Level



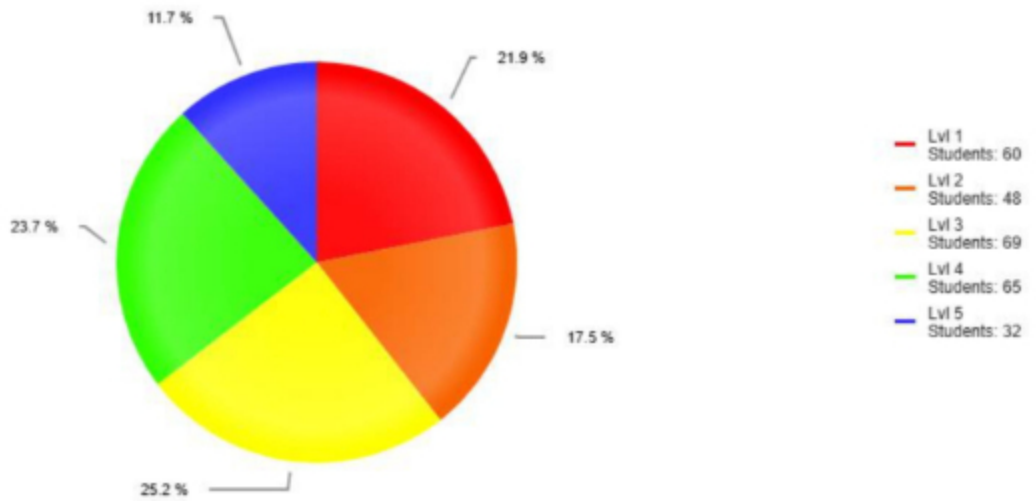
Schools: California Elem

MAP Math Fall 2024-25 - Student Groups



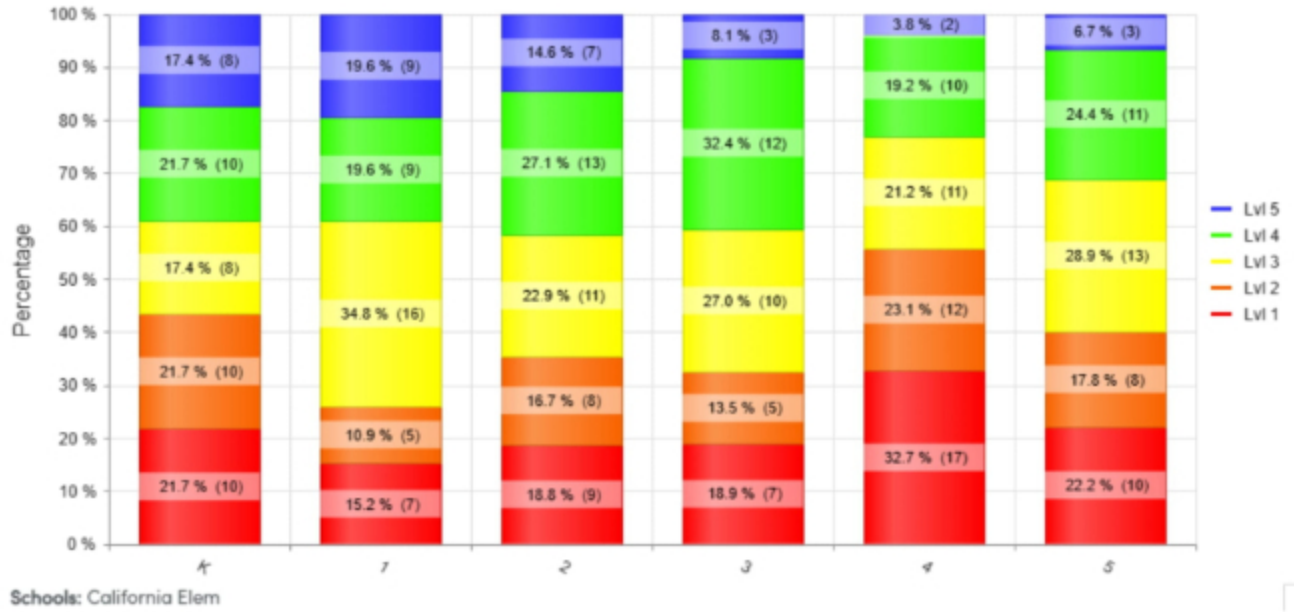
California Elem
K,1,2,3,4,5

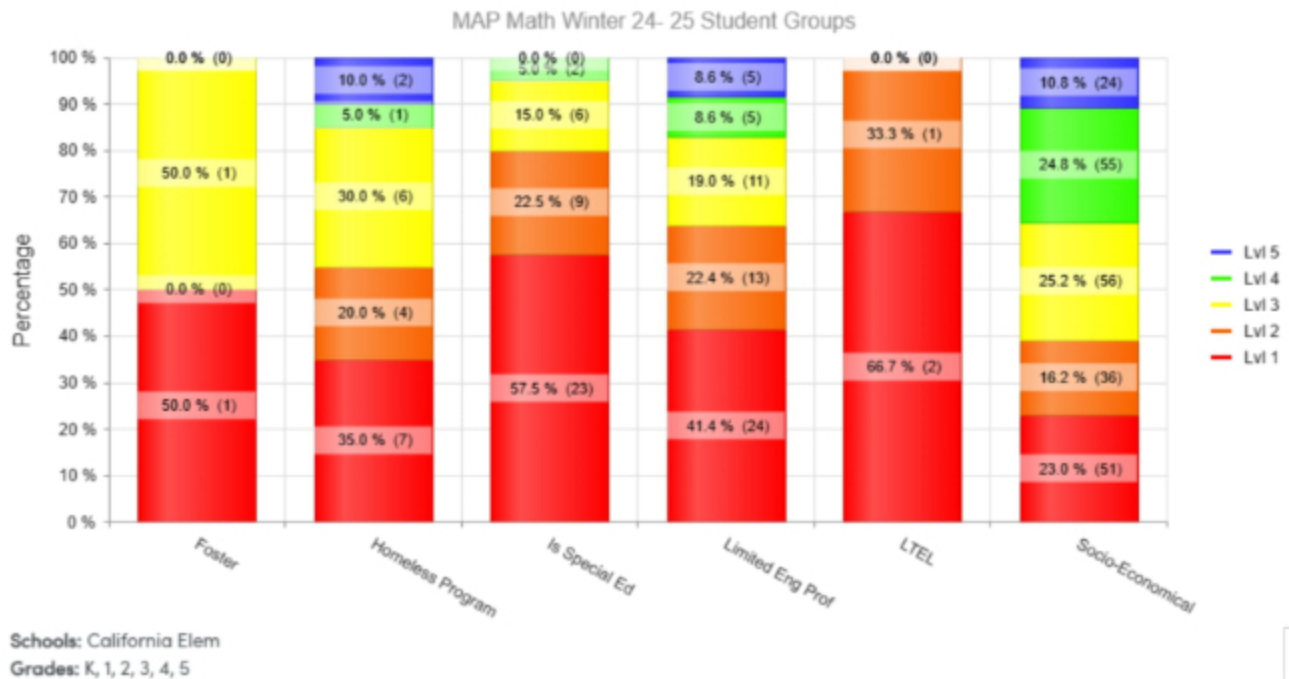
MAP Math Winter 24-25 District Wide



Schools: California Elem
Grades: K, 1, 2, 3, 4, 5

MAP Math Winter 24-25 Grade Level





Conclusions based on this data:

1. Kinder, 1st, and 2nd had a higher percentage fo students scoring in Level 5 as compared to the district average
2. 3rd grade had the highest number of students scoring in level 4 and level 5 as compared to other testing grade levels.
3. All subgroups had a significant amount of students scoring in Level 1 indicating a need for continuous work toward higher levels

At-Risk LTEL/LTEL Monitoring Report

At-Risk LTEL Monitoring Report

School	Grade Level Years in US School		IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
California West Elem	5	5	Yes	2 - Somewhat Developed 03/04/2024	1 - Not Met 4/23/2024	13 (1/14/2025)	B (2024/2025 - Trimester 1)
California West Elem	4	4	No	3 - Moderately Developed 03/07/2024	1 - Not Met 4/23/2024	10 (1/14/2025)	D (2024/2025 - Trimester 1)
California West Elem	4	5	No	2 - Somewhat Developed 03/15/2024	1 - Not Met 4/22/2024	28 (1/17/2025)	D (2024/2025 - Trimester 1)
California West Elem	4	4	No	3 - Moderately Developed 03/07/2024	1 - Not Met 4/23/2024	17 (1/14/2025)	F (2024/2025 - Trimester 1)
California West Elem	4	5	No	2 - Somewhat Developed 03/27/2024	1 - Not Met 4/23/2024	17 (1/17/2025)	B (2024/2025 - Trimester 1)
California West Elem	4	5	Yes	2 - Somewhat Developed 03/07/2024	1 - Not Met 4/23/2024	32 (1/17/2025)	D (2024/2025 - Trimester 1)
California West Elem	3	4	No	2 - Somewhat Developed 03/19/2024		1 (1/14/2025)	C (2024/2025 - Trimester 1)

LTEL Monitoring Report

School	Grade Level Years in US School		IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
California West Elem	5	>5	No	3 - Moderately Developed 03/05/2024	1 - Not Met 4/23/2024	21 (8/23/2024)	D (2024/2025 - Trimester 1)
California West Elem	5	>5	Yes	1 - Minimally Developed 03/05/2024	1 - Not Met 4/23/2024	3 (1/13/2025)	F (2024/2025 - Trimester 1)
California West Elem	5	>5	Yes	2 - Somewhat Developed 03/05/2024	1 - Not Met 4/23/2024	3 (1/13/2025)	D (2024/2025 - Trimester 1)

Conclusions based on this data:

- At Risk LTEL's have a significant number of D and F in their ELA grade thus indicating a need for more work with our LTELS
- All those considered At Risk and LTEL scored 1-not met on the SBAC thus indicating a need for improvement in the area of ELA
- 4 out of 10 at risk of LTEL or LTEL had an IEP and their reading percentiles on the MAP test were lower than those who did not have an IEP

RFEP Monitoring Report

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
California West Elem	4	Monitored Year 3	No	3 - Met 4/23/2024	39 (1/14/2025)	D (2024/2025 - Trimester 1)

Conclusions based on this data:

- This student scored Met on the SBAC yet did not have a passing ELA grade
- The student has been monitored for 3 years revealing he was reclassified in 1st grade.
- Continued monitoring is needed to ensure this student earns a passing ELA grade

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

NA

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

3. Summarize how the identified resource inequities are addressed in the SPSA.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

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).

Staff (certificated and classified), parents, stakeholders completed surveys for needs assessments, LCAP priorities, LCAP stakeholder engagement activities. Also, various ELAC, SSC and staff meetings for informal surveys. Healthy Kids Survey, DL surveys shared with staff and stakeholders via district. Community schools needs assessment survey will also be conducted for students, parents and staff.

Parents and staff indicate a need for additional personnel to provide interventions in the area of LA and math. Parents also indicated that after school intervention/tutoring is needed. They also expressed they would like to continue LEXIA, Dreambox and that they would like to see more afterschool clubs and extracurricular activities to keep students engaged and connected to school. Parents also indicated a need to increase our parent involvement and an increase of family engagement nights for the following years.

Classroom Observations

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

Observations in classes were conducted throughout the school year as formal and informal observations. Findings included: technology implementation in all classrooms, consistent use of district-adopted materials, and a focus on NDPL. As well as teachers using proximity and immediate feedback. Engagement was high during classroom visits. , Students grouping was flexible and there were many opportunities for students to engage in a variety of ways in the classroom

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, TSI

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

Based on the data analysis the need for additional support in areas of Math as well as ELA. Therefore, teachers will analyze CAASPP data, and ELPAC, along with common assessment and chapter assessments to identify student gaps. Through this, interventions are created and students scores are monitored. During staff meetings and early release Thursdays, PLC time, teachers continue to monitor and analyze data for students that received intervention and/or need intervention. During PLC times best teaching practices will also be shared and grade level teams will have time to plan and discuss teaching strategies to best meet the needs of all students. In the area of ELA there is a need to analyze data for the following groups: SWD, Hispanic, EL, SED. Each group shows a need to improve overall on CAASPP in the area of ELA. As a site we will focus on the ongoing review of data, and also focus on 6 week cycles of intervention with data based decisions. Based on UFLI information in grades K-3 groups teachers will provide the intervention while the interventionist will work with extension groups and groups to provide enrichment. In the area of Math there is a need to improve overall student performance in all sub groups: EL, SWD, Hispanic, SED. Each group made progress but there is a need to continue to make more progress in the area of math. Staff will focus ongoing data analysis as well as 6 week cycles of intervention. Groups for intervention will be fluid and based on similar student needs. All students showed a need to improve in the area of concepts and procedures as well as problem solving. Small group reteaching and tutoring will be used to assist with students that are struggling.

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

Based on the data analysis and results with various testing, we monitor progress with LEXIA, DREAMBOX, MAP data, core curriculum intervention data and trimester data. In addition, we look at ISPELS and monitor student progress during ELD time in class. Data chats for English learners will also be utilized for English learners. PLC time after school on Thursdays as well as staff meeting days are used to monitor students and strategize with best instructional practices on how to provide growth. Teacher release time can also be used to help provide teachers time to analyze data, as well as time to engage in sharing best instructional strategies and materials.

Professional Development, Teaching and Learning

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

Based on the data: There is a need for ongoing professional development to look at student data in Math (all areas) ELA (reading), ELD (Reading). Support from District TOSAs to assist with ELD professional development, monitor student ISPELs and progress in reclassification. A few professional developments have included supporting teachers in implementation of integrated and designated ELD strategies/standards to support EL students. Will look at common assessments, district DIA's to see areas of need for ELA and Math and support identified students. Then, look at individual student data for intervention throughout the week as there is a great need based on CAASPP scores. Students SMAP scores will also be used to form intervention group, track individual needs and progress. Staff will have the opportunity to attend district PD and to engage in a variety of district PD throughout the year. In addition as a staff we will engage in PD in the area of math strategies and reading comprehension. MTSS specifically tiered interventions for behavior and academic intervention will also be a focus for the 2025-2026 school year. This school year we also work to decrease chronic absenteeism as a whole for all students.

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

Reaching out to district CIA TOSAs for support in instruction and implementation on how to best use core adopted materials to implement within a classroom setting. There is a need to continue to have PD in the area of Math and Language Arts and work with the district TOSA's to continue to develop best practices. Teachers will be encouraged to attend district PD when possible and encouraged to try new strategies that are learned in district PD.

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

There is an ongoing need to continue to allow time for teachers to collaborate during the school day and after school. Meetings include PLC, grade level meetings, and staff meetings, which are conducted after school on Tuesdays and early release Thursdays. Collaboration will take place on an ongoing basis to ensure that we are communicating about students, and best teaching strategies.

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

There is a great need to work closely with feeder schools for ongoing MS collaboration. There is a meeting 2 times a year with the district PreK department on how to make transitions smoother, which is much needed. The relationship and partnerships we have built and continue to build for our feeder schools is very important for the transitions of our 6th graders. For students that receive SPED support, a yearly transition meeting also occurs to support our students and families.

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

EL students continue to show achievement gaps as compared to other student populations. The school Bilingual Aide will support English learners at each grade in small group, she will also support EL's integrate out on the playground and monitor their application of skills. Reclassified students will continue to be monitored to ensure they are continuing to make progress.

ELD facilitators/ Administration will share expectations and create timelines to monitor EL and RFEP academic progress. Academic interventions may include ISPEL or RFEP monitoring tools. For ISPELs, ELA teachers will set specific EL strategies that support each individual student's needs. Principal/ELD facilitators will support all teachers who have RFEP students not making adequate progress to share evidence based practices to support academic growth. In addition teachers will monitor LTEL student progress to support adequate growth throughout the school year. Our ELD facilitator will also provide updates at staff meetings as appropriate and work closely with the ELA Department to meeting all timelines. LTELS will be monitored and areas of need will be discussed during PLC time, and additional instruction will be provided to assist LTELS during designated ELD time.

Staff will participate in English Language Development training, there will be a refresher in GLAD strategies, as well as SAIDE strategies to support all English learners.

Extended learning activities

There is an ongoing need for: LEXIA, and DREAMBOX, Students also have opportunities for art after school as well as robotics, video production, Band, Science Olympiad, after school intervention and possibly extra clubs or classes. All students enrolled in TK-5 will have the opportunity to join clubs and afterschool activities. Afterschool tutoring and clubs will be used to help students form meaningful connections to school and will in turn help reduce chronic absenteeism. Spirit days as well as lunch and recess activities will also help students stay connected with school. PTO afterschool events will enable families to visit campus and engage with staff outside the classroom.

Opportunity and Equal Educational Access

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

There is an ongoing need for our interventionists that support students not meeting grade level for push in and pull out intervention. There is also a need for after school intervention provided by the teachers in areas of reading and math. Providing intervention for students struggling with grade level content. Counselors and community school specialist will also support students with attendance issues by reaching out to families regarding attendance, as well as using the SART and SARB process to help educate those in need regarding attendance policies. Classroom aides and classified staff will be offered extra hours to provide tutoring support for homework and language support for English learners.

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

California will continue to utilize and expand on the following evidence based practice in an effort to raise student achievement:

- Continue best first instruction with a strong tier 1 in the classroom
- in class teacher intervention and small group
- Offer extra support afterschool with tutoring and homework help
- Targeted math and reading intervention groups with interventionist
- Creation of engaging school and community climate that supports all learners
- Decrease in chronic absenteeism
- Weekly principal message for parents and text messages to keep them informed
- Parent Education classes
- Bilingual aide to support EL's
- Follow IEP and 504s
- Lexia, DreamBox in class and at home use
- Strong Tier 1 classroom management policies

Student progress will be measured by ongoing analysis of student data, and 6 week data from intervention and evaluating data from common assessments and district interims, Dreambox, common assessment, chapter math assessments. In students with chronic absenteeism counselors will work with students to help support attendance needs.

Parental Engagement

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

- Ongoing need for support in:
- PTO meetings
- CareSolace program for counseling
- InNOout certificate programs
- BEAR CODE school wide positive behavior program
- Weekly Beary Exceptional Student
- Monthly Scholar of the Month
- Monthly Character Achievement award
- Trimester Assemblies
- Spirit days and engaging lunch and recess activities
- School Counselor
- After School tutoring
- Family engagement nights
- Parent workshops
- PIQUE workshops for TK families
- Back to School Night
- Open house

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

What are needs

SSC meetings, ELAC meetings - throughout the year

Attendance SART/SARB meetings and agreements

Parent/teacher conferences to discuss at-promise students, ELD students, and their progress and areas of growth and need

SFT meetings for students who need additional support

Parent workshops provided by the district

Attendance meetings, BEAR Code initiative to promote a positive climate,

PTO group

Volunteers for field trips and other school-related events

Funding

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

There is an ongoing need for interventionists that support students not meeting grade level for push in and pull out intervention. There is also a need for after school intervention provided by the teachers in areas of reading and math. Providing intervention for at promise students by teachers afterschool as well as by

Use of funding to support LEXIA, DREAMBOX, as there is a need for improvement in the area of reading.

Funding programs for EL, to communicate with parents, ParentEd. meetings to assist and facilitate parent training.

Attendance - There is a need to provide education parents on the importance of attending school and schoolwide positive initiatives to support attendance

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 MAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
8/6/24	Parents/Students/Staff	Meet and greet with Administrator
8/6/24	Parents/Students/Staff	In person Meet the Teacher
8/15/24	Parents/Students/Staff	Back to School Meeting, parent meeting to discuss school expectation by admin
8/15/24	Parents/Students/Staff	Back to School Night, meetings for parent/school expectations, presented by teachers
8/15/24 and 9/5/24	Parents	Annual Title I, Annual ELL
8/13/24 10/14/24 4/2025 5/2025	Parents/Staff	PTO Meeting, all meetings around rewards, student support, student rewards, how to support students back to in person instruction
9/12/24 10/10/24 1/23/25 3/13/25 4/17/25	Parent/Staff	ELAC Meetings 9-12 - Discuss agenda 10/10 Discuss agenda 1/23 - Discuss ELPAC and EL monitoring 3/13 - SPSA, LCAP Priorities, data 4/17 - SPSA, LCAP Priorities, data
9/19/24 10/19/24 1/30/24 3/20/25 4/17/25 4/24/25	Parent/Staff	SSC Meetings 9/19 discuss agenda 10/19 Discuss agenda 1/30- Discuss agenda 3/20Discuss agenda, Start discussing priorities 4/17- SPSA, LCAP Priorities, data 4/25 - SPSA, LCAP Priorities, data, approval of plan
4/3/25	Parents/Students/Staff	Open House
8/5/24 8/13/24 8/27/24 9/3/24	Staff	Staff Meetings 8/5- Student return to school, opening procedures 8/13 - Student return to school, district and school updates

<p>9/17/24 10/1/24 10/15/24 10/29/24 11/5/24 11/19/24 12/10/24 1/7/225 1/21/25 2/4/25 2/28/25 3/4/25 3/18/25 4/1/25 4/15/25 4/29/25</p>		<p>8/27 Reconfiguration of classes and updates 9/3 - Testing and school updates 9/17 School related issues and LA and Math PD NPDL 10/1 learning, how to assess student for progress, NPDL 10/15 NPDL Ethnic Studies training 10/29 MAP, school policies, EL 11/5 Math training 11/19 NPDL ethnic studies training 12/10 testing updates, math training, and school related issues, data analysis 1/7 - Discuss ELPAC, CAASPP 1/21 - Discuss agenda, Start discussing priorities, and LCAP process 2/4- SPSA budget ideas, testing updates 2/28 - SPSA, LCAP Priorities, data, NPDL 3/4 - SPSA, LCAP Priorities, data 3/18 End of year updates, budget, classroom needs, data 4/1 testing updates, school related issues, internet concerns 4/15Testing, end of year student needs, ESP 4/29 end of year, testing, EL</p>
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Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2025	<ul style="list-style-type: none"> Review current status of 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2025-26 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 Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2025-26 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Budget development for 2025-26 SPSA (preliminary budget estimates) Align 2025-26 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2025-26 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2025-26 SPSA
April	<ul style="list-style-type: none"> Continue to review 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2025-26 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2025-26 SPSA 2025-26 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 25, 2025
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2025-26 SPSAs for Board of Education Approval – June 12, 2025
August/ Sept	<ul style="list-style-type: none"> Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2025-26 SPSA
October	<ul style="list-style-type: none"> Conduct 2024-25 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2025 CAASPP, Summative ELPAC and MAP results Complete 2024-25 Annual Evaluation in DTS with SSC Based on 2024-25 Annual Evaluation, revise 2025-26 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation Revise 2025-26 SPSA Title I allocation in DTS Email MESBP when DTS revision is completed – by October 24, 2025
November/ December	<ul style="list-style-type: none"> Continue 2025-26 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: 2024-25

Respond to the following prompts relative to this goal.

ANALYSIS

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

English Language Arts

School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
---------------------------------------	-------------------------

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

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

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

Math

School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

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

English Learner School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

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

School Climate School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

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

GOALS FOR IMPROVING STUDENT ACHIEVEMENT HLPUSD PLAN ALIGNMENT MATRIX

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

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral 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



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2025-26

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

Annual Measurable Outcomes	Baseline	Goal
Metric/Indicator (CA Dashboard)	2024 Results	2025 (DFS)
ELA- All Students	-8.4	1.1
ELA- Low Income	-22.4	-15.4
ELA- English Learner	-47.9	-34.4
ELA- Long Term EL	-88.4	-84.4
ELA- Foster Youth	-64.1	-64.1
ELA- SWD	-106.3	-91.1

Metric/Indicator (CAASPP)	23-24 Results	24-25 (%) Met/Exceed
SBAC ELA- All Students	48.59	54.37
SBAC ELA- Low Income	43.25	48.17
SBAC ELA- English Learner	11.23	22.81
SBAC ELA- LTEL	5.78	13.45
SBAC ELA- Foster Youth	30.95	31.91
SBAC ELA- SWD	13.79	21.51

Metric/Indicator (Winter NWEA MAP)	24-25 Results	25-26 (%)
Kinder MAP Fluency Phonological Awareness Level 2-5 All Students	74	74
Kinder MAP Phonics & Word Recognition Level 2-5 All Students	71	71
Kinder MAP Listening Comprehension Level 3-4 All Students Level	58	71
Kinder MAP Picture Vocabulary Level 3-4 All Students	59	69
% scored ≥ 61 percentile of peers in national norm reference test		
	24-25 Results	25-26 (%)
Gr. 1-12 MAP Reading- All Students	34	37.9

Gr. 1-12 MAP Reading- Low Income	28.6	32.9
Gr. 1-12 MAP Reading- EL	8.5	14
Gr. 1-12 MAP Reading- LTEL	3.7	7.7
Gr. 1-12 MAP Reading- Foster Youth	17.6	24.2
Gr. 1-12 MAP Reading- SWD	10.8	16.8

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

Annual Measurable Outcomes	Baseline	Goal
Metric/Indicator (CA Dashboard)	2024 Results	2025 (DFS)
Math- All Students	-39.8	-36.4
Math- Low Income	-54.2	-54.2
Math- English Learner	-60.8	-58
Math- Long Term EL	-138.3	-134.3
Math- Foster Youth	-122.6	-118.1
Math- SWD	-133.2	-132

Metric/Indicator (CAASPP)	23-24 Results	24-25 (%)
SBAC Math- All Students	36.93	41.21
SBAC Math- Low Income	31.84	34.59
SBAC Math- English Learner	16.81	22.95
SBAC Math- LTEL	6.67	10.29
SBAC Math- Foster Youth	7.14	14.12
SBAC Math- SWD	10.35	15.85

Metric/Indicator (Winter NWEA MAP) % scored ≥ 61 percentile of peers in national norm reference test	23-24 Results	24-25 (%)
SBAC Math- All Students	39.7	43.7
SBAC Math- Low Income	34.1	38.7
SBAC Math- English Learner	24.9	29.9
SBAC Math- LTEL	7.6	11.6
SBAC Math- Foster Youth	26.9	26.9
SBAC Math- SWD	11.8	18.7

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 (CA Dashboard)	2024 Results	2025 (%)
English Learner Progress Indicator	46	54.6
Long Term EL Progress Indicator	43.9	44.9

Metric/Indicator (CAASPP-ELPAC)	2024 Results	2025 (%)
Summative ELPAC Level 4	17.87	24.8

Metric/Indicator (SIS)	23-24 Results	24-25 (%)
English Learner Reclassification Rate	15.5	16.5

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

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	Baseline	Goal
Metric/Indicator (CA Dashboard)- Suspension Rate	2024 Results	2025 (%)
All Students	2.6	2.6
Low Income	2.8	2.8
English Learner	2.5	2.5
Long Term EL	8.7	7.7
Foster Youth	11.6	9.1
SWD	5.1	5.1

Metric/Indicator (DataQuest)	23-24 Results	24-25 (%)
Expulsion Rate	0.02	0.02

Metric/Indicator (CHKS- Overall Perception)	23-24 Results	24-25 (%)
“Safe or Very Safe” Grade 5	77	77
“Safe or Very Safe” Grade 7	53	53
“Safe or Very Safe” Grade 9	51	53
“Safe or Very Safe” Grade 11	54	54

Metric/Indicator (CHKS- Overall Connectedness)	23-24 Results	24-25 (%)
“Agree/Strongly Agree” Grade 5	71	71
“Agree/Strongly Agree” Grade 7	52	52
“Agree/Strongly Agree” Grade 9	48	54
“Agree/Strongly Agree” Grade 11	49	52

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	Baseline	Goal
Metric/Indicator(CADashboard)-Graduation Rate	2024 Results	2025 (%)
All Students	94	94.6
Low Income	93.9	94.2
English Learner	90.8	90.8
Long Term EL	93	94
Foster Youth	91.3	91.3
SWD	82.6	82.6

Metric/Indicator (DataQuest) 4 yr. Adjusted Cohort Dropout Rate	23-24 Results	24-25 (%)
All Students	2.3	1.9
Low Income	2.3	2.2
English Learner	1.2	1.2
Foster Youth	8.7	80.7
SWD	1.8	1.8

Metric/Indicator (SIS)- Attendance Rate	23-24 Results	24-25 (%)
TK-8 All Students	94.2	94.9
TK-8 Low Income	93.9	93.9
TK-8 English Learner	94.5	94.5
TK-8 Foster Youth	90.8	90.8
TK-8 SWD	91.7	91.7

Metric/Indicator (SIS)- Attendance Rate	23-24 Results	24-25 (%)
9-12 All Students	93.4	95.2
9-12 Low Income	93.4	93.8

9-12 English Learner	92	92.7
9-12 Foster Youth	90.4	90.7
9-12 SWD	89.9	90.1

Metric/Indicator (CA Dashboard)- Chronic Absenteeism Rate	2024 Results	2025 (%)
K-8 All Students	17.2	17.2
K-8 Low Income	19.2	19.2
K-8 English Learner	14.3	14.3
K-8 Long Term EL	20.2	17.2
K-8 Foster Youth	21.1	21.1
K-8 SWD	28.2	28.2

Metric/Indicator (SIS) Chronic Absenteeism Rate	23-24 Results	24-25 (%)
9-12 All Students	12.9	12.9
9-12 Low Income	14.6	14.6
9-12 English Learner	17.9	17.9
9-12 Foster Youth	6.5	6.5
9-12 SWD	32.2	20.9

Goals, Strategies, & Proposed Expenditures

Goal Subject

Action Plan: 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 Dashboard, CAASPP, MAP, and Lexia.

Identified Need

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

ELA is an area of identified need, data shows a need for all student groups, to show growth in the area of ELA.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024 CA Dashboard) 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Hispanic	Metric/Indicator (2024 CA Dashboard) 1a ELA- All Students below 27.8 points 1b ELA- Low Income below 26.1 points 1c ELA- English Learner below 39.5 points 1d ELA- Hispanic- below 31.1 points	Metric/Indicator (2024 CA Dashboard) 1a ELA- All Students increase 6 pts 1b ELA- Low Income increase 6 pts 1c ELA- English Learner increase 7 pts 1d ELA- Hispanic increase 7 pts
Metric/Indicator (2023-24 CAASPP) 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- SWD	Metric/Indicator (2023-24 CAASPP) 2a SBAC ELA- All Students 44.9% 2b SBAC ELA- Low Income 44.4%	Metric/Indicator (2023-24 CAASPP) 2a SBAC ELA- All Students increase 5% 2b SBAC ELA- Low Income increase 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2c SBAC ELA- English Learner 6.3% 2d SBAC ELA- LTEL 0% 2e SBAC ELA- SWD 16.7%	2c SBAC ELA- English Learner increase 8% 2d SBAC ELA- LTEL increase 2% 2e SBAC ELA- SWD increase 8%
Metric/Indicator (Winter 2025 NWEA MAP) 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level 3d Kinder MAP Picture Vocabulary Level 3-4 All Students	Metric/Indicator (Winter 2024 NWEA MAP) 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Student-71% 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students-78% 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level-61% 3d Kinder MAP Picture Vocabulary Level 3-4 All Students-52%	3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students increase by 4% 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students- increase by 2% 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level-increase by 10% 3d Kinder MAP Picture Vocabulary Level 3-4 All Students- increase by 10%
Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students 4b Gr. 1-12 MAP Reading- Low Income 4c Gr. 1-12 MAP Reading- EL 4d Gr. 1-12 MAP Reading- LTEL 4e Gr. 1-12 MAP Reading- Foster Youth 4f Gr. 1-12 MAP Reading- SWD	Metric/Indicator (Winter 2024 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students-28.4% 4b Gr. 1-12 MAP Reading- Low Income-26.6% 4c Gr. 1-12 MAP Reading- EL- 8.5% 4d Gr. 1-12 MAP Reading- LTEL 0% 4e Gr. 1-12 MAP Reading- Foster Youth-0% 4f Gr. 1-12 MAP Reading- SWD-6.7%	4a Gr. 1-12 MAP Reading- All Students -increase 5% 4b Gr. 1-12 MAP Reading- Low Income-increase 5% 4c Gr. 1-12 MAP Reading- EL- increase 10% 4d Gr. 1-12 MAP Reading- LTEL-Increase 10% 4e Gr. 1-12 MAP Reading- Foster Youth-increase 10% 4f Gr. 1-12 MAP Reading- SWD-increase 10%

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, in particular ELs and grades 3-6. Additionally, students will be identified via diagnostic and additional assessments: MAP , BPST, etc. will work with interventionist.

Activity

1A: Interventionist: hours will not exceed 25 hours per week, hired for 10 months, lowest 25% of students, groups determined by classroom data, data will be used to monitor students every 6 weeks to ensure students are appropriate for intervention/enrichment groups. Classroom teachers will assist with ELA intervention components of the core curriculum to increase student achievement. (1 interventionist for Language arts)

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)

25816.50

Source(s)

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

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, in particular ELs and grades 3-6. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, etc. with interventionist and be selected for additional tutoring

Activity

2A: Utilize assessment data from UFLI, LEXIA Wonderworks, Aeries gradebook, MAP, SMART goals. common assessment data for progress monitoring. Utilize teacher Thurs. early release days for PLC and Tuesday staff meetings as well as additional hours after school for planning during the school year and summer and analyzing data to support our lowest-achieving students. Lexia training will be added to the PD calendar and teachers will review data at PLC meetings and with

parents at conferences to help increase the use of the program. Hours to be utilized after school and in the summer as well as hours for tutoring

2b Sub support to release teachers to work in PLC, for data chats, data analysis to support our most at-risk students (including SD and Hispanics, SWD,)

2c Sub support to have additional grade level planning for grade level teams

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)
13096	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 2A - Planning hours and tutoring hours
5582	Title I, Part A Teacher Release Time-Subs (Including benefits) 2B sub release time.
1910	LCFF S&C Certificated Staff (Including benefits) 2c sub support for grade level planning

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, in particular ELs and grades 3-6. Additionally, students will be identified via diagnostic and additional assessments: MAP CAASPP, BPST, etc. with interventionist.

Activity

3A: Utilize district TOSAs for site based needs. Tech TOSA for Wonderworks, Wonders, Google Classroom and Office 365 training, Study Sync intervention, CANVAS and additional programs for in person learning.

Proposed Expenditures for this Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified 3A No Cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs in grades 3-6. Additionally, students will be identified via diagnostic and additional assessments: DIA, BPTS, etc. with interventionist, and classroom assessments

Activity

4A: Utilize district TOSAs for site based needs. Tech TOSA for Wonderworks, Wonders, Google Classroom and Office 365 training, CANVAS and additional programs for in person learning.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 4A - No cost
0	None Specified 4B- No cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3rd-5th. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, etc. with interventionist.

Activity

5A:Release times for teacher to plan lesson in ELA & Math, look at data (MAP, CAASPP, common assessment goals, etc.) to analyze data and plan lessons and select strategies to improve student achievement during the school day during VAPA time)

5B:Principal data talks for progress monitoring, look at common assessments, meet as teams, PLC days

5C:IDP chats with teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 5A No Cost
0	None Specified 5B no cost
0	None Specified 5C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Preschool to kinder, 5th grade to middle school students

Activity

6A: Collaborate with school state preschool, and AMAR Center for parent nights, reading to students, etc.

6B: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of school year for ongoing cross grade level 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)
0	6A - No Cost
0	6B- No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, etc. with interventionist.

Activity

7A: After-school tutoring by teachers and staff for students who are in need of additional tier 2 and tier 3 support in language arts, math, and English language development. After-school tutoring provided by teachers to support ELs, and those struggling with grade-level standards

7b :Replenish books, library books for students in library which are high interest, lower Lexile leveled books to increase reading proficiency, Replenish books, and purchase new books for classroom-based libraries to support rich print classrooms and have a variety of books in all classrooms to support all levels of reading, especially our most struggling. 2500 for library and 4000 for classroom k and 1

7c : Field trip, transportation, as needed.

7d. Additional hours for media center aide to open the library additional hours, and provide enrichment activities

7E homework support and tutoring hours for classified staff (Instructional aides)

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)
17106	Title I, Part A Certificated Staff (Including benefits) 7A- After tutoring hours for teachers.
6500	Title I, Part A Books (Excluding core textbooks) 7b- replenish books library and classroom books.
5000	LCFF S&C Contracted Services 7C-transportation for field trips and field trips
4889	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 7d-Additional hours for media center aide
4799	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 7I additional hours for IA to provide support

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, in particular ELs and grades 3rd-5th. Additionally, students will be identified via diagnostic and additional assessments: DIA, BPST, etc.

Activity

- 8A:Epic home for all students to be used for extra reading practice
- 8B:District purchase of: LEXIA, Dreambox, subscription based tech resources to assist core curriculum
- 8C:SFT's to be held for students struggling academically and/or behaviorally, every 6 week cycle, done virtually
- 8D. Additional printing of materials for instructional purposes to support increasing student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5400	LCFF S&C Contracted Services 8A contracted service
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 8B see ELA Strategy 7A-Additional hours
0	8C No cost
0	8D no cost
4000	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 8E - Printing of instructional materials to support student achievement

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, in particular ELs and grades 3-6. Additionally, students will be identified via diagnostic and additional assessments: DIA, BPST, etc.

Activity

9A. Differentiation by: teacher modeling, modeling work, language for targeted learning. Scaffolding - gradual release of responsibility for performance of targeted learning, while supporting students as the assume responsibility. Visual objects, photos, visuals, for academic language. Authentic assessment, frequently checking for understanding with authentic and assessments, formal and informal. Differentiated learning, teachers create different ways to support different levels of language and learning within the same classroom. Cooperative learning, pair and group work, Kagan strategies to provide format of communication. Use of LEXIA, DREAMBOX,

9B:Purchase of Materials and Supplies: white boards, mice, expo markers, headphones, chart paper, construction paper, scissors, spiral bound notebook, composition book, labels, pocket folders, All materials and supplies for student achievement - erasers, color pencils, butcher paper, paint, base 10 blocks, katies cubes, student nicky folders, ELMOS, graph paper, glue sticks, 3 ring binders, chart paper markers, notecards, crayons, markers - to support and increase academic achievement. additional materials as requested by teachers as needed in classrooms

9C:Purchase of Materials and Supplies: PPE, zip lock bags, labels, printer replacements, ink, toner, cardstock, white paper, line paper, ink, toner, planners, stapler, staples, tissue, envelopes, highlighters, lamination film, school and classroom supplies to support and increase academic achievement, additional materials as requested by teachers needed in classrooms

9DCannon/Ricoh copier lease and maintenance:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	9A no cost
3765	Title I, Part A Supplemental Supplies 9B materials and supplies
16537	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 9c materials and supplies
7000	LCFF S&C Maintenance Repairs/Agreements 9D- copier leases and maintance

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, in particular ELs and grades 3rd-5th. Additionally, students will be identified via diagnostic and additional assessments: DIA, BPST, etc.

Activity

10A:Monthly Parent Ed. Meeting, Trimester Coffee with Principal, SSC to facilitate parent involvement, purchase light snacks materials and supplies.

10B:Monthly calendar of events for parents/community. Use of ParentSquare, Instagram, Facebook, Twitter, website and emails to share school-wide information to support and increase parent engagement.

10C:PTO sponsored activities

10D:New Horizon assistance with food for families.

10E:Partnership with Del Haven Community Center

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)
1100	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 10A light snacks materials and supplies
0	10B- No cost
0	10C No Cost
0	10D No cost
0	10E No Cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3rd-5th. Additionally, students will be identified via diagnostic and additional assessments: DIA, BPST, etc.

Activity

11A:Monthly Parent Ed. Meeting, Coffee with Principal, SSC to facilitate parent involvement, purchase light snacks, materials and supplies. Additionally, ELAC will analyze EL student data and provide input to SSC regarding the EL Planned Improvements section of the SPSA. SSC develops, approves, monitors and evaluates the SPSA.

11B:Monthly calendar of events for parents/community. Use of ParentSquare, Instagram, Facebook, Twitter, website and marquee and emails to share school-wide information to support and increase parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	11A - no cost
0	11B- no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3rd-5th. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, etc.

Activity

12A:Interventionist: hours will not exceed 25 hours per week, hired for 9 months, lowers 25% of students, assessed with Wonderworks fluency, BPST and assessed every 6 weeks to monitor data.

12B:Extra hours after school for tutoring, intervention for identified students, progress monitoring and data collection. Data will be used to determine groups and 6 week data will be used to monitor progress. Support staff will also get ELOP hours to work with struggling Kinder and 1st graders

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 Classified Instructional/Support Staff (Including Benefit) 12A See ELA Strategy 1A
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) For 12B see ELA strategy 7A

Goals, Strategies, & Proposed Expenditures

Goal Subject

Action Plan: 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 Math as measured by Dashboard, CAASPP, MAP, and Dreambox.

Identified Need

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

CAASPP indicates that math has increased, but in DIA results math has decreased. We will look at identified need and students based on data analysis and develop action plans throughout PLC and meetings to support 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/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024 CA Dashboard) 1a Math- All Students 1b Math- Low Income 1c Math- English Learner 1d Math- Hispanic	Metric/Indicator (2024 CA Dashboard) 1a Math- All Students-40.7 pts below standard 1b Math- Low Income-44.8 pts below standard 1c Math- English Learner 41.2 pts below standard 1d Math- Hispanic-43.7 pts below standard	1a Math- All Students- increase 10 points 1b Math- Low Income increase 10 points 1c Math- English Learner- increase 15 points 1d Math- Hispanic increaes 15 points
Metric/Indicator (2023-24 CAASPP) 2a SBAC Math- All Students 2b SBAC Math- Low Income 2c SBAC Math- English Learner 2d SBAC Math- Long Term EL 2e SBAC Math- SWD	Metric/Indicator (2023-24 CAASPP) 2a SBAC Math- All Students 44% 2b SBAC Math- Low Income 46.9% 2c SBAC Math- English Learner 5.6%	a SBAC Math- All Students increase 5% 2b SBAC Math- Low Income- increase 5% 2c SBAC Math- English Learner increase 8% 2d SBAC Math- Long Term EL- increase 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2d SBAC Math- Long Term EL- 0% 2e SBAC Math- SWD-11.2%	2e SBAC Math- SWD-increase 5%
Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- LTEL 3e MAP Math- SWD	Metric/Indicator (Winter 2024 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 35.4% 3b MAP Math- Low Income 35.6% 3c MAP Math- English Learner- 17.2% 3d MAP Math- LTEL-0% 3e MAP Math- SWD-5.0%	3a MAP Math- All Students-increase 10% 3b MAP Math- Low Income increase 10% 3c MAP Math- English Learner-increase 10% 3d MAP Math- LTEL increase 10% 3e MAP Math- SWD increase 10%

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, in particular ELs, Hispanic, and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

1A: Interventionist: hours will not exceed 25 hours per week, hired for 10 months, lowest 25% of students, assessed with Wonderworks fluency, BPST and assessed every 6 weeks to monitor data. Will assist with Math intervention components of the core curriculum to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

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

Amount(s)

25816.50

Source(s)

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

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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

2A: Utilize assessment data from Dreambox, Aeries gradebook, district interims, SMART goals. common assessment data for progress monitoring. Utilize teacher Thurs. early release days for PLC and Tuesday staff meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

2A- no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

3A: Utilize district TOSA's for site based needs. Tech TOSA for Wonderworks, Wonders, Google Classroom and Office 365 training, Study Sync intervention, CANVAS and additional programs. Continuous PD with district Math TOSA's with classroom visits and lesson modeling from district TOSAS.

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

3A- no cost

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

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

4A: Utilize district TOSAs for site based needs. Tech TOSA for Wonderworks, Wonders, Google Classroom and Office 365 training, Study Sync intervention, CANVAS and additional programs.

4B: Release times for teacher to plan lesson in ELA & Math, look at data (district interims, CAASPP, common assessment goals, etc.)

4C: Teachers will participate in district provided professional development, whenever available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

4A no cost

	Title I, Part A Teacher Release Time-Subs (Including benefits) 4B see ELA strategy 4B
0	4C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

- 5A:Release times for teacher to plan lesson in ELA & Math, look at data (district interims, CAASPP, common assessment goals, etc.)
- 5B:Principal data talks for progress monitoring, look at common assessments, meet as teams, PLC days
- 5C:IDP chats with teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5A See ELA Strategy 4B
0	5B no cost
0	5C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

6A: Collaborate with school state preschool, and AMAR Center for parent nights, reading to students, etc.

6B: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of school year for ongoing cross grade level 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)
0	6A- no cost
0	6B no cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

7A: After school teacher planning to analyze data to determine student academic needs, strategically planned to address those needs and monitor in an ongoing basis, in addition summer planning 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)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7A- See ELA Strategy 7A

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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

8A: Interventionist: hours will not exceed 25 hours per week, hired for 10 months, lowers 25% of students, assessed with Wonderworks fluency, BPST and assessed every 6 weeks to monitor data.

8B :Extra hours after school for tutoring, intervention for identified students, progress monitoring and data collection.

8C: SFT's to be held for students struggling academically and/or behaviorally, every 6 week cycle data will be analyzed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 8A- see Math 1A
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8 B see ELA 7 A

0	8C no cost
0	

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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

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

9B:Purchase of Materials and Supplies (TITLE I): white boards, mice, expo markers, headphones, chart paper, construction paper, scissors, spiral bound notebook, composition book, labels, pocket folders, All materials and supplies for student achievement - erasers, color pencils, butcher paper, paint, base 10 blocks, katie's cubes, student nicky folders, ELMOS, graph paper, glue sticks, 3 ring binders, chart paper markers, notecards, crayons, markers - to support and increase academic achievement.

9C:Purchase of Materials and Supplies (S&C): PPE, zip lock bags, labels, printer replacements, ink, toner, cardstock, white paper, line paper, ink, toner, planners, stapler, staples, tissue, envelopes, highlighters, lamination film, all materials and supplies for student achievement, ELMOS, viewsonics, school and classroom supplies.

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

9E:Cannon/Ricoh copier lease and maintenance for 2 copiers

9F Teachers will attend conferences to learn and refine teaching strategies and learn new methods to work with all students-including EL, SWD, SED and low achieving

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	9A no cost
0	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 9B see ELA 9b
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 9C see ELA 9C
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 9D see ELA strategy 9F
0	LCFF S&C Maintenance Repairs/Agreements 9E see ELA strategy 9E

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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

10A:Monthly Parent Ed. Meeting, trimester Coffee with Principal, SSC to facilitate parent involvement, purchase light snacks, materials and supplies.

10B:Monthly calendar of events for parents/community. Use of REMIND, Instagram, Facebook, website and marquee to share school-wide information.

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.

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 10a See ELA Strategy 10a
0	10b no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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 in particular ELs and grades 3-5 will be identified via diagnostic and additional assessments: DIA, BPST, etc

Activity

11A Monthly Parent ED meeting, Coffee with the Principal, SS to facilitate parent involvement, purchase light snacks materials and supplies

11B Monthly calendar of events for parents/community. Use of parent square, Instagram, Facebook, Twitter, Websites and marquee and emails to share school wide information to support and increase parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) For 11A see ELA strategy 11A
0	11b no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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, in particular ELs and grades 3-5. Additionally, students will be identified via diagnostic and additional assessments: number sense, classroom diagnostics and additional assessments.

Activity

12A: Interventionist: hours will not exceed 25 hours per week, to work with the lowest 25% of students, assessed with Wonderworks fluency, BPST and assessed every 6 weeks to monitor data.

12B: Extra hours after school for tutoring, intervention for identified students, progress monitoring and data collection.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12A please see Math 1A

0

Title I, Part A
Certificated Staff (Including benefits)
12B see ELA 7A

Goals, Strategies, & Proposed Expenditures

Goal Subject

Action Plan: 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 student achievement in English Language Development as measured by CA Dashboard-English Learner Progress Indicator-ELPI, Summative ELPAC, Reclassification rate.

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.

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need. Identified need in the area of math on the CAASPP

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024 CA Dashboard) ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Metric/Indicator (2024 CA Dashboard) ELPI 1a English Learner Progress Indicator 51.2% made progress 1b Long Term EL Progress Indicator NA	1a English Learner Progress Indicator increase by 10% 1b Long Term EL Progress Indicator N/A
Metric/Indicator (2023-24 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	Metric/Indicator (2023-24 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 12.7% 2b Summative ELPAC Level 4-LTEL 0%	2a Summative ELPAC Level 4-EL-increase 5% 2b Summative ELPAC Level 4-LTEL increase 5%
Metric/Indicator (SIS) 3a 2023-24 English Learner Reclassification Rate	Metric/Indicator (SIS) 3a 2023-24 English Learner Reclassification Rate-12.09%	3a 2023-24 English Learner Reclassification Rate increase by 5%

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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

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

2A: Bilingual aide will support English learners especially those scoring level 1 or 2 on ELPAC

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 Teacher Workshop/Additional Hrs (Including benefits) 1A
0	District Funded Certificated Staff (Including benefits) 2A

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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

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

2B: Site EL coordinators will assist with monitoring and tracking RFEP students progress by look and reviewing report cards. EL coordinators and admin will assist with tracking and provided support to RFEP students not making progress throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	2A no cost
0	2B no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

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

3B: ELD coordinators and facilitators will attend district PDs and meetings. Will follow up with staff during a staff meeting and principal on meeting agenda.

3C. Work closely with Multilingual Dept and district TOSAs to set up PD's or trainings focusing on EL students, specifically in the area of reading, where EL students need the most support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	3A no cost
0	3B no cost
0	3C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

4A: Principal will monitor ongoing implementation of designated and integrated ELD time.

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	4A no cost
0	4B no cost
0	4C- no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need. Lexia data and grade level data will be analyzed and broken down by significant subgroups.

Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	5A no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

6A: District level EL PDs are offered throughout the year. Will continue to let all teachers know and encourage them to attend on how to best support our EL students.

6B: ELD coordinators and facilitators will attend district PDs and meetings. Will follow up with staff during a staff meeting and principal on meeting agenda.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	6A - no cost
0	6B no cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

N/A

Activity

N/A

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

8A: District level EL PDs are offered throughout the year. Will continue to let all teachers know and encourage them to attend on how to best support our EL students.
8B: ELD coordinators and facilitators will attend district PD's and meetings. Will follow up with staff during a staff meeting and principal on meeting agenda on a consistent basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

8A no cost

0

8B no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

9A. Differentiation by: teacher modeling, modeling work, language for targeted learning. Scaffolding - gradual release of responsibility for performance of targeted learning, while supporting students as they assume responsibility. Visual objects, photos, visuals, for academic language. Authentic assessment, frequently checking for understanding with authentic and assessments, formal and informal. Differentiated learning, teachers create different ways to support different levels of language and learning within the same classroom. Cooperative learning, pair and group work, Kagan strategies to provide format of communication. Use of LEXIA, DREAMBOX, AR/STAR during the day for additional tech. support and learning. All various tools to support all 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)

0

Source(s)

9A no cost

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

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

10A: Various extracurricular activities for students: robotics, art club, recorder club, band, Student council

10B: In partnership with Del Haven community center, Kiwanis, ENKI for counseling

10 C: Data regarding ELPAC will be shared with families and strategies will be provided to make improvements.

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.

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

Amount(s)	Source(s)
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) See ELA strategy 7B
0	10B no cost
0	10C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

11A: ELAC to analyze data to determine EL student needs and advise SSC on EL Plan for SPSA.

11B: Parent Nights: Parent Ed. Classes offered by district, family nights, LP quad nights at the 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)
0	11A no cost
0	

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).

Need to target English Learners by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

12A: LEXIA, will support EL programs in growth for reading, identified need.

12B: Conference, SFTs, with at-promise EL students that need additional support and/or identified as lowest 25%

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 12A
0	12B no cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

Action Plan: School Climate & Engagement.

LEA/LCAP Goal

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

GOAL FOR STUDENT ENGAGEMENT: All students, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance, and a reduction in chronic absenteeism particularly in Students with Disabilities. .

School Goal - School Climate

GOAL FOR SCHOOL CLIMATE: All students, Pre-K-6, particularly English Learners, and Students with Disabilities will be provided with a safe, positive learning environment that results in decreased student suspension, increased student attendance, decrease in chronic absenteeism and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance.

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.

A need to increase daily attendance, reduce suspensions and decrease the percentage of students considered chronically absent as identified by the California Dashboard.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024 CA Dashboard)-Suspension Rate 1a All Students 1b Low Income 1c English Learner 1d Hispanic 1e SWD	1a All Students-declined 2.4% 1b Low Income-declined 2.6% 1c English Learner-declined 2.2% 1d Hispanic-declined 2.4% 1e SWD-declined 2.4%	1a All Students remain the same 1b Low Income remain the same 1c English Learner remain the same 1d LTEL remain the same 1e Hispanic remain the same
Metric/Indicator (2023-24 CHKS-Overall Perception)	2a "Safe or Very Safe" Grade 5 61%	Safe or Very Safe Grade 5-increase by 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2a "Safe or Very Safe" Grade 5		
Metric/Indicator (2023-24 CHKS-Overall Perception) 3a "Agree/Strongly Agree" Grade 5	3a "Agree/Strongly Agree" Grade 52%	3a "Agree/Strongly Agree" grade 5-increase 10%
Metric/Indicator (SIS)-2023-24 Attendance Rate 4a TK-8 All Students 4b TK-8 Low Income 4c TK-8 English Learner 4d TK-8 Foster Youth 4e TK-8 SWD	4a TK-8 All Students-44.8% above 95% 4b TK-8 Low Income45.7% above 95% 4c TK-8 English Learner-43.1% above 95% 4d TK-8 Foster Youth-50% above 95% 4e TK-8 SWD 40% above 95%	4a TK-8 All Students increase by 10% 4b TK-8 Low Income increase by 10% 4c TK-8 English Learner increase by 10% 4d TK-8 Foster Youth increase by 10% 4e TK-8 SWD increase by 10%
Metric/Indicator (2024 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students 5b K-8 Low Income 5c K-8 English Learner 5d K-8 Hispanic 5e K-8 SWD	5a K-8 All Students-declined 16.7%--23.1% absent 5b K-8 Low Income-declined 14.4%-- 24.5% absent 5c K-8 English Learner-declined 17.9%-- 24.1% absent 5d K-8 Hispanic-delcined 16.7%--23.8% absent 5e K-8 SWD delcined 18.2%--30.6% absent	5a K-8 All Students decline 10% 5b K-8 Low Income decline 10% 5c K-8 English Learner decline 10% 5d K-8 Hispanic decline 10% 5e K-8 SWD-decline 10%

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

Activity

1A: Work closely with teachers to identify students that are chronically absent: hold SFT's, create plan, provide CICO, rewards, and monitor.

1B: Healthy Kids Survey in 5th grade, on areas where we can support students for safety to make it safer for all students to attend school. Community school survey as well for students above 3rd and interviews for TK-2 students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

1A no cost

0

1B no cost

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

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, 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

2A: Monitor student attendance and suspension, implement CICO, meetings with parents/staff, work together on how to best support student.

2B: Have SART meetings with families, SARB, if needed. Provide ongoing communication with parents in regards to the importance of attendance. Trainings for parents in ELAC and SSC and Coffee with the Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	2A no cost
0	2B no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

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

3B: Provide additional support and training, as needed by school psych or district counselors to identify and support students, tiered MTSS support. Site Counselor to work with students identified as chronically absent

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	3A no cost
0	3B no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

4A: Utilize district TOSA' for site based needs. MTSS training as needed. Mental health training for in person learning and how to best support students.

4B: Use of Care Solace, district provided counseling services, refer families as needed

4C:SEL lessons and implementation. Additional support and training provided throughout the year from district TOSAs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	4A no cost
0	B no cost
0	4C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

5a. middle school visits to local middle school as well as counselor visits to explain programs to help support students on an ongoing basis when students transition to middle school and complete cross grade level s to support student needs yearly.

5B: Yearly attendance improvement campaign, provided by Student Family Services, spirit days for attendance, kick off for attendance.

5C: Announcements and assemblies by Principal, target attendance, importance of attendance, positive behavior.

5D: Weekly announcements and monthly character focus to build positive relationships amongst students/staff and to build positive climate.

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	5A no cost
0	5B no cost
0	5C no cost
0	5D no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

6A: Collaborate with school state preschool, and AMAR Center include both in school activities and reading to students, etc.

6B: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of school year for ongoing cross grade level 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)
0	6A no cost
0	6B no cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

7A: students will have access to activities lead by counselor during recess and lunch
 7B All students will participate in SEL lessons in class

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 7A
0	7B no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

8A Further develop goals for attendance and behavior, increase parent involvement, increase fidelity of MTSS supports, and increase SART/SARB 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)
0	8A no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

- 10A:Monthly Parent Ed. district Meeting, SSC meetings to facilitate parent involvement, Coffee with the Principal purchase light snacks, materials and supplies.
- 10B:Monthly calendar of events for parents/community. Use of Parent Square, Instagram, Facebook, website and marque to share school-wide information.
- 10C:PTA sponsored activities
- 10D:New Horizon assistance with food for families.
- 10E:Partnership with Del Haven Community Center
- 10F Additional SSA hours to ensure student safety while at recess, lunch breakfast

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Supplies 10A See ELA Strategy 10A
0	10B no cost
0	10C no cost
0	10D no cost
0	10E no cost
8696	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10F Additional SSA hours

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

Activity

- 11A: Monthly PTO meetings, facilitate ELAC and SSC meetings with Spanish translation (as needed).
- 11B: Family nights, STEM night, art night, with Spanish translation to build community relations.
- 11C: Partner with Del Haven Community Center to provide meals, toys during the holidays
- 11D: Use of instagram, Facebook, website, ParentSquare to communicate with parents in both Spanish and English, communication on district cell phone

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	Strategy 11A no cost
0	Strategy 11B no cost
0	Strategy 11C no cost

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

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, 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

12A: Monthly PTO meetings, facilitate ELAC and SSC meetings with Spanish translation (as needed).
12B: Family nights, school events, STEM night, art night, with Spanish translation to build community relations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	12A no cost

0

12B no cost

0

Budget Summary

Complete the Budget Summary Table below. 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)	\$90485
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)	\$90485
Total CSI Funds Provided to the School from the LEA	\$0
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$0

Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$1,100.00
Title I, Part A	\$89,385.00

Subtotal of federal funds included for this school: \$90,485.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF S&C	\$66,528.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$66,528.00

Total of federal, state, and/or local funds for this school: \$157,013.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF S&C	66,528.00
None Specified	0.00
Title I Parent Involvement	1,100.00
Title I, Part A	89,385.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	6,500.00
Certificated Staff (Including benefits)	19,016.00
Classified Instructional/Support Staff (Including Benefit)	70,017.00
Contracted Services	10,400.00
Maintenance Repairs/Agreements	7,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	21,637.00
Supplemental Supplies	3,765.00
Teacher Release Time-Subs (Including benefits)	5,582.00
Teacher Workshop/Additional Hrs (Including benefits)	13,096.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
Certificated Staff (Including benefits)	LCFF S&C	1,910.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	13,585.00
Contracted Services	LCFF S&C	10,400.00
Maintenance Repairs/Agreements	LCFF S&C	7,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	20,537.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	13,096.00
	None Specified	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I Parent Involvement	1,100.00
Supplemental Supplies	Title I Parent Involvement	0.00
Books (Excluding core textbooks)	Title I, Part A	6,500.00
Certificated Staff (Including benefits)	Title I, Part A	17,106.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	56,432.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	0.00
Supplemental Supplies	Title I, Part A	3,765.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	5,582.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	122,500.50
Goal 2 - Math	25,816.50

Goal 3 - English Learner	0.00
Goal 4 - School Climate	8,696.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: Employee Name:	
Funding Resource: Title I Percent FTE:	Funding Resource: Percent FTE:

2024-2025 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
Jenice Tang		X			
Kelly Aguiar		X			
Christina Martinez		X			
Azucena Rodriguez			X		
Yesenia De La Pena	X				
Cynthia Cabello				X	
Xitlaly Sosa				X	
Chandra Moore				X	
Glenda Perez				X	
Rocio Rosales				X	
Numbers of members of each category:	1	3	1	5	

Elementary SSC Composition: 10 members. 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 members. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2024-2025 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
Yesenia De La Pena	X			
Blanca Jasso			X	
Angelica Vera			X	
Martelidia Hernandez			X	
Martha Fuentes			X	
Abigail Garcia			X	
Brisa Aguiar			X	
Yolanda Gonzlaez			X	
Numbers of members of each category:	1		7	

ELAC Composition Requirements

Requirements for ELAC elections include:

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

Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on: 4/24/25

Attested:

	Principal, Yesenia De La Pena on 4/24/25
	SSC Chairperson, J. Tang on 4/24/25

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>

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

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

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

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

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

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

Strong

Moderate

Promising

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

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

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

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

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

Other-Specify and Provide Link to Study:

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

New

Continuing

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

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

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

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

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

\$

Evidence-Based Interventions

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

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

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

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

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

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

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

Strong

Moderate

Promising

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

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

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

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

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

Other-Specify and Provide Link to Study:

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

New

Continuing

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

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

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

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

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

\$

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

School and Student Performance Data

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

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Professional Development, Teaching and Learning

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

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

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

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

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

Extended learning activities

Opportunity and Equal Educational Access

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

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

Parental Engagement

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

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

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

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

Appendix D: School Parent Involvement Requirements

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

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

Appendix E: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019