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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wagner Holt Elementary School	39685856108807	May 20, 2024	June 18, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:
- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:
- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:
- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:
- Parents/guardians
- School faculty and staff
- English Language Advisory Committee (ELAC)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:
- Staff Meetings
- Committee Meetings
- School Site Council Public Meetings

Data Review and Analysis:
- Reviewed prior data & Plan

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years
- Feedback and Input towards development of 2024/25 SPSA

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:
- School site council
- District administration
- ELAC- Review of Dashboard results and Needs Assessment

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:
- Data analysis
Stakeholder consultation
- Revision of goals and action plans

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Wagner-Holt elementary school has been identified for Additional Targeted Support and Improvement ATSI. Wagner Holt entered ATSI due to meeting the criteria based on the following indicators: Suspension and Chronic Absenteeism Rate for African Americans as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through professional development and targeted support. Wagner Holt school professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

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

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

As reported on the 2023 CA Dashboard, the state indicators for which performance was in the "Red" or "Orange" performance category are as follows:

- Suspension Rate, ELA, Math- "Orange"
- English Learner Progress Indicator- "Red"

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

Based on the needs assessment, we have identified the following areas in Asian students that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified Asian students' overall performance was Red" in the performance category of Chronic Absenteeism (Red), whereas Wagner-Holt's overall performance was yellow. To address this identified performance gap comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year were the 3rd - 6th Grade CAASPP English Language Arts, and iReady diagnostic assessment local goals. In addition, we have identified notable low performance for the following student groups as reported on the 2023 CA Dashboard: All students (Orange), English Learners (Red), Socioeconomically disadvantaged (Orange), Students with Disabilities (Red), Asian (Orange), and Hispanic (Red).

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

This goal is based on disaggregated data from the following sources:
- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd-6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 46.55% of kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 51% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Orange on the 2023 California Dashboard. This was 64.4 points below standard.	All Students will be yellow on the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-24 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 27% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year,26.64% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 32% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Provide assistance to teachers with testing timelines.			
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students		5,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 1,248 Title I 3000 Benefits Sub Benefits
1.3	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students		8550 Title I 4300 Materials List AVID Supplies:
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * Core Consultant- Early Literacy School & District Initiative Site ELA Based Initiative Professional Developments Include: * Observation & PD - Targeting Literacy support for 4th- 6th grade students	All Students		0 Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation
1.5	Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs Student Support:	All Students		80,817 Title I 1900 Other Cert Salaries Site-Based ELA Intervention Teacher 31,847

	Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies. Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.		Title I 3000 Benefits Benefits for Site-Based ELA Intervention Teacher
1.6	Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.	All Students	6000 Title I 1120 Teacher Temp Teacher Timecards for Tiered Supports 1499 Title I 3000 Benefits Benefits for Certificated Teachers
1.7	Technology Supporting Core Instruction: Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects. Technology Licenses will support Title 1 schools by providing access to educational software, personalized learning opportunities, digital literacy skills development, equity and access to technology, and support for remote learning. These resources will help enhance teaching and learning experiences, improve student outcomes, and promote educational equity.	All Students	4000 Title I 5875 Technology Licenses Mystery Science-supplemental
1.8	Library Books for the Library Access to Resources: Increase the availability of reading materials, providing students with more options to explore various subjects and interests. Supporting Literacy: Books are fundamental tools for literacy development. Invest in a diverse range of books, educators can support students in improving their reading skills, vocabulary, and comprehension. Promoting Learning: A well-stocked library encourages curiosity and a love for learning. When	All Students	5,000 Title I 4200 Books Supplemental Library Books

	students have access to engaging books, they are more likely to spend time reading, which can enhance their academic performance across subjects. Meeting Curriculum Needs: Library books will supplement classroom instruction and align with the school curriculum. Purchasing books that relate to topics being studied in class allows students to delve deeper into subjects and reinforces learning outside the classroom. Fostering Equity: Invest in library books, particularly those that reflect diverse cultures and perspectives, schools promote equity by ensuring all students have access to quality reading materials regardless of their background. Boosting Confidence and Engagement: When students have access to a variety of books that cater to their interests and reading levels, they are more likely to engage with reading and feel confident in their abilities. This increased engagement can lead to higher academic achievement and a greater sense of empowerment.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd - 6th Grade CAASPP English Language Arts	34% meeting standards in 2023	26% met standard in 2023
K-2 DIBELS Assessment	35% at/above benchmark in 2024 (middle of the year)	46.55% met standards in 2024 (middle of the year).
2nd - 6th Grade Reading Inventory (RI)	31% meeting standards in 2024 (middle of the year)	31% met standards in 2024 (middle of the year).
3rd - 6th Grade ELA i-Ready Diagnostic Assessment	20% early on, mid or above grade level in 2024 (middle of the year)	23% met standards in 2024 (middle of the year).

Analysis

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

Most actions were fully implemented to make progress towards our articulated goal of 5% increase in proficiency rates. Our full-time reading intervention teacher was pulled to cover a vacancy in 6th grade and was unable to provide reading intervention to our 4th- 6th grade students the first trimester of the school year. Our teachers continued to utilize research based diagnostic and summative assessments to monitor student progress (DIBELS, Reading Inventory, and SIPPS Placement Tests). This year, we assessed all students in grades 3-6 with the i-Ready reading diagnostic assessment. SIPPS strategies and lessons have been implemented in all kindergarten through 3rd grade classrooms as tier I instruction in phonics, phonemic awareness, and sight words. AVID supplies and supplemental reading material have been ordered with input from staff. MTSS data conferences were held once this school year to review middle of year assessment data. The implementation of AVID instructional strategies was not a focus on professional development this school year.

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

We met our goal on 3 out of 4 measures of progress. On the CAASPP state assessment, students' proficiency levels dropped from 34% in 2022 to 26% meeting/exceeding standards in 2023. With the implementation of SIPPS strategies and lessons, the K-2 DIBELS scores increased by 11%. In year II of the i-Ready diagnostic assessment, our 3rd-6th grade students saw an increase of meeting grade level standards by 3%.

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

After careful analysis, we need to continue implementing the actions and services outlined in the plan. To fully implement all actions, I recommend the following strategies: schedule release time for MTSS data conferences with substitute teachers no less than three times each school year. I also recommend focusing on a specific set of AVID WICOR and Caring School Community strategies to use and highlight throughout the year. The site ELA Intervention Teacher will provide push-in and pull-out support for grades 4th- 6th.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Wagner-Holt Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are the 3rd - 6th Grade CAASPP Mathematics and the k-6 iReady MOY assessment growth goals. In addition, we have identified notable low performance amongst the following student groups as reported by the 2023 CA Dashboard: All Students (Orange), English Learners (Red), Socioeconomically Disadvantaged (Orange), Students with Disabilities (Orange), Asian (Orange), and Hispanic (Red). To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:
- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 15.33% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 13.56% Grade 4- 17.91% Grade 5- 10.23% Grade 6- 21.67%	During the 2023-24 school year, 20% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 19% Grade 4- 23% Grade 5- 15% Grade 6- 26%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.	During the 2024-25 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.
California Dashboard: Math	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 85.8 points below standard. The performance color for the ALL-student group is Orange.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL-student group will move from Orange to yellow.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: • Analyze universal screeners and state/local data to identify trends and areas for improvement. • Collaborate, plan, and respond with best practices. • Foster collaboration among teachers to develop targeted intervention strategies. • Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2

1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math. Insert specific materials, supplies, technology, computer technology licenses/programs you will purchase	All Students	8500 Title I 4375 Technology (under $500) STEAM Materials List- 2,500 Title I 4300 Materials STEAM Supplies/Lego Engineering
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * i-Ready math curriculum implementation support * Tiered support & differentiation	All Students	0 Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd - 6th Grade CAASPP Mathematics	31% meeting standards 2023	15.33% met/exceed the standards in 2023
K - 6th Grade Mathematics i-Ready Diagnostic Assessment	11% early on, mid or above grade level in 2024 (middle of the year)	15% early on, mid or above grade level in 2024 (middle of the year)

Analysis

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

Most actions were fully implemented to achieve our articulated goal with several new actions/services. This was year two of implementing the i-Ready math curriculum, diagnostic assessments, and My Path personalized learning. This is also year two of having a full-time math intervention teacher to our site, providing instruction in prerequisite skills to 4th through 6th grade students in small groups. Jump Into Math tutoring support was provided to students in grades 2nd-5th. Some actions were partially implemented such as holding one MTSS data conferences at the middle of the year for grades 1st- 6th. The supplemental Math application was not available for use by teachers, as it was replaced by MyPath personalized instructional support program. The Ampact tutoring program did not continue during this school year. Our 3rd- 6th grade and Math Intervention teachers participated in the Math Network professional development days provided by the San Joaquin County Office of Education.

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

We met one out of the two expected outcomes. Our CAASPP data dropped from 31% to 15& amongst our 3rd- 6th grade students. In just two years of implementing the new i-Ready Math curriculum and assessments, our Kindergarten-6th grades students improved by 4% at meeting or exceeding standards.

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

After careful analysis, we need to continue implementing the actions and services outlined in the plan. Year to year CAASPP data could continue to be used as the first metric. To fully implement all actions, I recommend the following strategies: schedule release time for MTSS data conferences no less than three times per school year. Our school is working to create a STEAM Lab on site that will encourage students to engage in hands on Mathematical learning projects.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

> Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified that we did not meet our growth goal as measured by the English Learner Progress indicator for the 2023 school year. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	31% (Red) making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	36% (Orange)making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices.	English Learners	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0

	Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.		Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	English Learners	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	District ELD Coach Support - Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Learners	0 Title III 1900 Other Cert Salaries District ELD Coach Support
1.4	Bilingual Para-educators will provide push-in support to English Learners.	English Learners	0 Title III 2120 Para Temp District Bilingual Paraeducators
1.5	Provide Rosetta Stone for students who score level 1 on the ELPAC.	English Learners-Level 1	0 Title III 5875 Technology Licenses Rosetta Stone technology licenses

Annual Review

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator	52% making progress towards English language proficiency in 2023	31% making progress towards English language proficiency in 2023.

Analysis

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

Most actions were fully implemented to make progress towards our articulated goal of 5% increase in progress. This school year, we did not have a full-time bilingual paraeducator during the school year. We were able to hire a bilingual paraeducator halfway through the school year. English learners received 30 minutes of daily English language development instruction by classroom teachers. Students continued to gain access to daily computer based interventions including Amplify and iRead. Teachers were provided professional development twice during staff meetings on ELD instructional practices. We also did not administer summative ELPAC testing in classrooms as originally planned. Representatives from the District came out to administer the test to our students. Unfortunately our EL students have no relationship with the District support staff, which may have impacted their performance during the ELPAC assessments.

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

The progress towards this goal dropped by 21%. We have identified strategies/ activities to help meet the articulated goal moving forward. We are encouraged by the increase of parent involvement during the English Language Advisory Committee meetings. Parent input is valued in assessing how we can best meet the needs of our EL students.

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

After careful analysis, we need to increase the strategies that are outlined in the plan. First, I recommend holding MTSS data conferences no less than three times per school year. At these data conferences, time will be spent on identifying the learning needs of English learners using ELPAC data and ELD standards, and planning for the instruction of designated and integrated ELD. We will continue to prioritize hiring to fill the vacancies of our bilingual paraeducators so that we are fully-staffed and able to provide push-in support. ELD will continue to be a regular agenda topic on staff meetings, while also contact the District ELD Coach to provide site-based professional development to all teacher and paraeducator staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	149 parents attended Back to School Night Fall of 2023	157 parents will attend Back to School Night in Fall of 2024.
Parent/Teacher Conference Participation	89% of parents attended Fall 2023 Parent/Teacher conferences.	94% of Wagner-Holt Parents/Guardians will attend their child's parent/teacher conference during the 2024/25 school year.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	316 Title I: Parent Involvement 4300 Materials Materials to support Parent Involvement Activities 500 Title I: Parent Involvement 4325 Food For Meetings

				Light snacks for Parent Involvement Meetings 500 Title I: Parent Involvement 2120 Para Temp Timecards to support Bilingual Para Translation for Parent Events 199 Title I: Parent Involvement 3000 Benefits Paraeducator Benefits
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support. *School Planners	All Students		1000 Title I: Parent Involvement 4300 Materials Planners to support school to home communication
1.3	Jump into English	English Learners		1200 Title I: Parent Involvement 5800 Prof and Operating/Consultants Level 3 Jump into English

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent-teacher conference schedules	92% attendance in fall 2023	89% attendance in Fall 2023.

Analysis

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

All actions/services aligned with this goal were fully implemented. Our support staff including our bilingual paraeducators and community liaison assistant continued to provide outreach and translation services to our families. A new weekly communication "Smore" was sent out to parents to keep them informed and up to date on school events and activities. There was an increase in parent engagement events such as, a Costume Parade, STEAM Family Night and Read Across America Week event.

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

Although we did not quite meet this articulated goal, we made progress by increasing our average parent attendance during English Language Advisory Committee meetings from 2 parents to 10 parents this school year.

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

We will increase communication to parents through the use of student planners. An increase of signage to increase communication of school-wide events and behavior expectations will be utilized. Parents will also be provided refreshments during ELAC and SSC meetings. Parents will be empowered to create a parent group of campus to help support events and provide valued input.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA (Orange), Math (Orange), Suspension Rate (Orange), and English Learner Progress as areas of low performance and notable performance gaps among student groups on Dashboard indicators such as Chronic Absenteeism for Asian Students (Red). To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 California Dashboard: ELA	All Students were Orange on the 2023 California Dashboard. This was 64.4 points below standard.	All Students will be yellow on the 2024 California Dashboard.
2023 California Dashboard: Math	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 85.8 points below standard. The performance color for the ALL-student group is Orange.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.

		The performance color for the ALL-student group will move from Orange to yellow.
K-6 iReady Mathematics Training	100% of Wagner-Holt teachers for the 2023-2024 school year have been trained in iReady Mathematics.	100% of Wagner-Holt teachers for the 2024-2025 school year have been trained in iReady Mathematics.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Initiative Professional Developments Include: * PBIS * Early Literacy * Mathematics *Site Based Initiative Professional Developments Include: * Social-Emotional Learning & Behavioral Support	All	6000 Title I 5800 Prof and Operating/Consultants List PD Activities 5000 Title I 1150 Teacher Sub Substitute Teachers to support PD 1251 Title I 3000 Benefits Benefits for Teacher Substitutes
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.	All	2500 Title I 1120 Teacher Temp Timecards for Teachers 624 Title I 3000 Benefits Benefits for Certificated Teachers

	Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.			
1.3	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or	All		6000 Title I 5800 Prof and Operating/Consultants Anti-Bullying, Growth Mindset, LifeSkills & SEL Assemblies, Academic Enhancement

interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Meeting attendance lists, registration forms, and common planning time reports	41 hours or more of professional development per teacher/site administrator in 2023-24	47 hours or more of professional development per teacher/ site administrator in 23-24.

Analysis

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

Four of the six actions/services were fully implemented. All teachers engaged in 3 and 1/2 days of professional learning in July before the school year began at the Learn Together, Teacher Together conference and on site. Our kindergarten through 3rd grade teachers benefitted from on-site job-embedded professional learning opportunities provided by the CORE (SIPPS) consultant in early literacy strategies 8 times this school year. Our 3rd through 6th grade teachers benefitted from 2 full release days of math professional learning activities facilitated by staff from the San Joaquin County Office of Education with teachers from a partner school. Throughout the school year, teachers joined one of three committees (PBIS, leadership, and Activities) and attended meetings 1-2 times per month to discuss topics and plan activities aligned to our school goals.

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

All teachers attended at least 47 hours of professional development this school year.

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

I recommend that a year long schedule of staff meeting topics should be developed in collaboration with teacher leaders towards the end of this school year by adding key events to the school calendar, and after a careful analysis of 2023-24 staff meeting topics over the summer by school administration. Topics should include, ELD, AVID, Caring Schools Community curriculum, Trauma-Informed Practices, and Behavior Support. I also recommend using the metrics/ indicator of the ELA and Math CAASPP scores to determine the success of professional development outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Social-Emotional/ Behavioral**
> Wagner-Holt will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps for Suspension among African American (Red) & Socio-economically Disadvantaged (Orange) on the CA Dashboard. For Chronic Absenteeism, we have identified notable performance gaps among Asian (Red) & African American, English Learner, Students w/Disabilities, and White (Orange) students.
> To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group Yellow 44.4% Chronically Absent. Which is a decrease of 4.2%.	Yellow -Decrease of 5% or more.
CA Dashboard - Suspension Rate	ALL Student Group Orange 4.6%. Which is a decrease of .2%.	Yellow -Decrease of 2% or more.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 92% Tier 3 TIF Score 97% or New Metric	2024-2025 Local Data: Tier 1 TFI Score 92% Tier 2 TIF Score 94% Tier 3 TIF Score 99%
PBIS Recognition	Platinum for the 2023-2024 School Year	Maintain Platinum for the 2024-2025 School Year
Panorama Survey	Add the baseline based on your school's specific goal(s) of the Panorama Student Survey	Increase Emotional Regulation and Self-Efficacy Scores

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 Title I 5800 Prof and Operating/Consultants See PD 5.1
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support.	All	0 Title I 1120 Teacher Temp See PD 5.2

		Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
	1.3	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.	All		0 Title I 5800 Prof and Operating/Consultants See PD Goal 5.3- Assemblies

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
None Apply- New Goal	None Apply- New Goal	None Apply- New Goal

Analysis

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

None Apply- New Goal

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

None Apply- New Goal

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

None Apply- New Goal

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

> **Additional Targeted Support & Improvement ATSI**
> The educational outcomes of our African American students will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

> The 2023 CA Dashboard performance data indicates that Wagner-Holt school is either in the Red or Orange in each of the following indicators for the following student group: African American.
>
> - Chronic Absenteeism- Orange
> - Suspension Rate- Red
>
> To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (CA Dashboard)	55.1% (Orange) of African Americans at Wagner-Holt were chronically absent as reported on the 2023 CA Dashboard.	Wagner-Holt will reduce the chronic absenteeism rate for African American students by 5% moving from Orange to Yellow as reported by the 2024 CA Dashboard Chronic Absenteeism Indicator.
Suspension Rate (CA Dashboard)	12.3% (Red) of African American students at Wagner-Holt were suspended for at least one day as reported on the 2023 CA Dashboard.	Wagner-Holt will reduce suspension of African American students by 5% moving from Red to Yellow as reported by the 2024 CA Dashboard Suspension Indicator.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.	All Students w/targeted support for African American Students	0 Title I 1120 Teacher Temp See PD 5.2

	Ensure ongoing fidelity and sustainability of PBIS implementation.		
1.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components. Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.	All Students w/targeted support for African American Students	0 Title I 5800 Prof and Operating/Consultants See PD 5.3

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate for African American Student Group	44% Chronically Absent in 2024	40.4% Chronically Absent in 2024.

Analysis

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

Wagner-Holt utilized its Social Emotional Learning (SEL) monthly meetings by using Panorama survey data and counseling referrals to generate a target group of students that needed and received various social services. Using a Google Sheet to monitor each student and the implementation of services provided ensures that the mental health needs of students were being met. A comprehensive PBIS system was utilized by Wagner-Holt staff as the committee would meet bimonthly to review Tier I, II & III school-wide supports. Wagner-Holt was recognized a platinum certified school by the PBIS Coalition. A Multi-Tiered System of Support conference was held for each grades 1st- 6th to identify Tier II & III students based on multiple points of data to help determine which interventions and supports are necessary to increase performance in the areas of academics, behavior, and attendance. Weekly communication was sent out to parents about the importance of regular school attendance.

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

Chronic absenteeism has dropped from 44% to 40%. Our Mental Health Therapist carries a caseload of 12 students that receive direct services. Our Counselor has identified students that have been provided small group interventions. 22 students have received the PBIS Tier II check in/ check out behavior intervention. 95% of staff members are handing out incentives, ORCA Bucks, to students that demonstrate positive behaviors. The SEL Team has been diligently working to identify all Tier III students and track services provided using the Tier III Tiered Fidelity Inventory. Our teachers have been provided behavior intervention support professional development by the District Behavior Coach. The school has increased the number of school-wide events and activities on campus.

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

After careful analysis, we need to continue the strategies that are outlined in the plan. Through the work of Multi-Tiered System of Support framework, PBIS and SEL committees, as well as collaboration with the Community Liaison and Attendance Advisor, targeted programs and supports will continue to be provided to support student groups. Communication through various platforms and social media accounts and weekly Smore updates will increase school to home communication. Parents will be encouraged to update Aeries online data confirmation in the parent portal to ensure we have accurate contact information. Laptops will be provided to families for use during Back to School Night to complete the Aeries online data confirmation process, and at other times during the school year. Additional professional development on the implementation of the Caring School Community will be provided during staff meetings.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$180,051.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$180,051.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$176,336.00
Title III	$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $176,336.00

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

State or Local Programs	Allocation ($)
Central Title I	$0.00
Title I: Parent Involvement	$3,715.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $3,715.00

Total of federal, state, and/or local funds for this school: $180,051.00

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
Central Title I	0.00
Title I	176,336.00
Title I: Parent Involvement	3,715.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	8,500.00
1150 Teacher Sub	10,000.00
1900 Other Cert Salaries	80,817.00
2120 Para Temp	500.00
3000 Benefits	36,668.00
4200 Books	5,000.00
4300 Materials	12,366.00
4325 Food For Meetings	500.00
4375 Technology (under $500)	8,500.00
5800 Prof and Operating/Consultants	13,200.00
5875 Technology Licenses	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	8,500.00
1150 Teacher Sub	Title I	10,000.00
1900 Other Cert Salaries	Title I	80,817.00
3000 Benefits	Title I	36,469.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	11,050.00
4375 Technology (under $500)	Title I	8,500.00
5800 Prof and Operating/Consultants	Title I	12,000.00
5875 Technology Licenses	Title I	4,000.00
2120 Para Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	199.00
4300 Materials	Title I: Parent Involvement	1,316.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,200.00
1900 Other Cert Salaries	Title III	0.00
2120 Para Temp	Title III	0.00
5875 Technology Licenses	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	143,961.00
Goal 2	11,000.00
Goal 3	0.00
Goal 4	3,715.00
Goal 5	21,375.00
Goal 6	0.00
Goal 7	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Yasmeen Herrera	Principal
Rosario Hernandez	Classroom Teacher
Manivong Phoukong	Classroom Teacher
Sonia Shergil	Classroom Teacher
Lorena Harrington	Other School Staff
Mayra Moreno	Parent or Community Member
Abram Moreno	Parent or Community Member
Maria Moreno	Parent or Community Member
Minerva Moreno	Parent or Community Member
Patricia Noerhasan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:

	Principal, Yasmeen Herrera on 5-20-2024
	SSC Chairperson, Moni Phoukong on 05/20/24