

# Additional Targeted Support and Improvement (ATSI) 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 5, 2025	

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 Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement .....	3
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	4
Goals, Strategies, & Proposed Expenditures.....	7
Goal 1.....	7
Goal 2.....	19
Goal 3.....	24
Goal 4.....	27
Budget Summary .....	32
Budget Summary .....	32
Other Federal, State, and Local Funds .....	32
Budgeted Funds and Expenditures in this Plan .....	33
Funds Budgeted to the School by Funding Source.....	33
Expenditures by Funding Source .....	33
Expenditures by Budget Reference .....	33
Expenditures by Budget Reference and Funding Source .....	33
Expenditures by Goal.....	34
School Site Council Membership .....	35
Recommendations and Assurances .....	36

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

### Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 29 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

### Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

#### Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

#### Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

## 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.

Wagner-Holt Elementary's 2024 California School Dashboard data reveal resource inequities impacting Black/African American students, particularly regarding school discipline. This group experienced a 12.2% suspension rate, placing them in the Red performance level—more than double the overall school rate of 5.6%. This disproportionate rate suggests that African American students face systemic challenges related to behavior management, and restorative support within the school's disciplinary practices.

Although the Comprehensive Needs Assessment (CNA) notes improvements in school culture and positive behavior supports through PBIS, the data underscores that these systems are not yet impacting all student groups. The CNA highlights staff perceptions of improvement in student behavior and reduced suspension rates, yet the Dashboard data clearly shows that African American students have not benefited from these gains at the same level as their peers. This points to a need for more targeted support, continued work implementing culturally responsive behavior strategies, and professional development focused on Positive Behavioral Instructional Supports. Addressing this inequity will be essential to creating a learning environment where all students feel safe, supported, and engaged.

## 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.

#### Areas Needing Significant Improvement

##### 1. Academic Performance (English Language Arts & Mathematics)

- ELA: Orange Indicator — 62.7 points below standard (maintained 1.7 points).
- Subgroups in Red: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.
- Mathematics: Orange Indicator — 88.5 points below standard (declined 2.7 points).
- Subgroups in Red: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.

## 2. Chronic Absenteeism

- Overall Indicator: Yellow (38.3% chronically absent; improved 6.1%).
- Subgroups in Red: White (37.5%).
- Subgroups in Orange: African American, Asian, English Learners, Students with Disabilities.

## 3. Suspension Rate

- Overall Indicator: Orange (5.6% suspended; increased 1.1%).
- Subgroups in Red: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.

### Steps Taken to Address Identified Needs:

#### 1. Enhance Tier 1 Instruction

### Steps Taken to Address Identified Needs

#### 1. Enhance Tier 1 Instruction:

- CNA identified a need to strengthen evidence-based Tier 1 instructional practices across classrooms.
- Focus on providing rigorous, differentiated, and engaging instruction to meet diverse student needs.
- Efforts to build consistency in instructional strategies and use of data-driven practices.

#### 2. Strengthen Professional Learning Communities (PLCs)

- Leveraging the existing collaborative culture to improve instructional effectiveness.
- Emphasis on structured PLCs with targeted professional development in instructional best practices.
- Addressing variability in teaching through focused support and collaboration time.

#### 3. Increase Family Engagement in Academic Success & Attendance

- CNA highlighted the need to improve family engagement beyond social events to include academic partnerships.
- Strategies include enhancing communication with families about student progress and attendance.
- Addressing barriers to parent involvement and fostering home-school partnerships to support student learning.

#### 4. Continued Focus on Positive Behavioral Supports (PBIS)

- Existing PBIS framework with “Orca Bucks” incentives to promote positive behavior.
- Ongoing refinement of behavior expectations and supports for students.
- Administrative visibility and proactive behavior management remain priorities.

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.

### Chronic Absenteeism – Yellow Indicator

- All Students: 38.3% chronically absent.

### Subgroup two or more performance levels below All Students:

- White: Red — 37.5% chronically absent.

Gap Analysis: White students are in Red, while All Students are in Yellow, a two-level difference.

### Steps Taken to Address These Gaps:

- Enhancing Evidence-Based Tier 1 Instruction (ELA & Math Focus)
- Professional Learning Communities (PLCs) targeted at improving instructional consistency and rigor.
- Focus on evidence-based instructional strategies across all classrooms.
- SIPPS program implemented for K–3 early literacy development.
- Data-driven monitoring to inform instruction and interventions.
- Strengthening School Culture & Behavior Supports

- Continued implementation of PBIS (Positive Behavioral Interventions and Supports) with incentives (Orca Bucks).
- Increased administrative visibility and proactive behavioral support.
- Consistent communication of behavioral expectations to students and families.
- Increasing Family Engagement in Academic Success & Attendance
- Strategies to deepen parent involvement in academics, not just social events.
- Efforts to address attendance issues through family engagement and support.
- Targeted outreach to families to build understanding of student learning progress.
- Leveraging Collaborative Culture
- Enhancing the impact of PLCs to support instructional transformation.
- Encouraging teacher collaboration focused on student learning outcomes.
- Addressing teacher needs for time, resources, and support to improve instructional practices.

# 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.

#### **Academic Growth and Achievement**

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Wagner-Holt Elementary School aims to enhance academic 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, Mathematics, and Science:

K-2 DIBELS Assessment

2nd-6th Grade STAR Assessment

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

5th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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

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.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

### 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 2024 California School Dashboard and local data, Wagner-Holt Elementary shows significant need for improvement in academic achievement and school climate. Both English Language Arts and Mathematics are in the Orange performance level, with students performing 62.7 and 88.5 points below standard, respectively. Student groups including Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are in the Red performance band for both subjects, with Students with Disabilities showing the widest gaps (e.g., -119.2 in ELA and -132.2 in Math). Additionally, Suspension Rate is in the Orange level overall, with four student groups in Red, signaling a need for strengthened PBIS/SEL systems.

Chronic Absenteeism is in the Yellow performance level overall but shows performance gaps among some student groups. The White student group performed in the Red performance band, and several groups—including African American, English Learners, Students with Disabilities, and Asian students—performed in the Orange band. These disparities, alongside the school's noted need to better engage families in academic opportunities, suggest the importance of deepening partnerships to support attendance and student success. To address these challenges, the school is prioritizing strengthened Tier 1 instructional practices and increasing family engagement to improve both academic and behavioral outcomes.

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 2023-2024 3rd - 6th CAASPP ELA Assessment

The 2024 California Dashboard: ELA

The 2024-2025 2nd-6th iReady MOY ELA Assessment

The 2024-2025 K-2 MOY DIBELS Assessment

The 2023-2024 3rd-6th CAASPP Math Assessment

The 2024 California Dashboard: Mathematics

The 2024-2025 K-6th grade iReady MOY Mathematics Assessment

The 2023-2024 California Science Test (CAST)

The 2024 California Dashboard: Science

The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

## 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	<p>During the 2024-2025 school year, 55% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 45 % of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 60% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 50% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were orange on the 2024 California Dashboard. This was 60 points below standard.</p> <p>English Learners were yellow on the 2024 California Dashboard.</p>	<p>All Students will perform yellow on the 2025 California School Dashboard.</p> <p>English Learner Students will perform within the green performance band on the 2025 California Dashboard.</p>

3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 27.5% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 8% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 32% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 13% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 29% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 13% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 34% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 18% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 17% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 6% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 22% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 11% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 17% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 10% of K-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 22% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 15% of K-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Orange on the 2024 California Dashboard for Mathematics. This was 88.5 points /below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard for Mathematics.</p>	<p>All Students will move from orange to yellow on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will maintain yellow on the the 2025 California Dashboard for Mathematics.</p>

5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 17% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 22% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024</p> <p>English Learners: No Performance Color in 2024.</p>	<p>All Students will perform yellow on the 2025 California Dashboard for Science.</p> <p>English Learners will perform yellow on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	48% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. This is 17% increase over last year.	53% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

## Strategies/Activities

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

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

	<p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitors own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>		
<b>1.2</b>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District: CORE SIPPS, iReady Math consultants Site ELA/Math/Science/SS Based Initiative Professional Developments Off-site professional learning opportunities Visible Learning/Teacher Clarity</p>		
<b>1.3</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	<p>\$8000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$1999 Title I 3000 Benefits Sub Benefits</p>
<b>1.4</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, STEAM materials, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>\$9694 Title I 4300 Materials List AVID Supplies:</p> <p>Student organization binders Additional pens and pencils Highlighter Pencil pouches/ pencil case White board markers Spiral notebooks Binder paper/ graph paper Dividers Folders Post-Its Whiteboards Clipboards</p>

<p><b>1.5</b></p>	<p><b>MTSS (Multi-Tiered System of Supports) Collaboration</b></p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p><b>Data Review and Analysis:</b> Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p><b>Progress Monitoring:</b> Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p><b>Problem-Solving Discussions:</b> Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p><b>Curriculum Planning and Differentiation:</b> Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p><b>Professional Learning and Development:</b> Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p><b>Parent and Community Engagement Planning:</b> Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p><b>Implementation Review and Reflection:</b> Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p><b>Collaborative Team Meetings:</b> Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p><b>Resource Allocation and Coordination:</b> Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p><b>Documentation and Record-Keeping:</b> Educators maintain detailed documentation of interventions,</p>		<p><b>\$0</b></p> <p><b>Title I</b></p>
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	<p>progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(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.)</p>		
<b>1.6</b>	<p>ELD instruction</p> <p>Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	English Learners	
<b>1.7</b>	<p>Instructional Support</p> <p>District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	English Learners	\$ Title III
<b>1.8</b>	<p>Bilingual Para-educators</p> <p>Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p>	English Learners	\$ Title III
<b>1.9</b>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership,</p>		

	<p>communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
<b>1.10</b>	<p><b>Study Trips Supplementing Grade-Level Core Curriculum:</b></p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p><b>Pre-Trip Preparation:</b> Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p><b>Curriculum Integration:</b> Study trips will be carefully designed to integrate with the core curriculum of each grade level. <b>Hands-On Learning Experiences:</b> Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p><b>Guided Exploration:</b> Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p><b>Interdisciplinary Connections:</b> Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p><b>Reflective Activities:</b> After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p><b>Skill Development:</b> Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p>		

	Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
<b>1.12</b>	<p>Library Books for the Library</p> <p>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.</p>		<p>\$8000 Title I 4200 Books Classroom Libraries</p>
<b>1.13</b>	<p>District Math TOSA will play a pivotal role in advancing math initiatives for K-6, 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 mathematical strategies. Serving as an intervention teacher and resource, the Math TOSA will enhance math instruction to improve educational outcomes for K-6 students. The Math TOSA will provide targeted, Tier 2 supplemental math instruction to identified students in grades 3–6 using a data-driven and collaborative approach. Support will primarily be delivered using a push-in model during core instruction times, supplemented with small-group intervention as needed.</p> <p>Math TOSA Organizational Consistencies:</p> <ul style="list-style-type: none"> <li>• Primarily support grades 3-6</li> <li>• Select two grade levels to provide targeted support</li> <li>• Tiered support in two ways-</li> <li>• Push-in support to students within targeted grade level that are performing within the yellow/red band on (explore/refine days)</li> <li>• Pull-out support only for students in the Low Performing/Low Growth (red) band</li> <li>• Minimum 20 minutes/2 days weekly</li> <li>• Attend &amp; participate in all data conferences for grades 3-6</li> <li>• Attend &amp; participate in all SSTs for students who are receiving intervention support from the TOSA.</li> </ul> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach iReady or problem-solving lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p>		

	<ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, math support visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in iReady testing as needed.</li> <li>* Progress monitors own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>		
<b>1.14</b>	Provide Rosetta Stone for students who score level1 on the ELPAC		
<b>1.15</b>	Site-Based ELA intervention Teacher: Support 3rd-6th grade students in supporting District literacy initiative alongside ELA TOSA.		\$70,646.00 Title I 1900 Other Cert Salaries  \$26,980.00 Title I 3000 Benefits

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	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.	Goal: Met  During the 2024-2025 school year, 55% of kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be yellow on the 2024 California Dashboard.	Goal: Not Met  All Students performed in orange on the 2024 California Dashboard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 31% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	Goal: Not Met  During the 2024-2025 school year, 29% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 32% of 3rd-6th grade students will	Goal: Not Met

Metric/Indicator	Expected Outcomes	Actual Outcomes
	meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 27.5% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	All Students will be yellow on the 2024 California Dashboard.	Goal: Not Met  All Students performed at orange on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	Goal: Not Met  During the 2024-2025 school year, 18% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 20% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	Goal: Not Met  During the 2023-2024 school year, 17% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	All Students: No Performance Color in 2024  English Learners: No Performance Color in 2024.	All Students: No Performance Color in 2024  English Learners: No Performance Color in 2024.
CA Dashboard: English Learner Progress Indicator	36% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	Goal: Met  53% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

## 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 teachers continued to utilize research based diagnostic and summative assessments to monitor student progress (DIBELS, iReady, 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 fully 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 twice this school year to review beginning and middle of year assessment data. The end of year data conferences will held once EOY assessments have concluded.

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

Wagner-Holt met our goal on 2 out of 8 measures of progress. With the implementation of SIPPS strategies and lessons, the K-3 DIBELS scores increased by 8.5%. Wagner-Holt EL students increased from red to green on the CA Dashboard, with an increase of 17% of students making progress towards English Language proficiency. On the CAASPP state assessment, students' proficiency levels increased from 26% in 2023 to 27.5% meeting/exceeding standards in 2024 in ELA. On the CAASPP state assessment, students' proficiency levels increased from 15% in 2023 to 17% meeting/exceeding standards in 2024 in Mathematics.

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: Outlining and developing the Professional Learning Community framework to be utilized during teacher collaboration time, staff meetings, and MTSS data conferences. Continue training our 4th- 6th grade teachers on Tier SIPPS instruction for students that continue to have gaps in their reading. To continue supporting our EL students, I recommend, at data conferences, spending time on identifying the learning needs of English learners using ELPAC data and ELD standards, and planning for the instruction of designated and integrated ELD.

# 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.

#### **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 among [name orange and red student groups within this indicator] on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Absenteeism Indicator: ALL Student Groups Yellow. Which is an decrease of 6.1% points.	2025 CA Dashboard Chronic Absenteeism Indicator: Green. Which is a decrease of 6% points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Groups Orange. Which is an increase of 1.1% points.	2025 CA Dashboard Suspension Indicator: Yellow. Which is a decrease of 1% points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 93% Tier 2 TFI Score 88% Tier 3 TFI Score 88%	2025-2026 Local Data: Tier 1 TFI Score 98% Tier 2 TFI Score 93% Tier 3 TFI Score 93%
PBIS Recognition	Silver for the 2024-2025 School Year	Gold for the 2025-2026 School Year
Panorama Survey	2024-2025 Panorama Survey results: Positive Feelings- 65% Challenging Feelings- 52% Social Awareness- 52%	2025-2025 Panorama Survey results: Positive Feelings- 70% Challenging Feelings- 57% Social Awareness- 57%

	Sense of Belonging- 51% Emotional Regulation- 39% Self- Efficacy- 36%	Sense of Belonging- 56% Emotional Regulation- 44% Self- Efficacy- 41%
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## 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
2.1	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school.</p> <p>Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</p> <p>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.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support.</p>		

	<p>Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(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.)</p>		
<b>2.2</b>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p>		<p>\$1500.00 Title I 5872 Field Trips Academic assemblies to support instructional program</p>

	<p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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
CA Dashboard - Chronic Absenteeism	Yellow. Which is a decrease of 5%.	Goal: Met  ALL Student Groups Yellow. Which is an decrease of 6.1% points.
CA Dashboard - Suspension Rate	Yellow. Which is a decrease of 2% or more.	Goal: Not Met ALL Student Groups Orange. Which is an increase of 1.1% points.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 92% Tier 2 TIF Score 94% Tier 3 TIF Score 99%	Goal: Not Met  2024-2025 Local Data: Tier 1 TFI Score 93% Tier 2 TFI Score 88% Tier 3 TFI Score 88%

Analysis

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

Two out of the three action items were implemented. Several staff meetings targeted topics to meet the social and emotional needs of our students such as: Chronic absenteeism presentation, trauma informed practices, and adolescent brain development. There was a full implementation of Tier I PBIS system school-wide, consisting of a reinforcement system, behavior matrix, daily school pledge, and classroom behavior strategies. The PBIS Team committee met monthly to review discipline data, review intervention strategies, and approve referrals for students needing Tier II supports. The Vice Principal worked the the district PBIS Coordinator to ensure fidelity throughout all Tiers. The Social and Emotional Team met monthly to discuss support for Tier II and Tier III students, review data, and discuss classroom presentations.

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

On out of three goals were met. Suspension data increased from year to year. This may be due in large part to a new Administrative Team and an increase in behavior expectations of students. Our percentage scores in each Tier were lower than expected, but we did meet the minimum requirement to apply for Platinum PBIS status.

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.

As a result of data analysis on student attendance, suspension rates, and PBIS outcomes, the Social-Emotional Behavioral goal has been refined to more directly target chronic absenteeism reduction, suspension decrease, and PBIS improvement. Wagner-Holt will increase student participation in Tier 2 interventions such as check-in/check-out and SEL small groups, increase parent engagement through monthly attendance workshops, PBIS team receives quarterly professional development, and receive student input on school-wide Tier I PBIS prizes and activities.

# 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.

#### 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	174 Parents/Guardians attended Back to School Night Fall of 2024.	182 or more Parents/Guardians will attend Back to School Night in Fall of 2025.
Parent/Teacher Conference Participation	89% of Parents/Guardians attended Fall 2024 Parent/Teacher Conferences.	94% or more of Parents/Guardians will attend their child's parent/teacher conference during the 2025-2026 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
3.1	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	All Students	\$1500.00 Title I: Parent Involvement 5800 Prof and Operating/Consultants Family STEAM Night

	opportunities to facilitate parent participation in the school community.		
<b>3.2</b>	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p>	All Students	<p>\$750</p> <p>Title I: Parent Involvement</p> <p>5715 Print Shop</p>
<b>3.3</b>	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <p>Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided.</p> <p>"Parent Cafés" &amp; Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space.</p> <p>Parent Leadership &amp; Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making.</p> <p>Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</p>	All students with targeted support for English Learners	<p>\$500</p> <p>Title I: Parent Involvement</p> <p>4325 Food For Meetings</p>
<b>3.4</b>	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.</p>		<p>\$461</p> <p>Title I: Parent Involvement</p> <p>4300 Materials</p>

## Annual Review

SPSA Year Reviewed: 2024-25

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
Back to School Night Attendance	157 Parents/Guardians attended Back to School Night Fall of 2024.	Goal: Met  174 Parents/Guardians attended Back to School Night Fall of 2024.
Parent/Teacher Conference Participation	94% of Wagner-Holt Parents/Guardians will attend their child's parent/teacher conference during the 2024/25 school year.	Goal: Not Met  89% of Parents/Guardians attended Fall 2024 Parent/Teacher Conferences.

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 Harvest Festival, Costume Parade, Make-It Take-It Family Craft Night, STEAM Family Night and Read Across America Week event. We have an increase in parent attendance during ELAC meetings. Regular communication went out to parents via Blackboard Connect text messages, Wagner-Holt Class Dojo page and a school-sponsored Instagram account.

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

Wagner-Holt met one out of the two measurable outcomes for this goal. We saw an increase of 17 parents attending Back to School Night in 2024 compared to 2023. There was a 4% decrease in parent attendance to Parent/Teacher conferences.

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 all technological applications. We will also send home a paper flyer for any schoolwide event. An increase of signage to increase communication of school-wide events and behavior expectations will be utilized. A parent cafe with monthly meetings will take place to increase parent engagement about their child's academic progress at school.

# 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.

#### 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.

In 2024 CA Dashboard performance data indicates that Wagner-Holt school is either 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)	43% (Orange) of African American students at Wagner-Holt were chronically absent as reported on the 2024 CA Dashboard.	Wagner-Holt will reduce the chronic absenteeism rate for the African American students by 5% moving from Orange to Yellow as reported by the 2025 CA Dashboard Chronic Absenteeism Indicator.
Suspension Rate (CA Dashboard)	12.2% (Red) of African American students at Wagner-Holt were suspended for at least one day as reported on the 2024 CA Dashboard.	Wagner-Holt will reduce suspension of African American students by 5% moving from Red to Orange as reported by the 2025 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

<p><b>4.1</b></p>	<p><b>Positive Behavioral Intervention and Supports Collaboration:</b></p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p><b>Leadership and Coordination:</b> Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p><b>Data Collection and Analysis:</b> 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.</p> <p><b>Developing and Implementing PBIS Systems:</b> Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p><b>Training and Professional Development:</b> Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p><b>Supporting Staff and Students:</b> Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p><b>Family and Community Engagement:</b> Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p><b>Evaluation and Continuous Improvement:</b> Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</p>	<p>All Students w/targeted support for African American Students</p>	
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	Ensure ongoing fidelity and sustainability of PBIS implementation.		
<b>4.2</b>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	All Students w/targeted support for African American Students	\$0
<b>4.3</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</p>		

<ul style="list-style-type: none"> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>		
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# Annual Review

SPSA Year Reviewed: 2024-25

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
Chronic Absenteeism (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.	Goal: Not Met  43% (Orange) of African American students at Wagner-Holt were chronically absent as reported on the 2024 CA Dashboard.
Suspension Rate (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.	Goal: Not Met  12.2% (Red) of African American students at Wagner-Holt were suspended for at least one day as reported on the 2024 CA Dashboard.

## Analysis

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

Wagner-Holt implemented monthly Social-Emotional Learning (SEL) meetings that leveraged Panorama survey results and counseling referral data to identify a targeted group of students in need of social services. A Google Sheet was used to track individual student progress and monitor the delivery of support services, ensuring that students’ mental health needs were addressed effectively. The school also maintained a comprehensive PBIS framework, with the PBIS committee meeting bimonthly to review and refine Tier I, II, and III interventions. As a result of this commitment, Wagner-Holt was recognized as a Silver Certified School by the PBIS Coalition. Additionally, Multi-Tiered System of Support (MTSS) conferences were conducted for each grade level (Kindergarten–6th) to identify Tier II and III students using multiple data sources. These conferences guided the implementation of targeted academic, behavioral, and attendance interventions. To further support attendance goals, the school issued weekly communications to families emphasizing the importance of consistent 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.

This year, Wagner-Holt increased the number of school-wide events and activities to promote a positive campus climate and student engagement. To reinforce positive behavior, 95% of staff consistently distributed ORCA Bucks as part of our

Tier I PBIS incentive system. Fourteen students participated in the Tier II Check-In/Check-Out behavior intervention, while our school counselor provided small group support for additional students in need of social-emotional intervention. The Mental Health Therapist maintained a caseload of 14 students receiving direct, ongoing services. The SEL Team continued to refine our Tier III supports by identifying high-need students and using the Tier III Tiered Fidelity Inventory to monitor services provided. In addition, teachers received targeted professional development on behavior intervention strategies from the District Behavior Coach to strengthen classroom management and support student success.

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.

To support student success, we will continue implementing the strategies outlined in our plan. Through the Multi-Tiered System of Support (MTSS) framework, as well as the ongoing efforts of the PBIS and SEL committees, and collaboration with our Community Liaison and Attendance Advisor, we will provide targeted programs and supports for specific student groups. We will also strengthen school-to-home communication through weekly Smore updates, various digital platforms, and social media. To ensure we have accurate contact information, parents will be encouraged to complete the Aeries online data confirmation through the parent portal. Laptops will be made available during Back to School Night and throughout the school year to assist families in completing this process. Additionally, staff will receive ongoing professional development focused on implementing the Caring School Community program, which will be integrated into regular 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	\$130,030.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,030.00
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	\$126,819.00
Title I: Parent Involvement	\$3,211.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$130,030.00

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

State or Local Programs	Allocation (\$)
	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$130,030.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	126,819.00
Title I: Parent Involvement	3,211.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1150 Teacher Sub	8,000.00
1900 Other Cert Salaries	70,646.00
3000 Benefits	28,979.00
4200 Books	8,000.00
4300 Materials	10,155.00
4325 Food For Meetings	500.00
5715 Print Shop	750.00
5800 Prof and Operating/Consultants	1,500.00
5872 Field Trips	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Title I	0.00

1150 Teacher Sub	Title I	8,000.00
1900 Other Cert Salaries	Title I	70,646.00
3000 Benefits	Title I	28,979.00
4200 Books	Title I	8,000.00
4300 Materials	Title I	9,694.00
5872 Field Trips	Title I	1,500.00
4300 Materials	Title I: Parent Involvement	461.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	750.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,319.00
Goal 2	1,500.00
Goal 3	3,211.00
Goal 4	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

Name of Members	Role
Yasmeen Herrera	Principal
Manivong Phoukong	Classroom Teacher
Alba Boren	Classroom Teacher
Sarah Ketkhenesa	Classroom Teacher
Patricia Noerhasan	Parent or Community Member
Mayra Morena	Parent or Community Member
Teleia Johnson	Parent or Community Member
Scott Gomez Jr.	Parent or Community Member
Katalena Flores	Parent or Community Member
Lorena Harrington	Other School Staff

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 5, 2025.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is a stylized, cursive signature, likely belonging to the Principal. The bottom signature is also in cursive and appears to be the signature of the SSC Chairperson.

Principal, Yasmeen Herrera on May 5, 2025

SSC Chairperson, Manivong Phoukong on May 5, 2025