# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| **Henry Elementary** | 39686760111344 | | 12/17/2024 |

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Henry's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds.  The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

# Educational Partner Involvement

How, when, and with whom did your 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**

Henry staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Henry's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 28th, 2023
- December 7th, 2023
- February 1st, 2024
- March 8th, 2024
- May 2, 2024
- May 23rd, 2024
- October 18, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting last year 8/14/2023

- Title 1 Parent Meeting this year 8/13/2024
- Prinicpal Coffee Hour 8/22/23, 9/19/23, 10/17/23, 11/28/23, 12/19/23, 1/16/24 and 3/12/24.
- English Language Advisory Committee on March 12th, 2024
- Prinicpal Coffee Hour/SPSA or Data was discussed on September 11, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on February 6th, 2024
- Faculty Meeting on March 5th, 2024
- Faculty Meeting on April 23rd, 2024
- Leadership Meeting on September 25th, 2023
- Leadership Meeting on February 26, 2024
- Leadership Meeting on April 22nd, 2024
- Leadership Meeting on August 23, 2024, September 23,2024
- Faculty Meeting September 17, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Henry, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| **English Learner** | 103.7 points below standard (red) | 123.2 points below standard (red) | X | X | X | N/A |
| **Foster Youth** | population too small, no indicator | population too small, no indicator | X | X | N/A | N/A |
| **Homeless Youth** | X | X | 11.8% suspended at least one day (red) | X | X | N/A |

| | | | | | |
|---|---|---|---|---|---|
| **Students with Disabilities** | 119.6 points below standard (red) | 122 points below standard (red) | 4.8% suspended at least one day (orange) | X | N/A | N/A |
| **American Indian/ Alaskan Native** | population too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N/A |

Henry Elementary is faced with several inequities. There are funding disparities, schools in wealthier areas often receive more funding through local taxes, leading to better facilities, more extracurricular activities, and greater access to resources. There is also teacher quality inequities. Schools with more resources can attract and retain highly qualified teachers. In contrast, we are currently with teachers that have yet to attain their credential, impacting the quality of instruction and student learning. Technology and learning materials is another inequity that we are faced with. In today's digital age, access to technology is crucial. Henry Elementary does not have the technology needed to have every child 2:1 at this time. Resource rich schools often provide up-to-date technology and learning materials, while we lack these tools, putting students at a disadvantage in developing necessary skills. In addition, extracurricular opportunities are also another inequity. Participation in extracurricular activities enhance students, social skills and engagement in school. We offer limited extracurricular programs, impacting students' overall educational experience due to availability of staff. We continue to face inequities with support services. Our counselor to student ratio is not ideal our current ratio is 450 students per counselor. Our special education resources have been limited due to staff availability. Students in are not receiving the support they need, impacting their emotional and academic outcomes. Last but not least there is in an inequity with community and parental support. Schools in affluent neighborhoods often benefit from active parental involvement and community support, leading to better educational outcomes. In contrast, we struggle with lower levels of engagement and support.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level.  See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| All Students | 83 points below standard (red) | 110.3 points below standard (red) | | | | |
| Foster Youth | | | | | | |
| English Learner | 103.7 points below standard (red) | 123.2 points below standard (red) | | | | |
| Long Term English Learner | | | | | | |
| Homeless Youth | | | 11.8% suspended at least one day (red) | 33.3% chronically absent (orange) | | |
| Socioeconomically Disadvantaged | 81.3 points below standard (red) | 112.4 points below standard (red) | | | | |
| Student with Disabilities | 119.6 points below standard (red) | 122 points below standard (red) | 4.8% suspended at least one day (orange) | 46.8% chronically absent (orange) | | |
| African American | | | | | | |
| American Indian/ Alaskan Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic | 83.8 points below standard (red) | 112.5 points below standard (red) | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Two or More Races** | | | | | | |
| **Pacific Islander/ Native Hawaiian** | | | | I | I | I |
| **White** | | I | 8.6% suspended at least one day (orange) | | | |

Major gaps were observed in Chronic Absenteeism, ELA and Math within student groups on the CA Dashboard Indicators for Henry School.

Trend data was also reviewed year over year which resulted in observing a decrease in ELA and MATH proficiency. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA and MATH as an area of focus for this 2024-2025 school year due to the lack of growth and progress on the CA Dashboard Indicators. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for High Quality First Instruction
- Staff PD and Support to implement PLC to support Tier 1 and Tier 2 instruction and Engagement
- AVID to focus on researched based student engagement and tier 1 instruction strategies.
- PBIS strategies to celebrate individual and group achievement to support student engagement and inclusivity.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

| Goal # | Description |
|---|---|
| Goal 1.1 | ELA: By EOY 2025, per iReady Winter Diagnostic  Results Report, the total number of students performing in Tier 1 will increase by 10% of Grade K-8 students which is  20 students.<br><br>ELA: By EOY 2025, per iReady Winter Diagnostic  Results Report, the total number of students performing  in Tier 3 will decrease by 10% of Grade K-8 students which is 36 students.<br><br>Math: By EOY 2025, per iReady Winter Diagnostic  Results Report, the total number of students performing in Tier 1 will increase by 10% of Grade K-8 students which is  12 students.<br><br>Math: By EOY 2025, per iReady Winter Diagnostic  Results Report, the total number of students performing in Tier 3 will decrease by 10% of Grade K-8 students which is 32 students.<br><br>EL: By EOY 2025, per ELPAC, increase the number of students making progress from 62.7% to 65.7% |

## 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.

Teachers and all staff need further development and support in building capacity in instructional strategies as well as improving positive relationships, and trauma informed practices with students.

There was not sufficient PD offered and utilized by teachers due to scheduling conflicts, teacher availability, and lack of substitutes.

Use iReady Winter data.

By third grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary.

Henry is identified as needing additional target support and improvement for the subgroups: Homeless

Students need help in dealing with their emotions, decision-making and relationship building.

All staff would benefit from training in SEL and other strategies to utilize with students as well as networking with other colleagues for ideas and support.

PBIS team needs to relay information, lessons, and activities for the school year regarding our school-wide expectations to ensure that PBIS is being implemented.

There is a need for incentives to improve student attendance. Incentives will be provided throughout the year for positive attendance through raffles, special events, activities as well as Super Recess to motivate and reward students consistently.

# 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 |
|---|---|---|
| Number of students performing at grade level . | ELA 195 Students Tier 1 Math 116 Students Tier 1 | ELA- 215 students Math- 128 students |
| Number of students 2 or more grade levels below. | ELA 361 Students Tier 3 Math 320 Students Tier 3 | ELA- 325 students Math- 288 students |
| Percent of students making progress towards English proficiency. | 62.7 % | 65.7% |

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

# Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 1.1.1 | Career & Technical Education<br><br>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement.  College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.<br><br>Teachers will enhance NGSS (science) curriculum and CCSS (Math) through hands-on-science experiments integrating PLTW and STEM projects to include PLTW/STEM project materials. Support college and career readiness mindset, exposing students to real-world experiences through the participation in SkillsUSA. Teachers will be supported with training targeted at all ATSI subgroups and attend state/ national competitions.<br>All teachers will enhance NGSS (science) curriculum and CCSS (Math) through hands-on-science experiments integrating PLTW and STEAM projects to include SCIENCE/MATH/PLTW/STEAM project materials.<br><br>Instructional Materials/Supplies - Applicable supplemental instructional materials | English Learners, Foster Youth, Low Income, Students with Disabilities | $34,480<br><br>$20,000 | 3010 - Title I<br><br>0100 - LCFF/S&C (site) |

| | | | | |
|---|---|---|---|---|
| | include: novels/books, clipboards, dry erase markers, flashcards, games, TPR, copy paper, folders/ sleeves, sheet protectors, pencils, construction paper, color printers, color printer ink, projector bulbs, headphones, aux cords, HDMI cords, interactive whiteboards, post it chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post-it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ballpoint pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. Applicable supplemental instructional materials include binders, organizers/ planners, writing tools- whiteboards, sheet protectors, chart paper, poster board, and easel pads.  Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, lab books for K-8, writing tools- write boards, chart paper, STEM-specific materials related to NGSS (science) curriculum and CCSS (Math), PLTW, and TOPs. Teachers will use various equipment/ supplies such as the laminator, copier, Duplo, and poster maker.<br><br>Title I Funding Allocation:<br>Instructional Materials to Support STEM/CTE: $34,480<br><br>LCAP 1.1 Career & Technical Education:<br>Instructional Materials to Support STEM/CTE: $20,000 | | | |
| 1.1.2 | College Readiness<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.2 College Readiness:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.3 | A-G High School Courses<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.3 A-G High School Courses:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 1.1.4 | Bilingual Instructional Support<br><br>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/ parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.<br><br>Bilingual instructional program support for K-8th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.<br><br>Bilingual assist will support teachers and students with data conferences as needed. (District Funded)<br><br>Title I Funding Allocation:<br>Bilingual Assist Additional Comp: $3,000<br><br>LCAP 1.4 Bilingual Instructional Support<br>No additional site LCFF is being allocated for this strategy. | English Learners | $3,000 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|
| 1.1.5 | English Learner Professional Development<br>Through Grade Level Commitments, the implementation of 4 EL instructional strategies will be conducted throughout the year. The four strategies to be utilized are: collaborative sentence reconstruction, sentence unpacking, joint construction, and cloze joint construction. Each grade level will focus on 1 or more strategies to address their ELL population based on ELPAC domains. Through classroom visits, the use of these specific strategies will be monitored. As a coordinated effort between the LDO and Henry, specific demos and co-teaching opportunities will be offered and implemented in grades K-4 so that teachers master these strategies.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.5 English Learner Professional Development<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |

| 1.1.6 | English Learner Programs and Supports<br><br>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD  instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency.  As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.<br><br>Teachers will enhance integrated/designated ELA/ELD curriculum through Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, Interactive Notebooks, as well as AVID strategies to provide all students including EL and students with Disabilities with support through progress monitoring, new curriculum implementation, small group instruction.<br><br>Metrics for Progress Monitoring:<br>ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.6 English Learner Programs and Supports:<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support | English Learners, Foster Youth, Low Income, Students with Disabilities | $45,600 | 3010 - Title I |
| | | | $20,000 | 3010 - Title I |
| | Provide teachers, program specialist, instructional coach, parent liaison, administrators, and counselors the opportunity to attend the CABE conference to increase awareness for EL students or any other conference relating to ELA, Math, or Science and Social Emotional. The conferences will also provide staff with the necessary tools to enhance core instruction and skills with the students. | | $4,440 | 3010 - Title I |
| | | | $1,800 | 3010 - Title I |
| | Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. | | $13,500 | 0100 - LCFF/S&C (site) |
| | Teachers will be compensated to attend training and collaboration opportunities after their contracted workday in the form of Academic Conferences, Lesson Studies, Instructional Rounds, Leadership meetings, professional learning communities, Universal Design for Learning, AVID Strategies, ELD, ELPAC and SBAC Interim. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. As well as more specific PD aligned to all curriculum to be determined based on site needs. Teachers will be released from assigned duty and substitutes will be provided for teachers to collaborate with each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, Leadership meetings, professional learning communities, Universal Design for Learning, AVID Strategies, ELD, ELPAC and SBAC Interim. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. As well as more specific PD aligned to all curriculum to be determined based on site needs. | | | |
| | Teachers will be released from assigned duty and substitutes will be provided for teachers to collaborate with each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, Leadership meetings, professional learning communities, Universal Design for Learning, AVID Strategies, ELD, ELPAC and SBAC Interim. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. As well as more specific PD aligned to all curriculum to be determined based on site needs. | | | |

Academic Conferences
Teachers and support staff will analyze data and coordinate student program identification of needs (surveys) and program specifics for children to be successful based on their data outcomes. The program specialist will ensure all students are properly assessed and evaluated periodically. Furthermore, the program specialist will provide students with resources, materials, and related services through our identified programs.

The Instructional Coach in conjunction with the Program Specialist will facilitate additional teacher support activities including co-teaching, demonstration of lessons in the classroom, and the analysis of data. Specific Professional Development will be conducted from the analysis. Specific training will focus on our school initiatives and data results including analyzing resources to target all of our ATSI subgroups.

Henry will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training for all staff.

Metrics for Progress Monitoring: Increase of proficiency in both ELA and Math I-Ready diagnostic as well as EL increased proficiency.

Staff Additional Hourly for 2024-2025 for Leadership: 10 Teachers x 24 hours, Program Specialist x 24 hours, Counselor x 24 hours.

Substitute Teachers:
*Teacher PD/Collaboration during work day - 10 days/ per grade level (10 days x 10 grade levels x cost of substitute)
*Staff Leadership Release Days - 8 days x 10 Teachers x cost of sub
*4 subs x 4 days x 8 per year

Title I Funding Allocation:
Substitutes: $45,600
Teacher Additional Comp: $20,000
Program Specialist Additional Comp: $4,440
Counselor Additional Comp: $1,800

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support
Conference - $13,500

| 1.1.8 | School Site Administrators Leadership Professional Development | English Learners, Foster Youth, Low Income, Students with Disabilities | $10,000 | 0100 - LCFF/S&C (site) Account Code: 5215 Conf/Workshop Exp |
|---|---|---|---|---|
| | Provide Administrators with professional learning opportunities and support core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach (1 FTE Instructional Coaches - Centralized Service), program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc. | | $5,000 | 3010 - Title I Account Code: 5215 Conf/Workshop Exp |
| | AVID - Summer Institute - administration, program specialist, instructional coach, counselors, teacher<br>AVID - National Conference - administration, program specialist, instructional coach, counselors, teacher | | | |
| | Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.<br>PLC Conference - Summer Institute - administration<br>PLC Conference - RTI - administration | | | |
| | PLTW Conference - administration | | | |
| | SkillsUSA - Regional Conference, State Conference, National Conference - administration | | | |
| | Robotics Competition - Regional Conference, State Conference, National Conference -administration | | | |
| | Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Sports for Learning a lunchtime sports program that focuses on grades k-5, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches, etc.), etc. to improve student behavior and attendance. PBIS team to attend PBIS | | | |

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| | conference and training. The PBIS team will collaborate to improve school climate and participate in the CARE team.<br><br>Conferences/Trainings/Workshops:<br>PBIS Conference with the PBIS team (administration, program specialist, counselors, and teachers)<br><br>Progress Monitoring:<br>AVID implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, I-Ready ELA and writing.<br><br>Title I Funding Allocation:<br>Conference: $5,000<br><br>LCAP 1.8 School Site Administrators Leadership Professional Development<br>Conference: $10,000 | | | |
| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.10 | Data Analysis and Evaluation<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.10 Data Analysis and Evaluation<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.11 | Access to Foundational & Outdoor Learning Spaces<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces<br>No additional site LCFF is being allocated for this strategy. | | | |

| 1.1.12 | Acceleration of Learning<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.12 Acceleration of Learning<br>No additional site LCFF is being allocated for this strategy. | | | |
| --- | --- | --- | --- | --- |

| 1.1.13 | Literacy and Library Supports

Library Media Assistant will assist with the inventory of library books, curriculum and technology. Furthermore, the Library Media Assistant will assist teachers and students with checking out of materials and research how many students are accessing these materials. Library Media Assistant teaches students to read and organize books with the Dewey System. Library Media Assistant will also read to primary students with a focus on comprehension and reading fluency. Library Media Assistant will also encourage all students to become life-long readers.

Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.

Provide students with opportunities to increase reading proficiency through literacy support and supplemental programs such as SIPPS and Heggerty. Increasing a love of reading through books and novels integrating multicultural awareness and content across the curriculum will be provided to teachers and students as supplemental material to encourage and expose students to a variety of genres both literary and expository.
Split Funded: District Funded .375 (FTE) at 85% and site will cover the remaining .0625 (FTE) at 15%.

Henry 2nd-8th grade students will have access to the Accelerated Reader to build reading fluency and comprehension skills.  Primary and Special Education students will have access to Starfall for additional fluency support. This will target all of our ATSI subgroups. Accelerated Reader Student License

Title I Funding Allocation:
Accelerated Reader License Agreement: $6,700

LCAP 1.13 Literacy and Library Supports
Library Media Assist Salary and Benefits: $2,501
Library Media Assist Additional Comp: $2,000 | English Learners, Foster Youth, Low Income, Students with Disabilities | $6,700

$2,501



$2,000 | 3010 - Title I

0100 - LCFF/S&C (site)


0100 - LCFF/S&C (site) |
|---|---|---|---|---|

| 1.1.14 | Advancement Via Individual Determination (AVID)<br><br>Reprographics would provide copies of supplemental instructional materials that are crucial for our school. It ensures that we have high-quality and up-to-date resources to support learning in core subjects such as ELA, SIPPS, Math, Social Studies, and Science. To support the AVID strategy of organization we will order planners for all students and staff. This ultimately leads to better student outcomes and a more effective and engaging learning experience.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.14 Advancement Via Individual Determination (AVID):<br>Duplicating: $10,000 | English Learners, Foster Youth, Low Income, Students with Disabilities | $10,000 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|
| 1.1.15 | Recapturing Learning Loss<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.15 Recapturing Learning Loss:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.16 | Outdoor Education/Science Camp: Funded By District<br><br>5th grade students will have the opportunity to attend a 3 day 2 night science camp at Sky Mountain in Emigrant Camp.<br>Science Camp provides students with the opportunity to address any learning loss they have experiences in STEM subjects due to the pandemic, especially those focusing on the natural world environment.  Additionally, it will provide students the opportunity to advance and learn more about the complex interactions between humans and the natural world. Science Camp gives the ability for students to get ahead in their science academic journey, as well as the benefits of nature on their social emotional health. (District Funded)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.16 Outdoor Education/Science Camp:<br>No additional site LCFF is being allocated for this strategy. | English Learners, Foster Youth, Low Income, Students with Disabilities | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

There was not enough money allocated for conferences for PD. Therefor it was not effective. Leadership planning days were effective . Leadership monthly meetings were effective and held regularly. Academic conferences were effective and helped teachers use data to create smart goals. Instructional rounds did not occur due to lack of substitutes. PLTW is occurring and funded through CTE office. Program Specialist has been in place all year and continues to provide support for all teachers as well as the EL program. Training was provided for Teachers as needed. Bilingual assist was converted to an instructional list and was hired in late May. Library Media assist is in place and starting to make growth. Afterschool Tutoring has shown progress. Materials and accelerated reader are in place and are being effective. Maintenance agreements are in place and effective. Kinder Bridge did not occur due to the fact that the school was not signed up on time.

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

Afterschool tutoring funds were reallocated due to the fact that that strategy was funded through ELOP. Bilingual assist not filled so converted to instructional assist and filled late May. Kinder bridge did not occur this year due to change in leadership. In the past, it has proven to be effective and will continue for the next year. Leadership meetings will not occur monthly for the 2425 school year instead funds will be allocated for meetings to be held based on site needs.

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.

Afterschool Tutoring funds will no longer be needed and will be allocated for PD. These changes can be found in the 24/25 SPSA Goal 1.

## Goal 2.1

| Goal # | Description |
|---|---|
| Goal 2.1 | By May 2025, Henry will reduce the suspension rate and demonstrate a decrease in the number of total suspensions from 6% of the school population to 4% or less as evidenced by the the bimonthly district report pulled from Synergy and CALPADS.<br><br>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)<br>By May 2025 Henry will reduce the chronic absenteeism rate by 6 percentage points for all students from 31.31% to 25.% as evidenced by the the bimonthly district report pulled from Synergy and CALPADS. |

## 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.

Teachers and all staff need further development and support in building capacity in instructional strategies as well as improving positive relationships, and trauma informed practices with students.

There was not sufficient PD offered and utilized by teachers due to scheduling conflicts, teacher availability, and lack of substitutes.

Use iReady Winter data.

By third grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary.

Henry is identified as needing additional target support and improvement for the subgroups: Homeless

Students need help in dealing with their emotions, decision-making and relationship building.

All staff would benefit from training in SEL and other strategies to utilize with students as well as networking with other colleagues for ideas and support.

PBIS team needs to relay information, lessons, and activities for the school year regarding our school-wide expectations to ensure that PBIS is being implemented.

There is a need for incentives to improve student attendance. Incentives will be provided throughout the year for positive attendance through raffles, special events, activities as well as Super Recess to motivate and reward students consistently.

## 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 Rate | 31.31% of students Chronically Absent | 25% of students Chronically Absent |

| | | |
|---|---|---|
| Suspension Rate | 6% of students suspended | 4% or lower |

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

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 2.1.1 | Educational Equity, Diversity, and Inclusion<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.1 Educational Equity, Diversity, and Inclusion:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.2 | Ethnic Studies Program<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.2 Ethnic Studies Program:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.3 | Equity and Inclusion Training and Workshops<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.3 Equity and Inclusion Training and Workshops:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.4 | Cultural Relevance, Outreach, and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.4 Cultural Relevance, Outreach, and Support<br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.5 | Positive Behavior Interventions and Support (PBIS)<br>Professional development and opportunities to collaborate in order to develop students' social and emotional well-being through supportive resources and programs that positively impact student learning for all staff. Professional Development will also reduce the number of student referrals, reduce suspension rates, and reduce incidents of bullying. Henry will provide certificated and classified additional compensation/substitute costs as needed for SEL instruction, Professional Development and PBIS supports.<br><br>Collaboration will allow teachers, counselors, and other staff members to discuss and practice strategies of:<br>MTSS/SAP process<br>De-escalation strategies<br>PBIS/ (Stoic)<br>Restorative Practices<br>Circles<br><br>We will continue to provide MTSS training to support the social/emotional well-being of students. As well as training on research based practices for trauma informed practices. Training around social emotional well being including relationship building, ACEs and restorative practices.<br><br>Collaboration through PBIS Meetings 10 teachers, a program specialist, 2 CSAs, 2 counselors and parent liaison<br><br>10 Teachers 2 hours X 10 months X rate of pay<br>Program Specialist 2 hours X 10 months x rate of pay<br>2 CSAs X 2 hours X 10 months X rate of pay<br>2 Counselor 2 hours X 10 months x rate of pay<br>1 Parent Liaison 1.5 hour x 10 months x rate of pay<br><br>Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):<br>Teacher Additional Comp PBIS: $16,000<br>Program Specialist Additional Comp PBIS: $1,800<br>Counselor Additional Comp PBIS: $3,000<br>Campus Safety Additional Comp PBIS: $1,600 | English Learners, Foster Youth, Low Income, Students with Disabilities | $16,000<br><br>$1,800<br><br>$3,000<br><br>$1,600<br><br>$600 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |

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|---|---|---|---|---|
| | Parent Liaison Additional Comp PBIS: $600 | | | |
| 2.1.6 | Student Assistance Program Support (SAP)<br><br>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.<br><br>Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.6 Student Assistance Program Support (SAP)<br>No additional site LCFF is being allocated for this strategy. | English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 2.1.7 | Behavior Support Services<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.7 Behavior Support Services<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.8 | New Teacher Training and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.8 New Teacher Training and Support<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.9 | Social Service Supports for Families in Transition<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.9 Social Service Supports for Families in Transition:<br>No additional site LCFF is being allocated for this strategy. | | | |

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| 2.1.10 | Central Enrollment Direct Services to Families<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.10 Central Enrollment Direct Services to Families:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.11 | Student Attendance and Truancy<br><br>Henry Elementary will reward every student who has perfect attendance at the end of the PBIS Activities and Special Events. The students have to be at school on time, all day & every day. Noon Duty Staff and CSA will collaborate and plan these SEL/PBIS events with Counselors/ADMIN/PBIS Team/Program Specialist.<br><br>Henry Elementary will hold PBIS assemblies for students that have earned it based on attendance and positive behavior. 3-6 PBIS Assemblies will be held, based on grade level and interest.<br><br>Henry will hold school wide events to promote attendance and recognize attendance efforts.<br><br>Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.11 Student Attendance and Truancy:<br>CSA/Noon Duty Additional Comp: $1,600<br>Consultants for PBIS: $24,000<br>Non-Instructional Materials for PBIS: $23,418 | English Learners, Foster Youth, Low Income, Students with Disabilities | $1,600<br><br>$24,000<br><br>$23,418 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |

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| 2.1.12 | Health and Wellness Services and Supports<br><br>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.12 Health and Wellness Services and Supports:<br>No additional site LCFF is being allocated for this strategy | English Learners, Foster Youth, Students with Disabilities, Low Income | | |
| 2.1.13 | Mental Health Resources and Supports for Students<br><br>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.13 Mental Health Resources and Supports for Students:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools Counselors and Admin will attend the ASCA and School Climate and Culture Conferences to enhance their learning of MTSS and School Climate. They will apply their knowledge to their lessons, PLUS, and PBIS strategies with students. | English Learners, Foster Youth, Low Income, Students with Disabilities | $10,500 | 3010 - Title I |
|---|---|---|---|---|
| | | | $40,000 | 3010 - Title I |
| | | | $2,800 | 3010 - Title I |

Henry will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.

Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.

Counselors will provide students and teachers with social and emotional learning support and training that positively impact students learning.  Programs that positively impact students will be implemented such as Kelso's choice, Second Step, Xello, Restorative Circles, PLUS support, Leadership support, Renaissance academic assemblies, Individual and group counseling, PBIS, Classroom presentations (anti-bullying, coping skills, A-G requirements, friendship skills, anger management, social skills, mindfulness, grief/loss, decision making, self-control, classroom behavior management, conflict resolution, dealing with stress).

Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.

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| Resources and materials (basic supplies for presentations and lessons) to sustain these SEL activities will be needed.<br><br>Henry will provide certificated and classified additional compensation/substitute costs as needed for SEL instruction, Professional Development and PBIS supports.<br><br>Metrics for Progress Monitoring: Number of students participating in Restorative Circles, Number of PLUS coordinated activities, Number of students participating in career exploration activities. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>Counselor and Admin Conferences: $10,500<br>SEL Consultants: $40,000<br>Resource and Materials for SEL Lessons: $2,800<br><br>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools<br><br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.15 | School Connectedness<br>Preschool Transition to Kinder Summer Bridge Program<br><br>Provide students opportunities to:<br>*interact with their peers who will attend their kindergarten class promoting social skills,<br>*establish a connection between the kindergarten teacher and preschooler,<br>*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and<br>*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.<br><br>Henry will send a team from the PBIS team to the School Climate Conference in April of 2025 for professional development on strategies to improve school climate at Henry. The team will consist of 3 teachers (1 per life level), 1 program specialist, 1 CSA, 1 parent liaison, 2 counselors, 1 principal and 1 assistant principal.<br><br>Henry we will hold monthly school wide events to promote school connectedness that build on social emotional learning so that all students are seen, heard, valued and have a safe place at Henry. Students will be engaged in activities that build on SEL and school connectedness.<br><br>Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.15 School Connectedness:<br>SUBS for Teachers to attend School Climate Conference: $2,400<br>School Climate Conference: $27,600<br>School Connectedness/Student Engagement Materials and Supplies: $30,000 | English Learners, Low Income, Students with Disabilities, Foster Youth | $2,400<br><br>$27,600<br><br>$30,000 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |
|---|---|---|---|---|

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites<br>Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.<br><br>Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training. Survey Results, Chronic Absenteeism rate decreasing as well as a decrease in suspensions.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:<br>No additional site LCFF is being allocated for this strategy. | English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 2.1.17 | Additional School Site Support | English Learners, Foster Youth, Low Income, Students with Disabilities | $29,016 | 3010 - Title I |
|---|---|---|---|---|
| | | | $2,000 | 0100 - LCFF/S&C (site) |

The Program Specialist (District Funded) will provide professional development and co-teaching opportunities to individual and grade-level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. Specific training will focus on our school initiatives and data results including analyzing resources to target all of our ATSI subgroups. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. The Program Specialist will coordinate all state and district assessments such as I-Ready diagnostics, ELPAC, CAASPP interims and CAASPP. The Program Specialist will serve as the site AVID Coordinator.

English Learner Support: Sort, distribute, read, sign EL/RFEP Monitoring Forms, Duplicate, sort, notify, collect, forward, file RFEP parent notification form, ELAC Meetings: Plan, prep, notify, attend, follow-up.

State Mandated Testing Coordinator: ELPAC Testing: organize, sort, distribute, & secure test materials, parent notification of test, verify test list, administer test, training teachers, and 45 Day staff, and grading initial test.

Master Schedule and Student Placement Coordinator: Monitor designated ELD classes, support ELD instruction, verify and place with bilingual aide assistance, place in newcomer group

The Program Specialist will serve as the EL Coordinator, Assessment Coordinator to provide data for analysis. The Program Specialist will provide support for the Bilingual Assistants in supporting EL students.

Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.

Instructional Coach (1 FTE Instructional Coach- Centralized Service) will provide co-teaching, demos, lesson studies, instructional round support. The Instructional Coach will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Instructional Coach will work with teachers to assist with their

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|---|---|---|---|---|
| | lesson planning, participate in data cycles for analyzing student assessment results, and participate in Academic Conferences. The Instructional Coach will create and provide staff development in various topics pertaining to reading, writing, and other content areas targeting all ATSI subgroups.<br><br>Training and extra support provided by the Program Specialist and Instructional Coach during school day to all teachers (38 teachers) for ELPAC assessments, ELA Curriculum, Math Curriculum, High Leverage Instructional Strategies, AVID strategies, Classroom Management, and Technology targeting all ATSI subgroups.<br><br>Collaboration/supporting staff on development/alignment/calibration of Professional Learning Communities scope and sequence, need, and alignment to school improvement focusing on scope and sequence planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of the school year for next year progression, reduction of the need for reteaching to move forward more efficiently and targeting all ATSI subgroups. ELPAC- We will begin to create and design targeted strategies through the development of a scope and sequence.<br><br>Instructional Assist - Will work with students identified as Tier 2 and Tier 3. These are students who may require strategic support in ELA and MATH. 0.625 (5 hours) FTE Instructional Assist.  Instructional Assist additional comp as needed to support students.<br><br>Title I Funding Allocation:<br>Instructional Assist Salary and Benefits:  $29,016<br><br>LCAP 2.17 Additional School Site Support:<br>Instructional Assist Additional Comp: $2,000 | | | |
| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.19 | Technology and Innovation Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.19 Technology and Innovation Support:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 2.1.20 | Instructional Technology<br><br>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning.  Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.<br><br>Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.<br><br>Equipment - Teachers will use various equipment/ supplies such as the laminator, copiers, Duplo, and poster maker.<br><br>Maintenance Agreements:<br>Copiers, Duplo Machines and Laminators<br><br>In the event that the venders can no longer service the copiers, replacement copiers will be ordered.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.20 Instructional Technology:<br>Maintenance Agreement: $3,000 | English Learners, Foster Youth, Low Income, Students with Disabilities | $3,000 | 0100 - LCFF/S&C (site) |

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|---|---|---|---|---|
| 2.1.21 | Instruction and Teacher Staffing<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.21 Instruction and Teacher Staffing:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.23 | School Facilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.23 School Facilities<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.24 | Student and Campus Safety<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.24 Student and Campus Safety:<br>No additional site LCFF is being allocated for this strategy. | | | |

# 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.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

PBIS meetings were held regularly and effective. Counselors were able to use their title 1 funds for instructional materials.

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

There weren't enough funds to send anyone to a conference, and there were no professional development opportunities for the staff. Super Recess did not occur as a PA was not created for additional comp in time.

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.

Appropriate amount funds will be allocated for all staff to receive training both on and/or off site on SEL and positive behavior supports. This can be found in Goal 2.

# Goal 3.1

| Goal # | Description |
|---|---|
| Goal 3.1 | |

## 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.

Use iReady Winter data.

By third grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary.

Henry is identified as needing additional target support and improvement for the subgroups: Homeless

Students need help in dealing with their emotions, decision-making and relationship building.

## 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 |
|---|---|---|
| | | |

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

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 3.1.1 | Student Engagement and Leadership Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.1 Student Engagement and Leadership Opportunities<br>No additional site LCFF is being allocated for this strategy. | | | |

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|---|---|---|---|---|---|
| 3.1.2 | Youth Engagement Activities and Athletic Programs<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.2 Youth Engagement Activities and Athletic Programs:<br>No additional site LCFF is being allocated for this strategy. | | | | |
| 3.1.3 | Arts Programming<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.3 Arts Programming<br>No additional site LCFF is being allocated for this strategy. | | | | |
| 3.1.4 | Expanded Learning and Enrichment Opportunities<br><br>Extended Learning Opportunities<br>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.<br><br>Provide after-school tutoring invention for all students behind grade level. Propose 7 teachers for 1 hour per day 3x a week and .5 for prep (3.5 hours per week/per teacher) to provide good foundational skills for students to become grade-level proficient targeting all ATSI subgroups. 1 Intervention Lead: Who will oversee the intervention program by running a monthly meeting or visiting intervention classrooms.<br><br>Henry will pay student fees, transportation, professional services, associated with student achievement in NGSS/CORE standards.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.4Expanded Learning and Enrichment Opportunities:<br>No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners | | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Parent Liaison in place and effective. Many opportunities for parents to participate. Kinder and a few teachers held DATA teams and were successful.

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

Latino Literacy did not occur.

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.

Latino Literacy will not be a strategy this year, due to lack of teacher interest. This is reflected in SPSA goal 3.

## Goal 4.1

| Goal # | Description |
|---|---|
| Goal 4.1 | School Goal for Meaningful Partnerships: (Must be a SMART Goal)<br>During the 2023-24 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%. |

## 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.

Provide opportunities to parents to support their children at home with school curriculum and assignments.

We need more parents to be involved in the school from attending parenting and finance workshops on campus, and also increasing their own knowledge of the education 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 |
|---|---|---|
| Number of parents attending parent meetings | 15-20 per meeting | An increase to about 17-22 parents per meeting. |

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

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 4.1.1 | Family and Community Communication, Empowerment, and Engagement<br><br>Continue to facilitate parent and community education, engagement, and involvement with Henry Elementary. Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and parents. The Parent Liaison will continue to model ethical behavior and integrity as the norm for the school culture and continue to create an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically.<br><br>Foster educational partnerships that target student and community needs and provide support services.  Increase parent involvement, resulting in student success through access, awareness and connection between school and community. | Foster Youth, Students with Disabilities, Low Income, English Learners | $7,500<br><br>$5,566<br><br>$3,000 | 0100 - LCFF/S&C (site)<br><br>3010 - Title I - Parent<br><br>0100 - LCFF/S&C (site) |

Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community   Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

Parent Meeting:  Light snacks and refreshments, parent training materials, such as chart paper, poster paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during the Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

As workshops and training are offered to our parents, additional monies are set aside to support families and student siblings. This way parents can concentrate on the topics being discussed. Furthermore, monies will be used to offset the cost of duplication needs, materials, resources, and other meeting necessities. Approximately, 1% of Title 1 funds are allocated towards these endeavors.

Non-Instructional Materials - Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.  Technology needed to train parents on all student programs as well as basic computer skills, such as Microsoft Word, saving, importing and exporting files from desktop, and email, to support their knowledge of technology and student programs.

CABE conference for 1-2 parents to attend to increase their knowledge in EL standards and support.

Metrics for monitoring: Number of parents attending parent meetings, parent coffee hour, ELAC, and ELA/Math Night as evidenced by sign-in sheets.  Also, we will have parent surveys conducted 3 times a year.
1-2 Parents  the opportunity to attend the CABE conference to increase awareness for EL students or any other conference relating to ELA, Math, or Science and Social emotional. The conferences will empower parents with the necessary tools to advocate for their student needs

Title I Funding Allocation:
Parent Meeting Expenses: $5,566 - Title I Parent

LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:
Parent Conference to CABE: $7,500

| | | | | |
|---|---|---|---|---|
| | Non-Instructional Materials: $3,000 | | | |
| 4.1.2 | District Strategic Planning and Communication<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.2 District Strategic Planning and Communication:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 4.1.3 | Community Schools Supports and Resources<br><br>Parent/Teacher Data Team Review - At the beginning of each trimester the teaching staff provides parents with data on their child's academic achievements and goal setting for the upcoming trimester. These teams preview with the parents the upcoming curriculum and give parents strategies and materials to support classroom learning at home and involve the parents in brainstorming ideas on how to improve the learning of all students. All grade level teams will have 3 meeting opportunities to hold data team meetings for parents/families. Non-instructional materials to support students and families with the data team meetings.<br><br>Additional Hourly Pay for 38 teachers to plan for Data Team Review implementation<br>Additional Hourly Pay for 38 teachers to hold Data Team Review meetings with parents/families<br><br>Classified Additional Parent Support During Data Teams (childcare/language support)<br>Noon Duty/CSA Staff, Parent Liaison, Instructional Assistant, Library Media Assist and Bilingual Assist<br><br>Title I Funding Allocation:<br>Teacher Additional Comp for Data Teams: $22,800<br>Classified Staff Additional Comp for Parent Support: $3,960<br>Non-Instructional Materials and Supplies: $12,000<br><br>LCAP 4.3 Community Schools Supports and Resources<br>Noon Duty, CSA, Library Media Assist Additional Comp/Parent Support: $13,200 | Students with Disabilities, Low Income, Foster Youth, English Learners | $22,800<br><br>$3,960<br><br>$12,000<br><br>$13,200 | 3010 - Title I<br><br>3010 - Title I<br><br>3010 - Title I<br><br>0100 - LCFF/S&C (site) |

| 4.1.4 | Parent Advisory Committee Supports and Resources<br><br>Continue to facilitate parent and community education, engagement, and involvement with Henry Elementary. Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and parents. The Parent Liaison will continue to model ethical behavior and integrity as the norm for the school culture and continue to create an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically.<br><br>Parent Liaison will conduct home visits to provide outreach to parents of students who are identified as chronically absent. The parent liaison will coordinate parent meetings and focus on increasing parent engagement through workshops, training, and other similar meetings. Parent Liaison coordinated food drives to supply families with essentials. Farmers market offered groceries to parents on the last Friday of every month.<br><br>The parent liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, Facebook, Instagram, at CARE/SSTs and IEPs.<br><br>Title I Funding Allocation:<br>Parent Liaison Salary and Benefits:  $119,607<br>Parent Liaison Additional Comp: $5,000<br><br>LCAP 4.4 Parent Advisory Committee Supports and Resources:<br>No additional site Title I funding has been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners | $119,607<br><br>$5,000 | 3010 - Title I<br><br>3010 - Title I |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

## Goal 5.1

| Goal # | Description |
|---|---|
| Goal 5.1 | . |

## 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.

## 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 |
|---|---|---|
| | | |

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

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 5.1.1 | Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.2 | Developing Student Individual Transition Plans<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.2 Developing Student Individual Transition Plans:<br>No additional site LCFF is being allocated for this strategy. | | | |

| | | | | |
|---|---|---|---|---|
| 5.1.3 | Accelerate Learning for all SPED Students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.3 Accelerate Learning for all SPED Students:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.4 | Culturally Responsive Professional Development<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.4 Culturally Responsive Professional Development:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.5 | Meaningful Student Experiences and Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.5 Meaningful Student Experiences and Opportunities:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.6 | Recruit, Hire and Retain Student Support Personnel<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.7 | Parent and Family Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.7 Parent and Family Supports and Resources:<br>No additional site LCFF is being allocated for this strategy. | | | |

| | | | | |
|---|---|---|---|---|
| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities:<br>No additional site LCFF is being allocated for this strategy. | | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

## Goal 6.1

| Goal # | Description |
|--------|-------------|
| Goal 6.1 | . |

## 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.

Provide opportunities to parents to support their children at home with school curriculum and assignments.

We need more parents to be involved in the school from attending parenting and finance workshops on campus, and also increasing their own knowledge of the education 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 |
|------------------|-------------------------|------------------|
|                  |                         |                  |

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

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|----------------------|-------------|-----------------------|-----------------------|-------------------|
| 6.1.1 | Student Achievement Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.1 Student Achievement Plan:<br>No additional site LCFF is being allocated for this strategy. | | | |

| | | | | |
|---|---|---|---|---|
| 6.1.2 | Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA):<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.3 | Educator Gap Equity Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.3 Educator Gap Equity Plan:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy<br><br>Non-Instructional Materials - Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.  Technology needed to train parents on all student programs as well as basic computer skills, such as Microsoft word, saving, importing and exporting files from desktop, and email, to support their knowledge of technology and student programs.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy:<br>Cultural Appropriate Books and Reference Materials: $1,000 | Foster Youth, Students with Disabilities, Low Income | $1,000 | 0100 - LCFF/S&C (site) |
| 6.1.5 | BSAP Community Partnerships<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.5 BSAP Community Partnerships:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 6.1.6 | Development of an African American Studies Course<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.6 Development of an African American Studies Course:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 6.1.7 | BSAP School Climate & Wellness Personnel Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.7 BSAP School Climate & Wellness Personnel Support<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.8 | BSAP Community -Based Safety Pilots<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.8 BSAP Community-Based Safety Pilots:<br>No additional site LCFF is being allocated for this strategy. | | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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.

## Analysis

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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.

# 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 Table

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the ConApp | $369,269.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $591,988.00 |

## 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 ($) |
|---|---|
| 3010 - Title I | $363,703.00 |
| 3010 - Title I - Parent | $5,566.00 |

Subtotal of additional federal funds included for this school: $369,269.00

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 ($) |
|---|---|
| 0100 - LCFF/S&C (site) | $222,719.00 |

Subtotal of state or local funds included for this school: $222,719.00

Total of federal, state, and/or local funds for this school: $591,988.00

# Addendums

# 2024-25 School Plan for Student Achievement
## Recommendations and Assurances

Site Name: **Henry Elementary**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

**2/1/24**
_____
Date of Meeting

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

English Learner Advisory Committee **10/1/24**
_____
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on **11/14/24**_____.
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____          _____
Committee                              Date of Meeting

Attested:

**Jessica Martinez**
_____
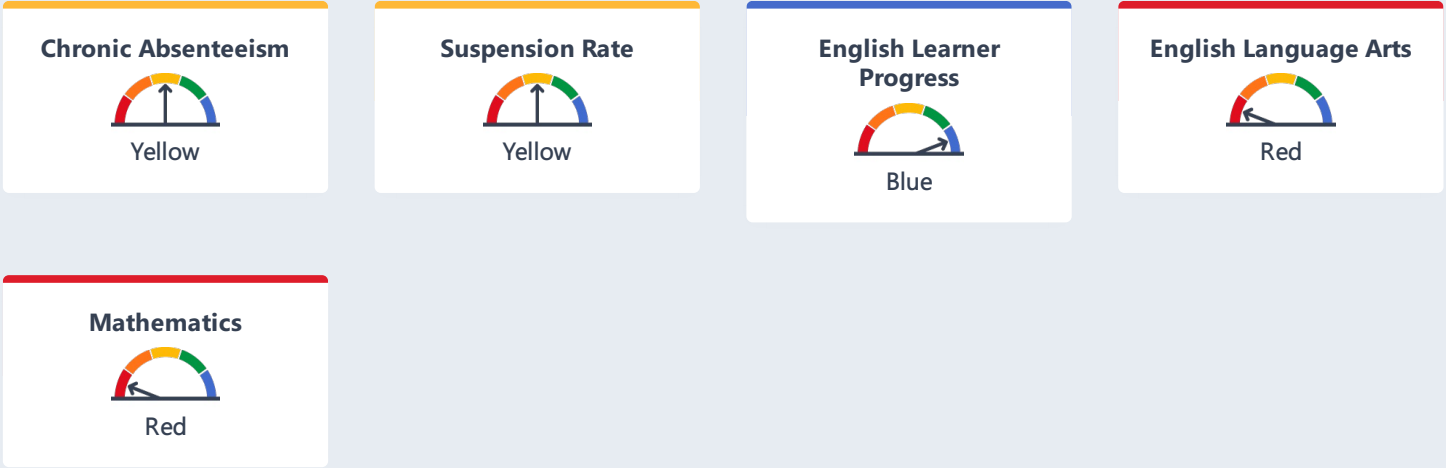Typed Name of School Principal

_____
Signature of School Principal

**12/6/24**
_____
Date

# Wilhelmina Henry Elementary

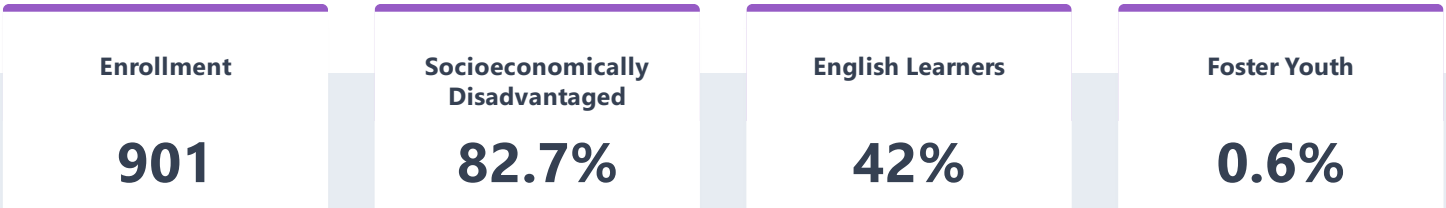Explore the performance of Wilhelmina Henry Elementary under California's Accountability System.

| Chronic Absenteeism | Suspension Rate | English Learner Progress | English Language Arts |
|---|---|---|---|
| Yellow | Yellow | Blue | Red |

| Mathematics |
|---|
| Red |

## School Details

| NAME | ADDRESS | WEBSITE | GRADES SERVED |
|---|---|---|---|
| Wilhelmina Henry Elementary | 1107 South Wagner Avenue Stockton, CA 95215-6835 | http://www.stocktonusd... | K-8 |

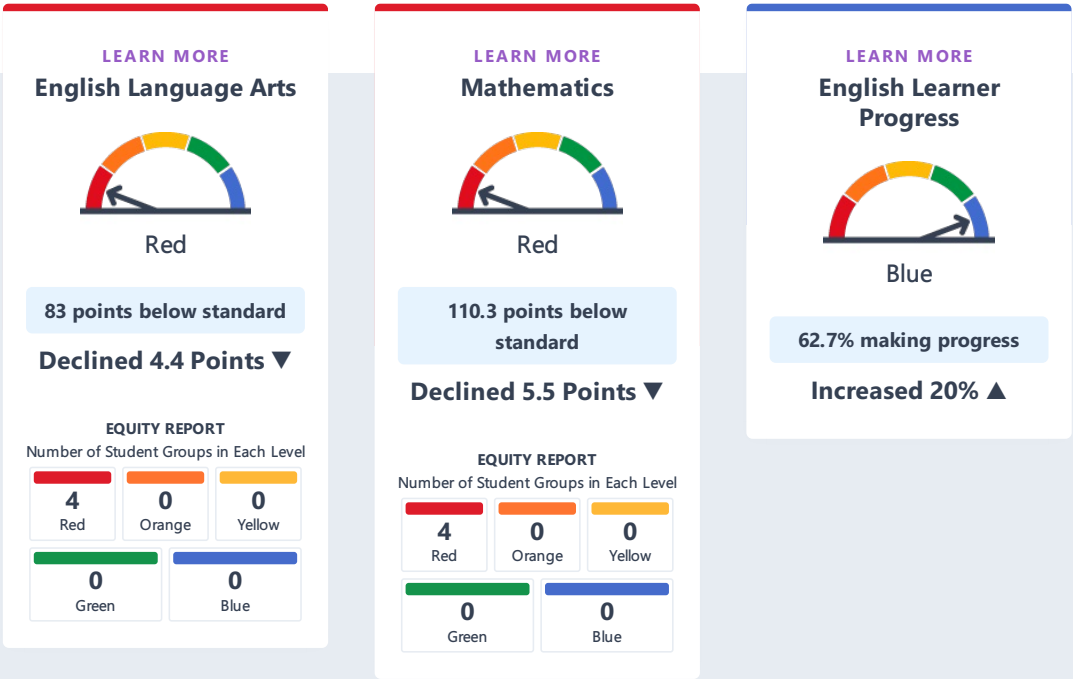| CHARTER | DASHBOARD ALTERNATIVE SCHOOLS STATUS |
|---|---|
| No | No |

# Student Population

Explore information about this school's student population.

| Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
|---|---|---|---|
| 901 | 82.7% | 42% | 0.6% |

# Academic Performance

View Student Assessment Results and other aspects of school performance.

## English Language Arts

Red

83 points below standard

Declined 4.4 Points ▼

**EQUITY REPORT**
Number of Student Groups in Each Level

| 4 | 0 | 0 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

## Mathematics

Red

110.3 points below standard

Declined 5.5 Points ▼

**EQUITY REPORT**
Number of Student Groups in Each Level

| 4 | 0 | 0 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

## English Learner Progress

Blue

62.7% making progress

Increased 20% ▲

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

## Chronic Absenteeism

Yellow

35.9% chronically absent

Declined 12.7% ▼

**EQUITY REPORT**
Number of Student Groups in Each Level

| **0** | **2** | **3** |
|:---:|:---:|:---:|
| Red | Orange | Yellow |

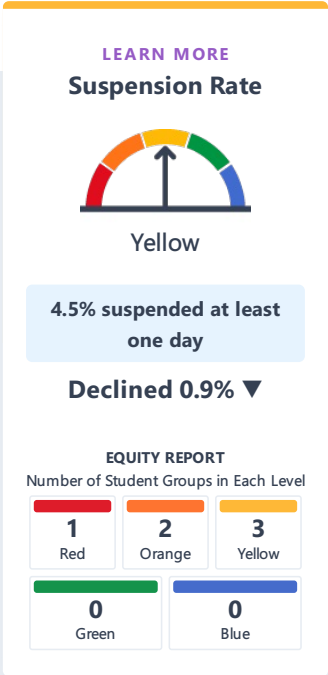| **0** | **0** |
|:---:|:---:|
| Green | Blue |
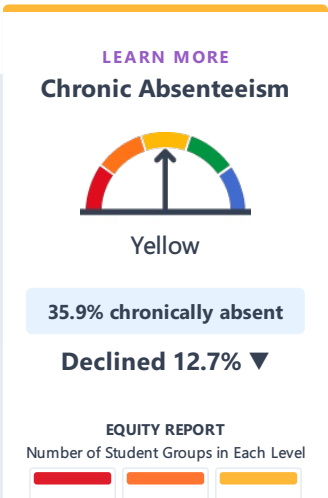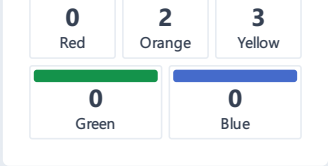
# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

### Suspension Rate

Yellow

4.5% suspended at least one day

**Declined 0.9% ▼**

**EQUITY REPORT**

Number of Student Groups in Each Level

| **1** | **2** | **3** |
|:---:|:---:|:---:|
| Red | Orange | Yellow |

| **0** | **0** |
|:---:|:---:|
| Green | Blue |

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

## All Students

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

**All Students**

Red

83 points below standard

Declined 4.4 Points ▼

Number of Students: 570

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

**Orange**

No Student Groups

**Yellow**

No Student Groups

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

## African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

## Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

## Homeless

No Performance Color

114 points below standard

Increased 54.2 Points ▲

Number of Students: 19

## Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## White

No Performance Color

101.8 points below standard

Declined 11.2 Points ▼

Number of Students: 21

## English Learners

Red

103.7 points below standard

Declined 4.4 Points ▼

Number of Students: 259

## Hispanic

Red

83.8 points below standard

Declined 3.4 Points ▼

Number of Students: 521

## Socioeconomically Disadvantaged

Red

87.3 points below standard

Declined 6.3 Points ▼

Number of Students: 478

## Students with Disabilities

Red

119.6 points below standard

Declined 26.8 Points ▼

Number of Students: 58

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2022 | 2023 |
|---|---|---|
| All Students | 78.7 points below standard | 83 points below standard |

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

| Current English Learners | Recently Reclassified English Learners | English Only |
|---|---|---|
| 139 points below standard | 28.9 points below standard | 84.7 points below standard |
| Declined 9.3 Points ▼ | Increased 17.6 Points ▲ | Declined 10.4 Points ▼ |
| Number of Students: 176 | Number of Students: 83 | Number of Students: 165 |

## Mathematics

## All Students

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

**All Students**

Red

110.3 points below standard

Declined 5.5 Points ▼

Number of Students: 573

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

**Orange**

No Student Groups

**Yellow**

No Student Groups

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

● ○ ○ ○ ○ ○

## African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

## Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

## Homeless

No Performance Color

121.1 points below standard

Increased 49.3 Points ▲

Number of Students: 19

## Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## White

No Performance Color

108.4 points below standard

Declined 13.1 Points ▼

Number of Students: 21

## English Learners

Red

123.2 points below standard

Declined 5.9 Points ▼

Number of Students: 262

## Hispanic

Red

112.5 points below standard

Declined 5.4 Points ▼

Number of Students: 524

## Socioeconomically Disadvantaged

Red

112.4 points below standard

Declined 4.4 Points ▼

Number of Students: 481

## Students with Disabilities

Red

122 points below standard

Declined 15.1 Points ▼

Number of Students: 59

# Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

|  | **2022** | **2023** |
| --- | --- | --- |
| All Students | 104.8 points below standard | 110.3 points below standard |

# Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

| **Current English Learners** | **Recently Reclassified English Learners** | **English Only** |
| --- | --- | --- |
| 147.5 points below standard | 70.8 points below standard | 102.1 points below standard |
| Declined 4.7 Points ▼ | Maintained 2.4 Points | Declined 4 Points ▼ |
| Number of Students: 179 | Number of Students: 83 | Number of Students: 166 |

# English Learner Progress Indicator

## All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
**English Learner Progress**

Blue

**62.7% making progress towards English language proficiency**

Increased 20% ▲
**Number of EL Students: 316**

## Student English Language Acquisition Results
### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111344&year=2022-23

**All Students**

Yellow

35.9% chronically absent

Declined 12.7% ▼

Number of Students: 940

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

No Student Groups

**Orange**

Homeless

Students with Disabilities

**Yellow**

English Learners

Hispanic

Socioeconomically Disadvantaged

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

White

## African American

No Performance Color

66.7% chronically absent

Increased 5.1% ▲

Number of Students: 15

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

## Asian

No Performance Color

53.8% chronically absent

Increased 18.6% ▲

Number of Students: 13

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## Foster Youth
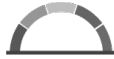
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## Two or More Races

No Performance Color

35.7% chronically absent

Declined 16.7% ▼

Number of Students: 14

## White

No Performance Color

45.2% chronically absent

Increased 5.9% ▲

Number of Students: 31

## Homeless

Orange

33.3% chronically absent

Declined 23.4% ▼

Number of Students: 33

## Students with Disabilities

Orange

46.8% chronically absent

Declined 10.4% ▼

Number of Students: 124

## English Learners

Yellow

32.2% chronically absent

Declined 15.6% ▼

Number of Students: 410

## Hispanic

Yellow

35% chronically absent

Declined 14% ▼

Number of Students: 858

## Socioeconomically Disadvantaged

Yellow

35.8% chronically absent

Declined 12.3% ▼

Number of Students: 786

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

## All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
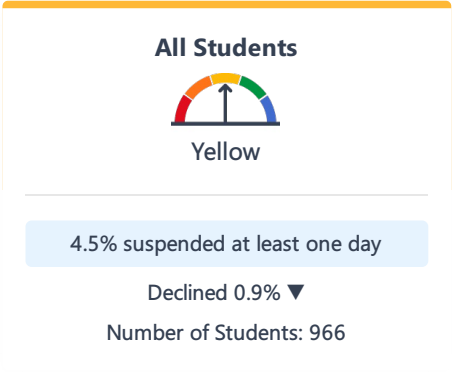
**All Students**

Yellow

4.5% suspended at least one day

Declined 0.9% ▼

Number of Students: 966

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

Homeless

**Orange**

Students with Disabilities

White

**Yellow**

English Learners

Hispanic

Socioeconomically Disadvantaged

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races
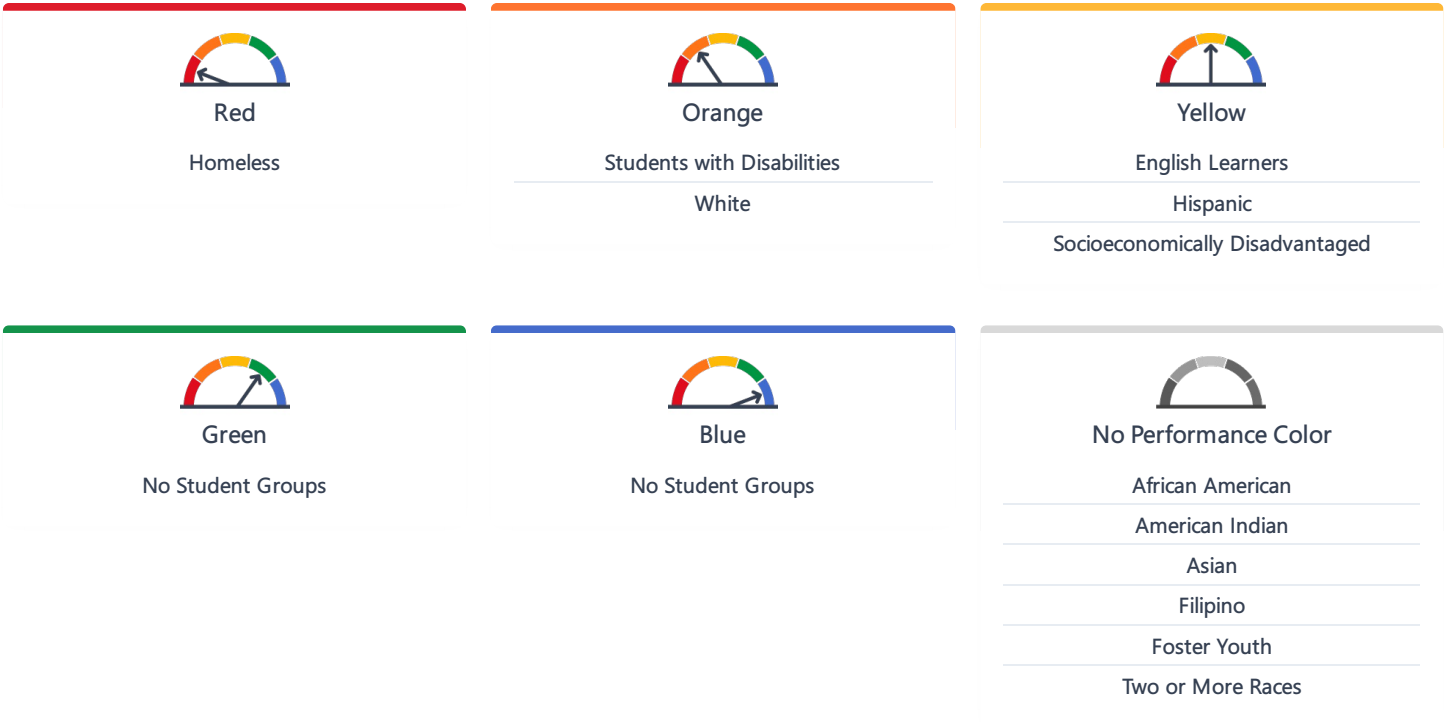
## African American

No Performance Color

0% suspended at least one day

Declined 7.1% ▼

Number of Students: 16

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

## Asian

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 13

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

## Two or More Races

No Performance Color

7.1% suspended at least one day

Increased 2.6% ▲

Number of Students: 14

## Homeless

Red

11.8% suspended at least one day

Increased 9.6% ▲

Number of Students: 34

## Students with Disabilities

Orange

4.8% suspended at least one day

Increased 0.7% ▲

Number of Students: 126

## White

Orange

8.6% suspended at least one day

Declined 4.8% ▼

Number of Students: 35

## English Learners

Yellow

3.1% suspended at least one day

Declined 0.9% ▼

Number of Students: 425

## Hispanic

Yellow

4.4% suspended at least one day

Declined 0.7% ▼

Number of Students: 879

## Socioeconomically Disadvantaged

Yellow

4.9% suspended at least one day

Declined 0.6% ▼

Number of Students: 811

# Suspension Rate By Year

Percentage of students who were suspended.

|  | 2022 | 2023 |
|---|---|---|
| Suspension Rate | 5.3% | 4.5% |

# Henry Data Review

April 2024

# Summary

**Accountability**
- Current ESSA Status is ATSI for the most current year for Homeless Suspension (slide 10)
- State Indicators identified as "Red" were **ELA and Math** (slide 10) and were lower than the district (slide 12)
- State Indicators for **Suspension and ELPI** are higher than the district (slide 12)
- State Indicator for **Chronic Absenteeism** was the same as the district (slide 12)
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 35.9% (slides 13)

**Demographics**
- Demographics are majority **Hispanic** at 92% of the student population (slide 5)
- 42% of students were English Learners in the latest school year available (2022-23) (slide 6)

**State Assessments**
- Percent of students meeting or exceeding standards on **ELA** decreased 1% from prior year to 18.55% (slide 15)
- Percent of students meeting or exceeding standards on **Math** decreased 1% from prior year to 8.19% (slide 17)
- Number of **students tested with ELPAC** was the same from 2022 to 2023 at 362 (slide 19)
- Percent of students scoring at **Level 4** increased by 10% (slide 19)

**Local Assessments**
- i-Ready (starting on slide 22): At the end of 2022-23, **Reading on grade level** increased to 34% and **Math** increased to 30%
- i-Ready Lessons: Students have spent on average 30 minutes in reading and 31 minutes in math for i-Ready lessons (slide 35)
- **Engagement in curriculum** (Benchmark, Ready Math) is high across the grade levels (starting on slide 28)

# Demographics

# Enrollment

## Henry



| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 887 | 907 | 904 | 892 | 901 |

## SUSD



| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 41,634 | 41,679 | 40,627 | 39,803 | 39,169 |
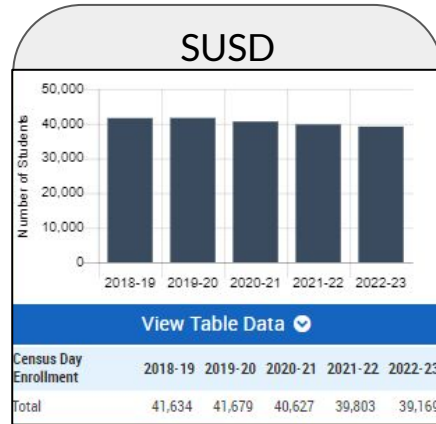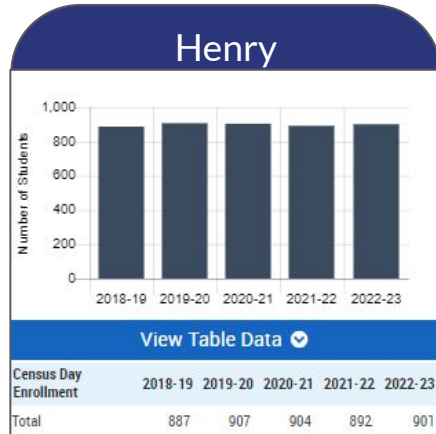
- Henry's enrollment increased by 9 students from 2021-22 to 2022-23
- Henry's **stability rate** (percent of students who start and end the school year at the school) is 89.2%, higher than the district at 87%

Sources:  Enrollment: EdData, Henry
Stability Rate: DataQuest

# Demographics
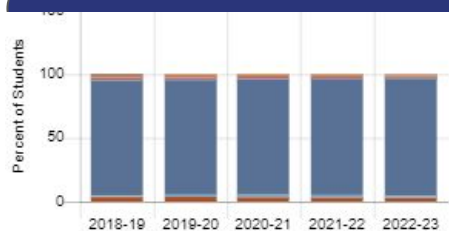
| Census Day Enrollment by Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | SUSD 2022-23 |
|---|---|---|---|---|---|---|
| American Indian or Alaska Native | 0.8 % | 0.3 % | 0.2 % | 0.1 % | 0 % | 0.7 % |
| Asian | 2.1 % | 2.2 % | 1.8 % | 1.8 % | 1.4 % | 8.8 % |
| Black or African American | 1.7 % | 1.7 % | 1.9 % | 1.5 % | 1.4 % | 9.2 % |
| Filipino | 0.6 % | 0.4 % | 0.4 % | 0.7 % | 0.8 % | 3.3 % |
| Hispanic or Latino | 90 % | 90.2 % | 90.5 % | 90.9 % | 92 % | 69.6 % |
| Native Hawaiian or Pacific Islander | 0.3 % | 0.1 % | 0.2 % | 0 % | 0 % | 0.5 % |
| None Reported | 0 % | 0 % | 0 % | 0 % | 0.1 % | 0.3 % |
| Two or More Races | 1.1 % | 1.4 % | 1.8 % | 2 % | 1.4 % | 3.5 % |
| White | 3.4 % | 3.6 % | 3.2 % | 3 % | 2.8 % | 4.1 % |

Henry

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- None Reported
- Two or More Races
- White

- Henry's population is majority **Hispanic**, with 92% of the student population

Sources:    EdData, Henry

# English Learners

## Henry
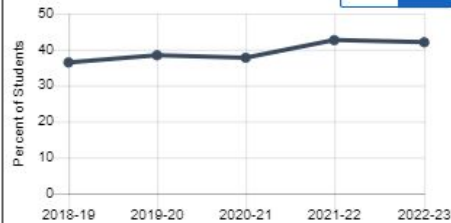


| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 36.4 % | 38.4 % | 37.7 % | 42.6 % | 42 % |

| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 323 | 348 | 341 | 380 | 378 |

## SUSD
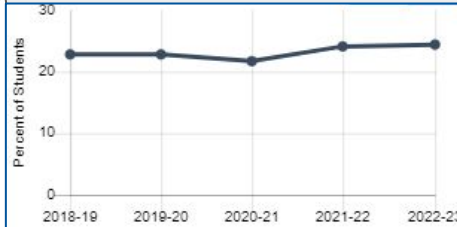


| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 22.8 % | 22.8 % | 21.7 % | 24.1 % | 24.4 % |

- **Henry** averaged 39.42% English Learners over the last 5 years
- Most current data is **42%** of the student population are English Learners
- The percent of English Learners is **higher** than the district (between 21% and 25% over the last 5 years)

Sources:    EdData, Henry

# English Learners' Language

## Henry

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | 0.2 % | 0.2 % | 0.2 % | 0.2 % | 0 % |
| Arabic | 0.1 % | 0.1 % | | 0.1 % | |
| Filipino (Pilipino or Tagalog) | | | 0.1 % | 0.2 % | 0.1 % |
| Hindi | 0.1 % | 0.2 % | 0.2 % | | |
| Hmong | 0.2 % | 0.1 % | 0.2 % | 0.1 % | 0.1 % |
| Ilocano | 0.1 % | 0.1 % | 0.1 % | 0.1 % | 0.1 % |
| Punjabi | | | | | 0.1 % |
| Spanish | 35.6 % | 37.6 % | 36.8 % | 41.8 % | 41.5 % |

## SUSD

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | 1.2 % | 1.3 % | 1.2 % | 1.4 % | 1.4 % |
| Arabic | 0.3 % | 0.2 % | 0.2 % | 0.3 % | 0.3 % |
| Filipino (Pilipino or Tagalog) | 0.3 % | 0.3 % | 0.3 % | 0.3 % | |
| Hmong | 0.6 % | 0.5 % | 0.5 % | 0.5 % | 0.5 % |
| Khmer (Cambodian) | 0.5 % | 0.5 % | 0.4 % | 0.4 % | 0.4 % |
| Punjabi | | | | | 0.2 % |
| Spanish | 19.9 % | 20.1 % | 19.1 % | 21.2 % | 21.7 % |

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs
- Nearly 42% of students have a first language of Spanish

Sources:    EdData, Henry

# Current ELs and RFEPs by Grade Level

| 46 | 48 | 59 | 50 | 56 | 55 | 71 | 94 | 66 | | 545 |



Chart legend: English Learners (blue), RFEP (yellow)

Grade levels: 00-b-K, 01, 02, 03, 04, 05, 06, 07, 08

- English Learners values: 46, 39, 46, 44, 46, 34, 44, 35, 20
- RFEP values: 9, 13, 6, 10, 21, 27, 59, 46

Henry: 191 (RFEP), 354 (English Learners)
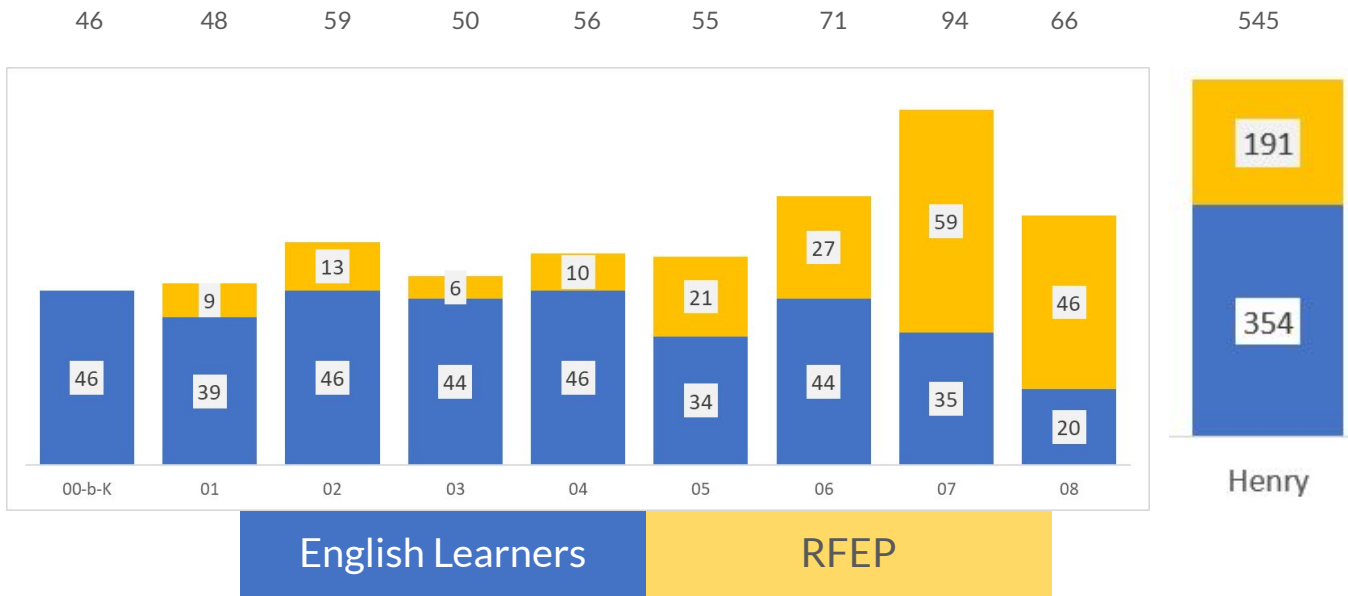
- Henry has 354 **English Learners** and 191 **RFEP** students*
- Kinder, 2nd, and 4th grade have the highest number of English Learners at 46
- Average of 39 ELs per grade level

*Source: Synergy, local data as of 4/10/24*

# State Assistance & Indicators

# 2023 ESSA Support

- Henry is currently ATSI for one subgroup (information on next slide)
- Henry **improved:**
  - Absenteeism
  - Suspension
  - ELPI
- ELA and Math remained **unchanged**

| Year | Status | Area | Current Indicator | Previous Indicator |
|------|--------|------|-------------------|--------------------|
| **Current** (2023) | **ATSI** | ELA | 1 - Red | 1 - Red |
| 2022 | ATSI | Math | 1 - Red | 1 - Red |
| 2021 | ATSI | Absenteeism | 3 - Yellow | 1 - Red |
| 2020 | ATSI | Suspension | 3 - Yellow | 2 - Orange |
| 2019 | ATSI | ELPI | 5 - Blue | 2 - Orange |
| 2018 | ATSI | | | |

*Note: These are the color indicators on the California School Dashboard (slide 12)*

Source: ESSA 2023, visually on 2023 Indicator Dashboard

# ESSA Subgroups

Henry was identified for ATSI based on one subgroup:

- **Homeless for Suspension**

This subgroup in Suspension moved from Yellow to Red

| 2023-24 ESSA SUBGROUPS | | African American / Black | American Indian | Asian | English Learner | Filipino | Foster | Hispanic | Homeless | Multiple Races | Pacific Islander | SED | SWD | White |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Subgroups | ALL | African American / Black | American Indian | Asian | English Learner | Filipino | Foster | Hispanic | Homeless | Multiple Races | Pacific Islander | SED | SWD | White |
| | | If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup. | | | | | | | | | | | | |
| Indicator | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 | 2023 2022 |
| ELA | 1 1 | 0 0 | 0 0 | 0 0 | 1 1 | 0 0 | 0 0 | 1 1 | 1 0 | 1 0 | (... | 1 1 | 1 1 | 0 1 |
| Math | 1 1 | 0 0 | 0 0 | 0 0 | 1 1 | 0 0 | 0 0 | 1 1 | 1 0 | 1 0 | | 1 1 | 1 1 | 0 1 |
| Absenteeism | 3 1 | 0 1 | 0 0 | 0 1 | 3 1 | 0 0 | 0 0 | 3 1 | 2 1 | 0 1 | | 3 1 | 2 1 | 0 1 |
| Suspension | 3 2 | 0 1 | 0 0 | 0 5 | 3 2 | 0 0 | 0 0 | 3 2 | 1 3 | 0 2 | | 3 2 | 2 2 | 1 1 |
| ELPI | 5 2 | | | | 5 2 | | | | | | | | | |

# California School Dashboard



| | Chronic Absenteeism | Suspension Rate | English Learner Progress | English Language Arts | Mathematics |
|---|---|---|---|---|---|
| **Stockton Unified** | Yellow | Orange | Orange | Orange | Orange |
| **Henry** | Yellow | Yellow | Blue | Red | Red |
| | Same | Higher | Higher | Lower | Lower |
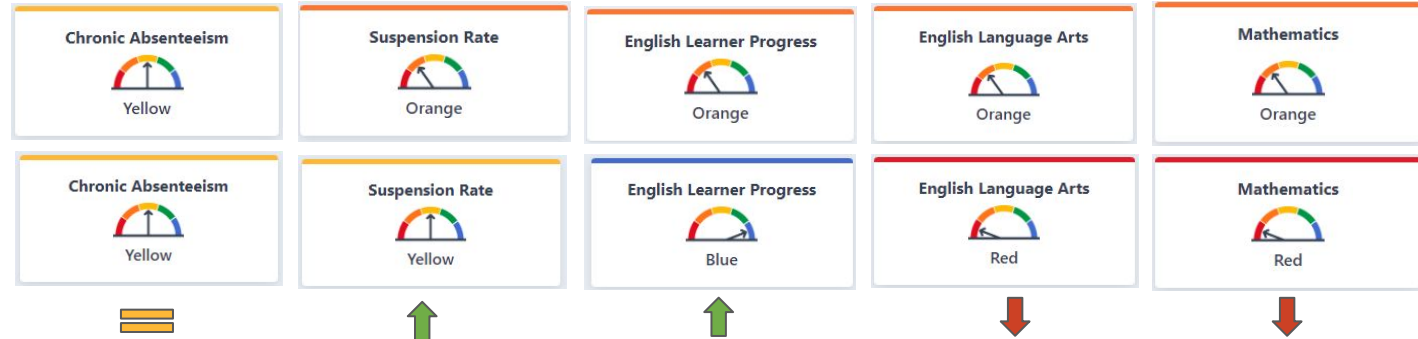
- Henry had the highest level in **English Learner Progress** (ELPI), Blue, 3 levels higher than the district
- **Suspension** was also higher than the district at Yellow
- **Chronic Absenteeism** was the same as the district at Yellow
- **ELA and Math** were lower than the district, both at Red

Source: *California School Dashboard*

⬆ Higher than the district     ⬇ Lower than the district     ☰ Same as the district

# Chronic Absenteeism
*Historical*

**Henry**

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 16.1 % | N/A | 22.6 % | 48.6 % | 35.9 % |

**SUSD**
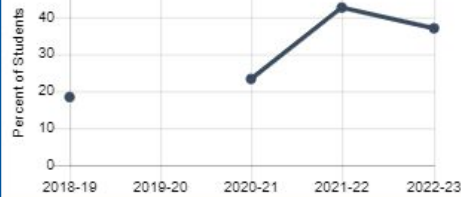
| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 18.4 % | N/A | 23.3 % | 42.6 % | 37 % |

- Last year, Henry **decreased** the percent of Chronic Absenteeism from 48.6% to 35.9%
- This was lower than the district's absenteeism rate at 37%

Sources:    EdData, Henry

Chronic Absenteeism

Yellow

# Chronic Absenteeism
## *Current Year*

**Henry Chronic Absenteeism through March**

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)
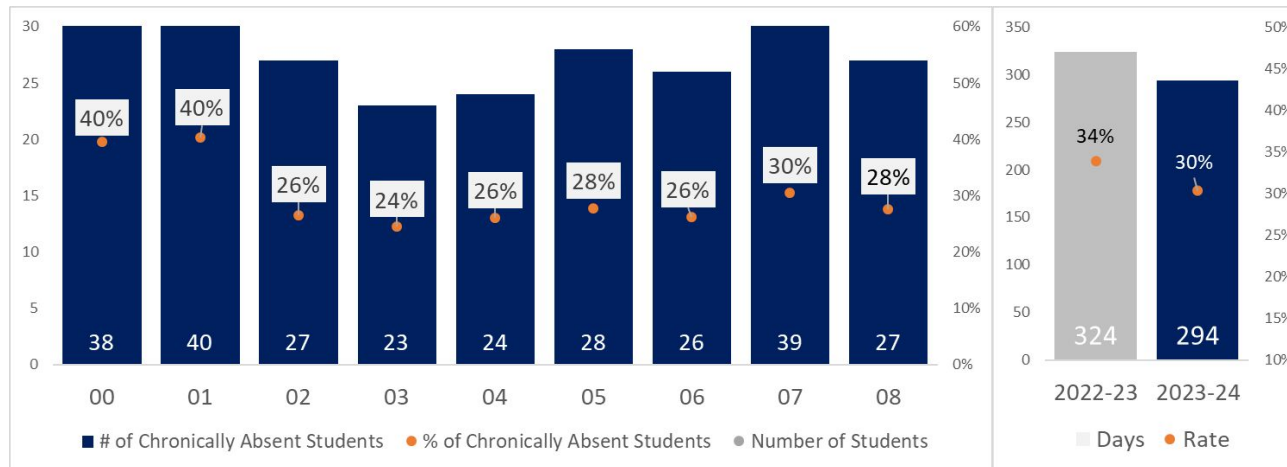
**Days** Absent



- The number of days absent decreased from 324 to 294 and percent of days decreased by 4% (through March)
- **1st grade** has the highest chronically absent rate of students at 40% (40 students)

Source: *Synergy, local data provided by Student Support services, March*

Chronic Absenteeism
Yellow

# CAASPP ELA
*2 years*

## 2022-2023

### 2021-2022
Percent of students within each achievement level

15.84% Standard Met (Level 3)
24.02% Standard Nearly Met (Level 2)
3.74% Standard Exceeded (Level 4)
56.41% Standard Not Met (Level 1)

**19.58% Met or Exceeded** *Standard for ELA*

### 2022-2023
Percent of students within each achievement level

14.43% Standard Met (Level 3)
25.26% Standard Nearly Met (Level 2)
4.12% Standard Exceeded (Level 4)
56.19% Standard Not Met (Level 1)

**18.55% Met or Exceeded** *Standard for ELA*

### CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

| Grade | 2022 | 2023 |
|---|---|---|
| Grade 3 | 22% | 15% |
| Grade 4 | 10% | 23% |
| Grade 5 | 23% | 14% |
| Grade 6 | 19% | 18% |
| Grade 7 | 21% | 16% |
| Grade 8 | 21% | 25% |
| All Grades | 20% | 19% |

## 2022-2023

### Percent Met or Exceeded Standards by Grade Level

| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 69% | 57% | 71% | 49% | 54% | 40% | 56.2% |
| Standard Nearly Met (Level 2) | 15% | 20% | 16% | 33% | 29% | 35% | 25.3% |
| Standard Met (Level 3) | 12% | 13% | 11% | 13% | 15% | 24% | 14.4% |
| Standard Exceeded (Level 4) | 4% | 10% | 3% | 5% | 1% | 1% | 4.1% |
| Number of Students With Scores | 85 | 96 | 95 | 121 | 92 | 93 | 582 |

- **18.55%** of students met or exceeded ELA standards (8.2% lower than the district at 27.78%)
- This was a 1% decrease from the prior year
- **8th grade** had the highest percent met or exceeded standards (25%)
- **5th grade** had the lowest percent met or exceeded standards (14%)

**English Language Arts**
Red

Source: Smarter Balanced Results, Henry

# CAASPP ELA 2022-2023
## *By Area*



| CAASPP ELA Areas | Reading | Writing | Listening | Research / Inquiry |
|---|---|---|---|---|
| Above Standard | 5% | 2% | 5% | 6% |
| Near Standard | 54% | 43% | 68% | 57% |
| Below Standard | 40% | 55% | 27% | 37% |

**Reading Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 2% | 9% | 5% | 6% | 2% | 6% | 5% |
| Near Standard | 54% | 52% | 58% | 49% | 65% | 49% | 54% |

**Listening Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 5% | 4% | 9% | 4% | 4% | 4% | 5% |
| Near Standard | 62% | 67% | 63% | 70% | 68% | 73% | 68% |

**Writing Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 2% | 1% | 2% | 3% | 1% | 1% | 2% |
| Near Standard | 27% | 50% | 32% | 45% | 54% | 51% | 43% |

**Research/Inquiry Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 6% | 5% | 5% | 9% | 3% | 4% | 6% |
| Near Standard | 48% | 65% | 45% | 56% | 54% | 75% | 57% |

- **Writing** was the lowest area on CAASPP, with 55% of students below standard
- **Listening** was the highest with 73% near or above standard

**English Language Arts**

Red

# CAASPP Math
## *2 years*

### 2021-2022
Percent of students within each achievement level

24.96% Standard Nearly Met (Level 2)

7.08% Standard Met (Level 3)

2.30% Standard Exceeded (Level 4)

**9.38%** Met or Exceeded *Standard for Math*

65.66% Standard Not Met (Level 1)

### 2022-2023
Percent of students within each achievement level

25.43% Standard Nearly Met (Level 2)

5.46% Standard Met (Level 3)

2.73% Standard Exceeded (Level 4)

**8.19%** Met or Exceeded *Standard for Math*

66.38% Standard Not Met (Level 1)

### CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| 2022 | 18% | 14% | 7% | 6% | 7% | 5% | 9% |
| 2023 | 14% | 15% | 5% | 5% | 3% | 7% | 8% |

### 2022-2023
Percent Met or Exceeded Standards by Grade Level

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| (Exceeded) | 6% | 8% | 1% | 1% | 0% | 1% | 3% |
| (Met) | 8% | 7% | 4% | 4% | 9% | 6% | 5% |
| (Nearly Met) | 22% | 40% | 16% | 27% | 23% | 23% | 25% |
| (Not Met) | 64% | 44% | 79% | 68% | 74% | 69% | 66% |
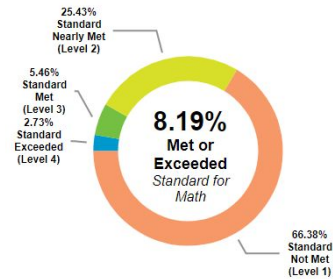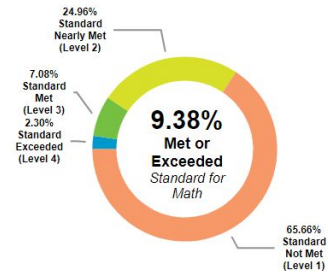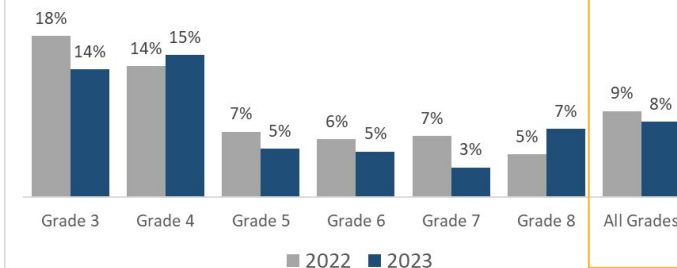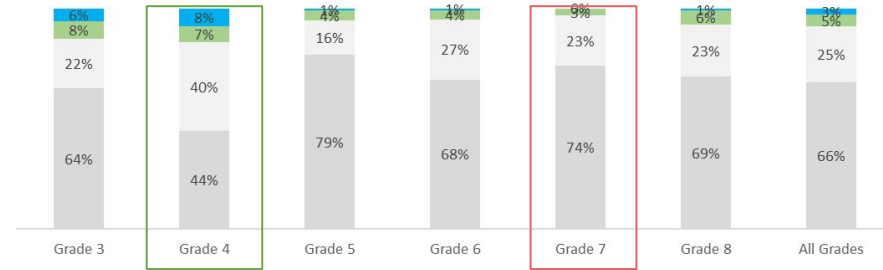
■ Standard Not Met (Level 1)  ■ Standard Nearly Met (Level 2)  ■ Standard Met (Level 3)  ■ Standard Exceeded (Level 4)

| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 64% | 44% | 79% | 68% | 74% | 69% | 66% |
| Standard Nearly Met (Level 2) | 22% | 40% | 16% | 27% | 23% | 23% | 25% |
| Standard Met (Level 3) | 8% | 7% | 4% | 4% | 3% | 6% | 5% |
| Standard Exceeded (Level 4) | 6% | 8% | 1% | 1% | 0% | 1% | 3% |
| Number of Students With Scores | 86 | 97 | 95 | 121 | 93 | 94 | 586 |

- **8.19%** of students met or exceeded Math standards (8.57% lower than the district at 16.76%)
- This was a decreased of 1% from prior year
- **4th grade** was the highest at 15% met or exceeded standards
- **7th grade** was the lowest at 3% met or exceeded standards

**Mathematics**

Red

Source: Smarter Balanced Results, Henry

# CAASPP Math 2022-2023
## *By Area*

**Concept & Procedures** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 7% | 9% | 1% | 2% | 0% | 2% | 4% |
| Near Standard | 33% | 37% | 23% | 26% | 25% | 45% | 31% |

**Problem Solving** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 7% | 6% | 2% | 2% | 2% | 1% | 3% |
| Near Standard | 29% | 39% | 28% | 37% | 41% | 47% | 37% |

**Communicating Reasoning** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 5% | 7% | 1% | 0% | 1% | 3% | 3% |
| Near Standard | 57% | 54% | 51% | 55% | 55% | 56% | 54% |

Chart (left):

| | Concepts & Procedures | Problem Solving | Communicate Reasoning |
|---|---|---|---|
| Above Standard | 4% | 3% | 3% |
| Near Standard | 31% | 37% | 54% |
| Below Standard | 65% | 60% | 43% |

- **Concepts & Procedures** was the lowest math area in CAASPP at 65% of students below grade level
- **Communicate Reasoning** was the highest area at 57% of students near or above grade level

**Mathematics**

Red
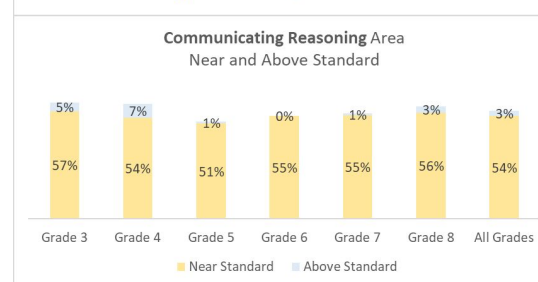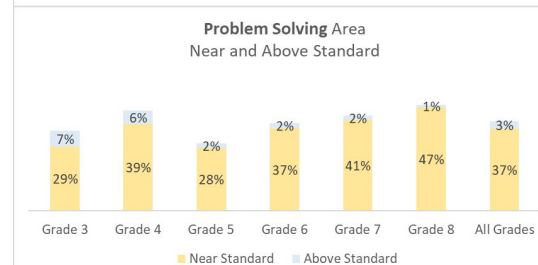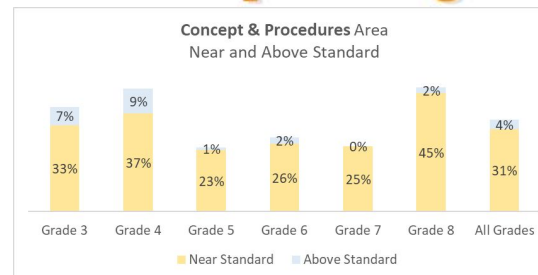
# ELPAC
# 2 Years Overview

Number of Students Tested With ELPAC 2022 and 2023



Total
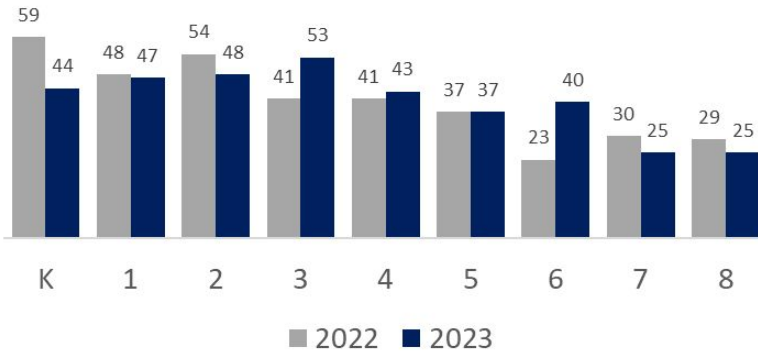
Percent of ELPAC Levels 2022 and 2023
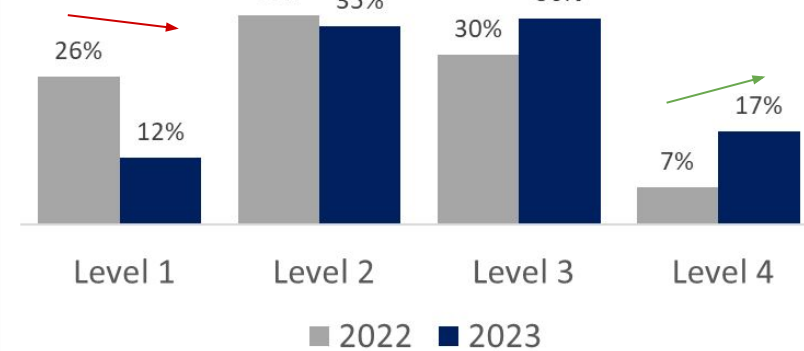
- Number of students taking the ELPAC **was the same in 2022 and 2023 at 362**
- The number of students increased the most in 3rd (+8)
- Percent of students scoring level 4 increased by 10%

English Learner Progress

Blue

Source: ELPAC Results, Henry

# ELPAC 2022-2023
## *Overall Results*

### ELPAC 2022-2023 **Overall** Language Performance Levels



| PL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|
| Level 1 | 3 | 18 | 1 | 4 | 5 | 3 | 3 | 3 | 3 | 43 |
| Level 2 | 15 | 15 | 22 | 25 | 13 | 18 | 6 | 9 | 4 | 127 |
| Level 3 | 17 | 11 | 22 | 16 | 16 | 10 | 19 | 8 | 13 | 132 |
| Level 4 | 9 | 3 | 3 | 8 | 9 | 6 | 12 | 5 | 5 | 60 |
| Total | 44 | 47 | 48 | 53 | 43 | 37 | 40 | 25 | 25 | 362 |
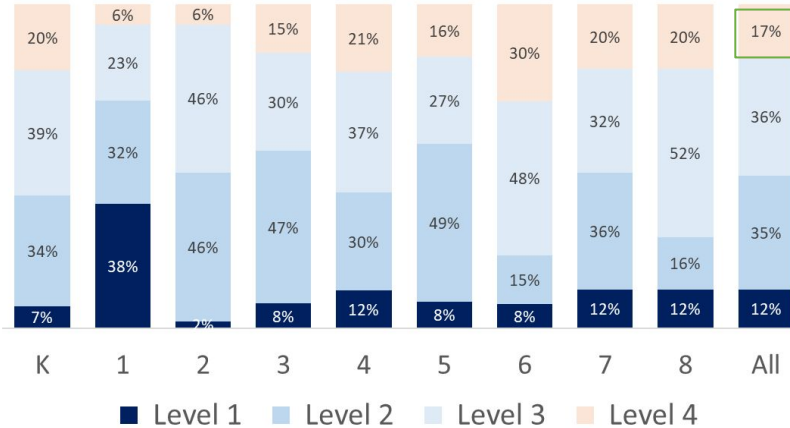
### ELPAC 2022-2023 **Oral** Language Performance Levels
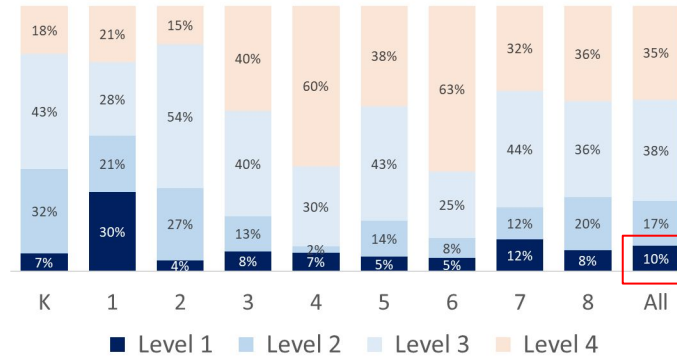


### ELPAC 2022-2023 **Written** Language Performance Levels
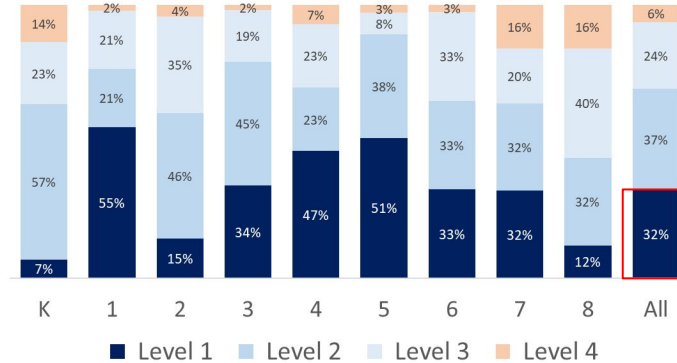


- **362 students** took the ELPAC in 2022-2023
- 17% of students received a 4 (considered "proficient")
- 32% of students received a 1 in **Written** Language versus 10% received a 1 in **Oral** Language

**English Learner Progress**

Blue

# i-Ready

# i-Ready Reading

## % on Grade Level Diagnostic 3

|  | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 34% | 37% |
| Henry | 30% | 34% |

## % on Grade Level Diagnostic 2

|  | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 24% | 26% | 26% |
| Henry | 19% | 25% | 23% |
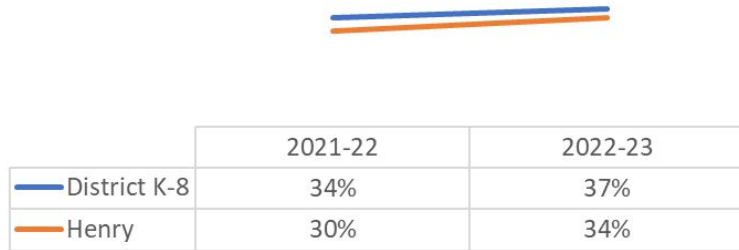
## Diagnostic 3 - End of Year

- Henry increased the percent of students on grade level by 4% with 34% of students on grade level at the end of last year, closing the gap to the district to 3%

## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 23% of students were on grade level, down slightly from prior year

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Reading
## *On Grade Level*

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40% | 44% | 23% | 31% | 29% | 32% | 35% | 32% | 18% | 14% | 19% | 20% | 22% | 10% | 25% | 15% | 26% | 13% |
| D-K | H-K | D-1 | H-1 | D-2 | H-2 | D-3 | H-3 | D-4 | H-4 | D-5 | H-5 | D-6 | H-6 | D-7 | H-7 | D-8 | H-8 |



Percent on Grade Level Versus Prior Year Diagnostic 2

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| -1% | -21% | 2% | 6% | 2% | 3% | 2% | 8% | -3% | -13% | -1% | 12% | 1% | -7% | 1% | 9% | 0% | -11% |
| D-K | H-K | D-1 | H-1 | D-2 | H-2 | D-3 | H-3 | D-4 | H-4 | D-5 | H-5 | D-6 | H-6 | D-7 | H-7 | D-8 | H-8 |
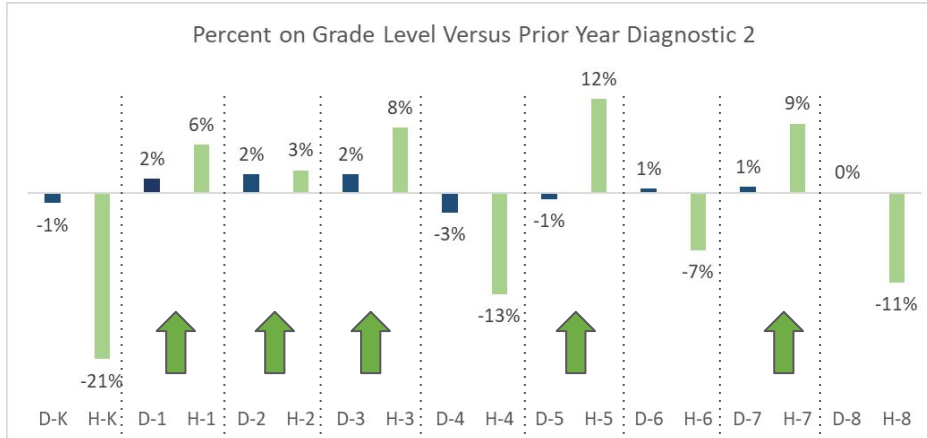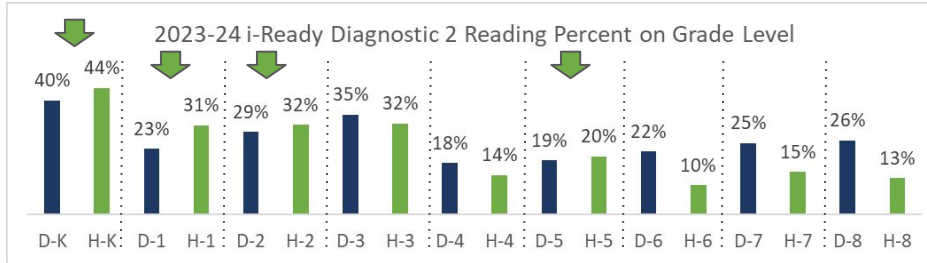
## Strengths

- Kinder, 1st, 2nd, and 5th grade have a higher percent on grade level than the district
- 1st, 2nd, 3rd, 5th, 7th increased percent on grade level from prior year

## Opportunities

- Kinder declined percent on grade level the most from the prior year
- 4th and 8th grade decreased over 10% for percent on grade level

*D = District*
*H = Henry*

Source: 2023-24 i-Ready Dashboard

# i-Ready Reading Domains
## *Percent on Grade Level*

**Strengths**

- **Phonics** has a higher percent on grade level than the district and increased the percent on grade level
- **Phonological Awareness and High-Frequency** have a higher percent on grade level than the district

**Opportunities**

- **Informational Text** had the largest gap to the district for percent of students on grade level and had a 4% decrease from the prior year



Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

| | D PA | H PA | D PH | H PH | D HFW | H HFW | D VOCAB | H VOCAB | D LIT | H LIT | D INFO TEXT | H INFO TEXT |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | 84% | 86% | 58% | 58% | 75% | 77% | 24% | 25% | 29% | 28% | 27% | 25% |
| 2023-24 | 84% | 85% | 59% | 60% | 76% | 76% | 24% | 21% | 30% | 26% | 26% | 21% |

Percent Difference from District

| PA | PH | HFW | VOCAB | LIT | INFO TEXT |
| --- | --- | --- | --- | --- | --- |
| 1.1% | 1.2% | 0.6% | -3.0% | -4.0% | -4.5% |
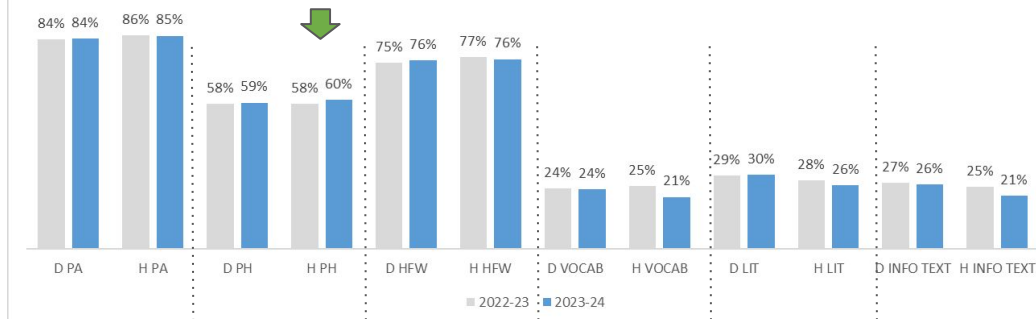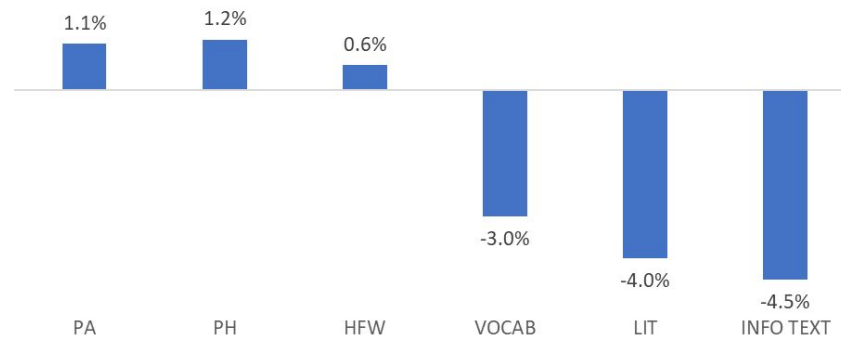
D = District
H = Henry
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

Source: 2023-24 i-Ready Dashboard

# i-Ready Math

## % on Grade Level Diagnostic 3



|  | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 30% | 32% |
| Henry | 27% | 30% |

## % on Grade Level Diagnostic 2



|  | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 16% | 18% | 17% |
| Henry | 11% | 15% | 14% |

## **Diagnostic 3 - End of Year**

- At the end of 2022-2023, Henry increased the percent of students on grade level by 3% to 30%

## **Diagnostic 2 - Most Current**

- For the most recent diagnostic, 14% of students were on grade level, decreasing 1% from prior year

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Math
## *On Grade Level*

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

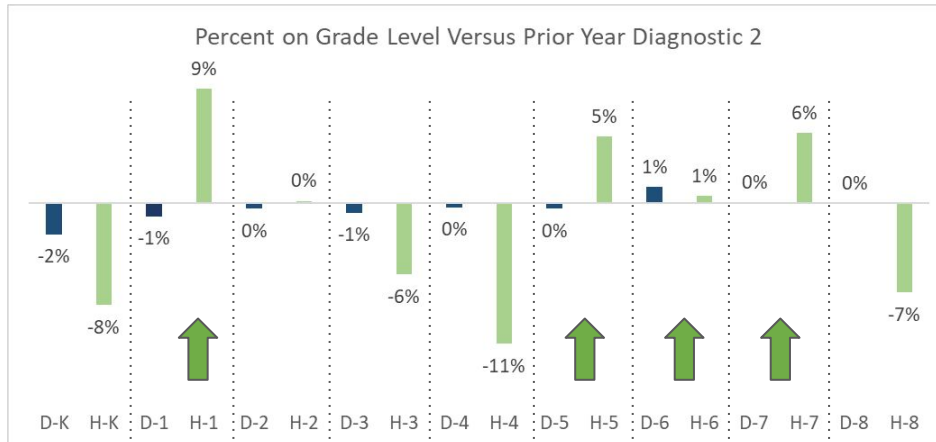| | |
|---|---|
| D-K | 25% |
| H-K | 34% |
| D-1 | 14% |
| H-1 | 19% |
| D-2 | 14% |
| H-2 | 9% |
| D-3 | 14% |
| H-3 | 9% |
| D-4 | 16% |
| H-4 | 17% |
| D-5 | 17% |
| H-5 | 15% |
| D-6 | 21% |
| H-6 | 12% |
| D-7 | 17% |
| H-7 | 9% |
| D-8 | 16% |
| H-8 | 7% |



Percent on Grade Level Versus Prior Year Diagnostic 2

| | |
|---|---|
| D-K | -2% |
| H-K | -8% |
| D-1 | -1% |
| H-1 | 9% |
| D-2 | 0% |
| H-2 | 0% |
| D-3 | -1% |
| H-3 | -6% |
| D-4 | 0% |
| H-4 | -11% |
| D-5 | 0% |
| H-5 | 5% |
| D-6 | 1% |
| H-6 | 1% |
| D-7 | 0% |
| H-7 | 6% |
| D-8 | 0% |
| H-8 | -7% |

Source: 2023-24 i-Ready Dashboard
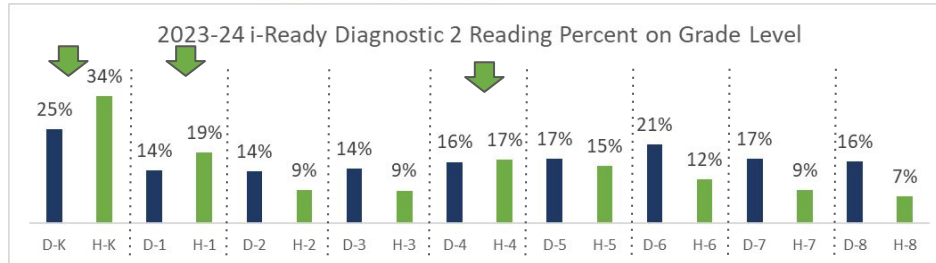
## Strengths

- Kinder, 1st, and 4th grade have a higher percent on grade level than the district
- 1st, 5th, 6th, and 7th increased the percent of students on grade level from prior year

## Opportunities

- 8th grade was the lowest percent on grade level and decreased by 7%

*D = District*
*H = Henry*

# i-Ready Math Domains
## *Percent on Grade Level*

**Strengths**

- Algebra increased the percent of students on grade level

**Opportunities**

- Geometry had the lowest percent on grade level and a 2% gap to the district



Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

D N&O: 23% 23% | H N&O: 21% 20% | D ALG: 25% 25% | H ALG: 23% 25% | D M&D: 23% 22% | H M&D: 20% 19% | D GEO: 19% 18% | H GEO: 17% 16%

2022-23 | 2023-24

Percent Difference from District
2024

N&O: -3% | ALG: 0% | M&D: -3% | GEO: -2%
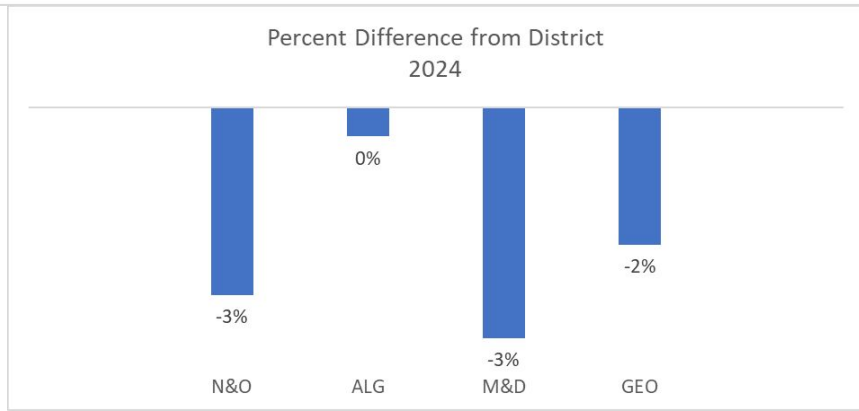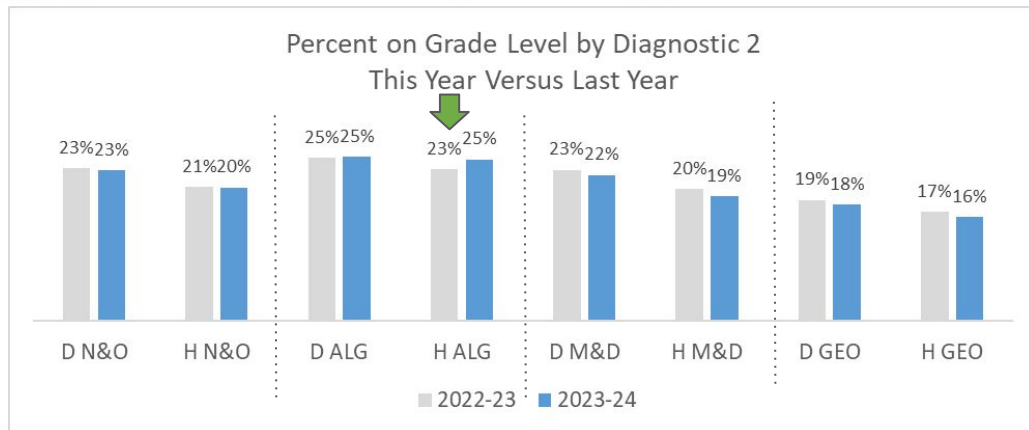
D = District
H = Henry
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Source: 2023-24 i-Ready Dashboard

# Curriculum Engagement and Results

Benchmark

# Benchmark Engagement
*K-6 ELA Curriculum*

Henry
Percent of Benchmark Unit Assessments Administered
2023-2024
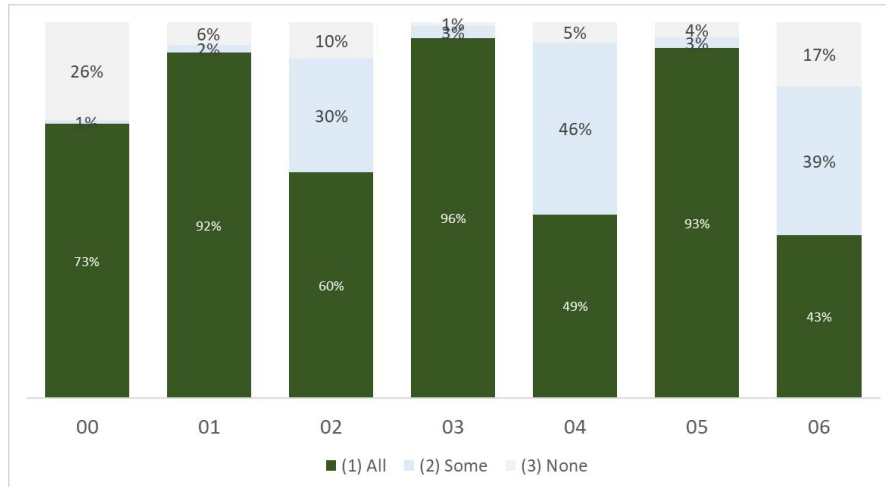


- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **high:**

➜ **High Engagement**
  ○ Kinder, 1st, 3rd, 5th, 6th

➜ **Some Engagement**
  ○ 2nd, 4th, and 6th

➜ **No Engagement**
  ○ None

*Data included is for online administered assessments

# Benchmark Standards Performance
## *Overall*

### Henry

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| School | 51 | 60 | 39 | 48 | 45 |
| Grade k | 80 | 87 | 66 | 71 | - |
| Grade 1 | 62 | 76 | 62 | 81 | 54 |
| Grade 2 | 51 | 58 | 47 | 48 | 47 |
| Grade 3 | 46 | 52 | 35 | 39 | 44 |
| Grade 4 | 45 | 55 | 34 | 42 | 31 |
| Grade 5 | 45 | 53 | 39 | 41 | 49 |
| Grade 6 | 48 | 56 | 38 | 47 | 43 |
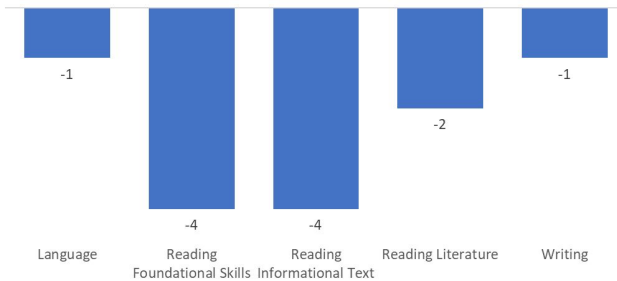
### SUSD

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| District | 52 | 64 | 43 | 50 | 46 |
| Grade k | 74 | 83 | 55 | 66 | - |
| Grade 1 | 57 | 72 | 56 | 67 | 50 |
| Grade 2 | 53 | 61 | 52 | 51 | 43 |
| Grade 3 | 47 | 59 | 41 | 45 | 50 |
| Grade 4 | 51 | 60 | 40 | 47 | 40 |
| Grade 5 | 48 | 58 | 43 | 45 | 45 |
| Grade 6 | 55 | 61 | 42 | 53 | 48 |

**Percent Difference From District**

| Language | Reading Foundational Skills | Reading Informational Text | Reading Literature | Writing |
|---|---|---|---|---|
| -1 | -4 | -4 | -2 | -1 |

- **Reading Foundational Skills** has the highest percent correct at 60%, a 4% gap to the district
- **Informational Text** is the lowest standard at 39% correct
- **Kindergarten and 1st grade** have higher percent correct on all standards

# Curriculum Engagement and Results

Ready Math

# Ready Math Engagement

Henry
Percent of Ready Math Unit Assessments Administered
2023-2024
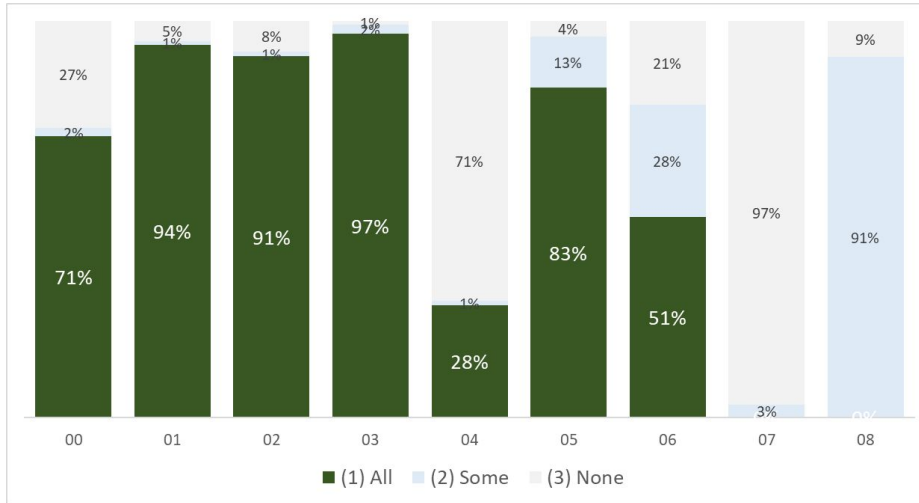


- Engagement in the Ready Math Unit Assessments is **High:**
- ➔ **High Engagement**
  - ○ Kinder, 1st, 2nd, 3rd, 5th, 6th
- ➔ **Some Engagement**
  - ○ 4th and 8th
- ➔ **No Engagement**
  - ○ 7th

# Ready Math
# Average Percent Correct
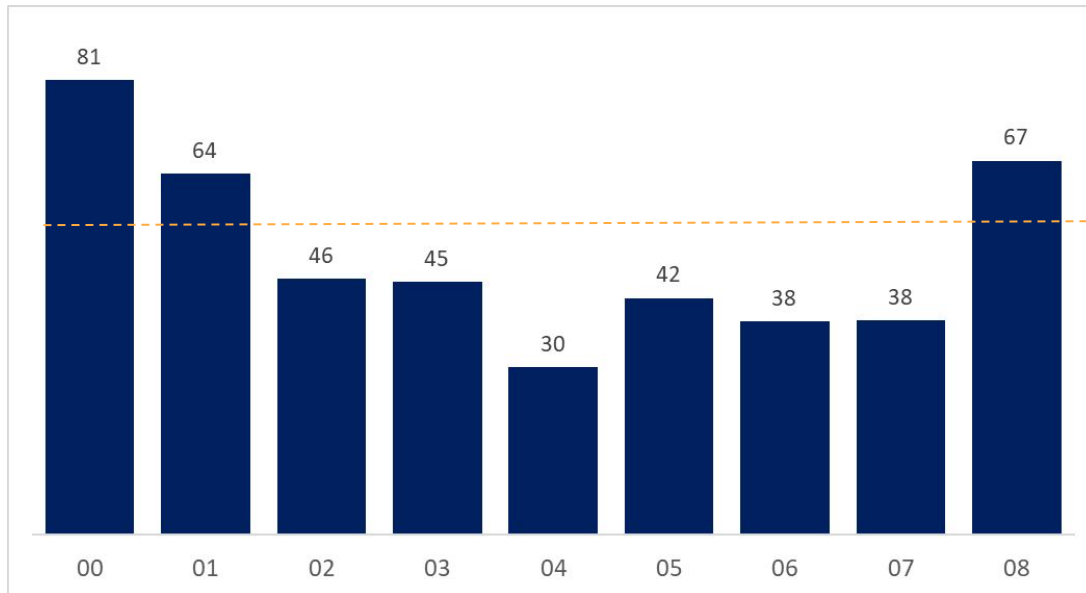
- Average percent correct for Ready Math Unit assessments was 53% (orange line)
- Kinder, 1st, and 8th grades have a higher average percent correct than the average
- Lowest percent correct is 4th grade

# i-Ready Lessons

# Average Minutes - i-Ready Lessons
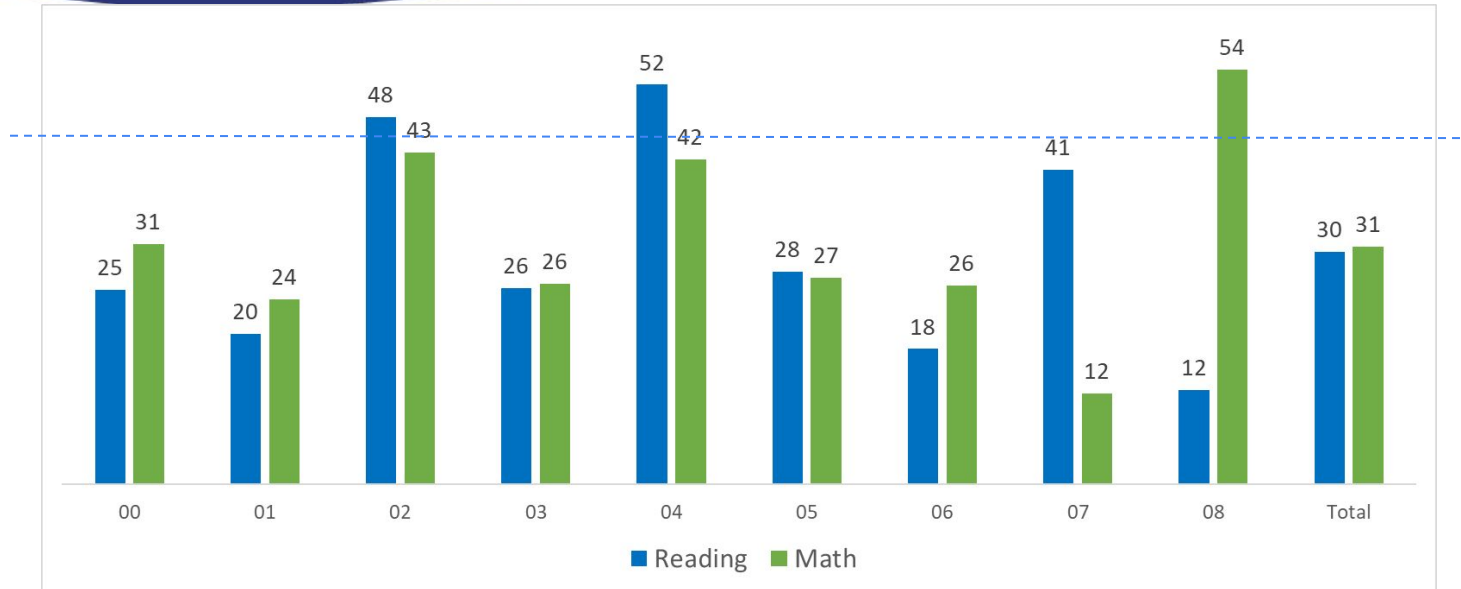
**\*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

- **Overall,** the average year-to-date minutes 30 for reading and 31 for math
- 4th grade had the highest average at 94 total minutes (52 for reading, 42 for math)

# i-Ready Pathway Data- Avg Minutes
## *Reading*
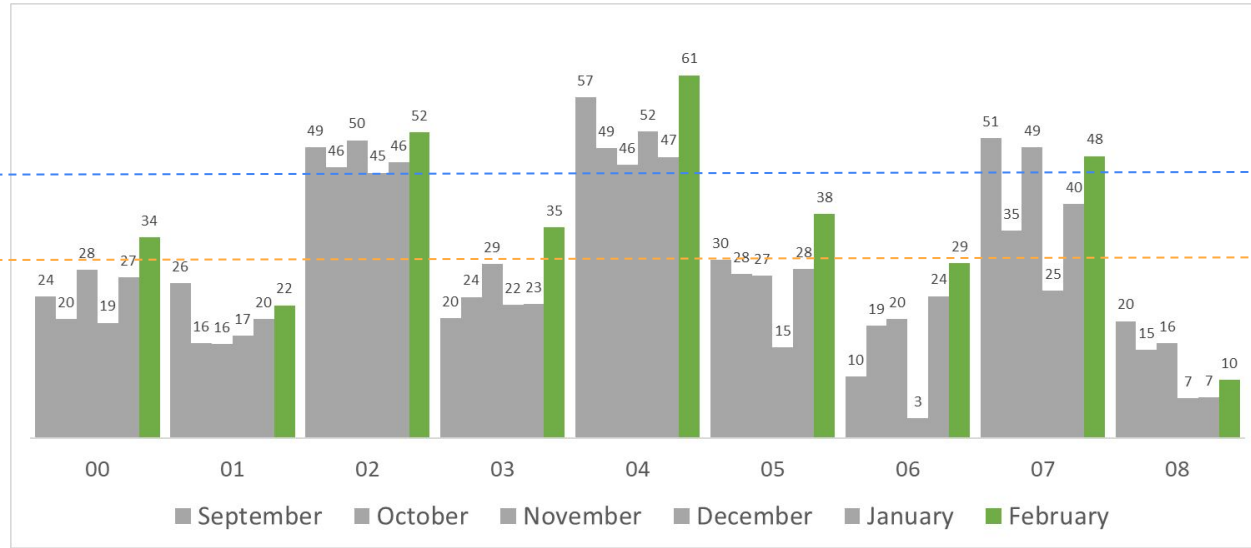
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Henry, **30 minutes** were spent on average in i-Ready **Reading (orange line)**
- 2nd and 4th grades met the recommended average

# i-Ready Pathway Data- % Correct
*Reading*
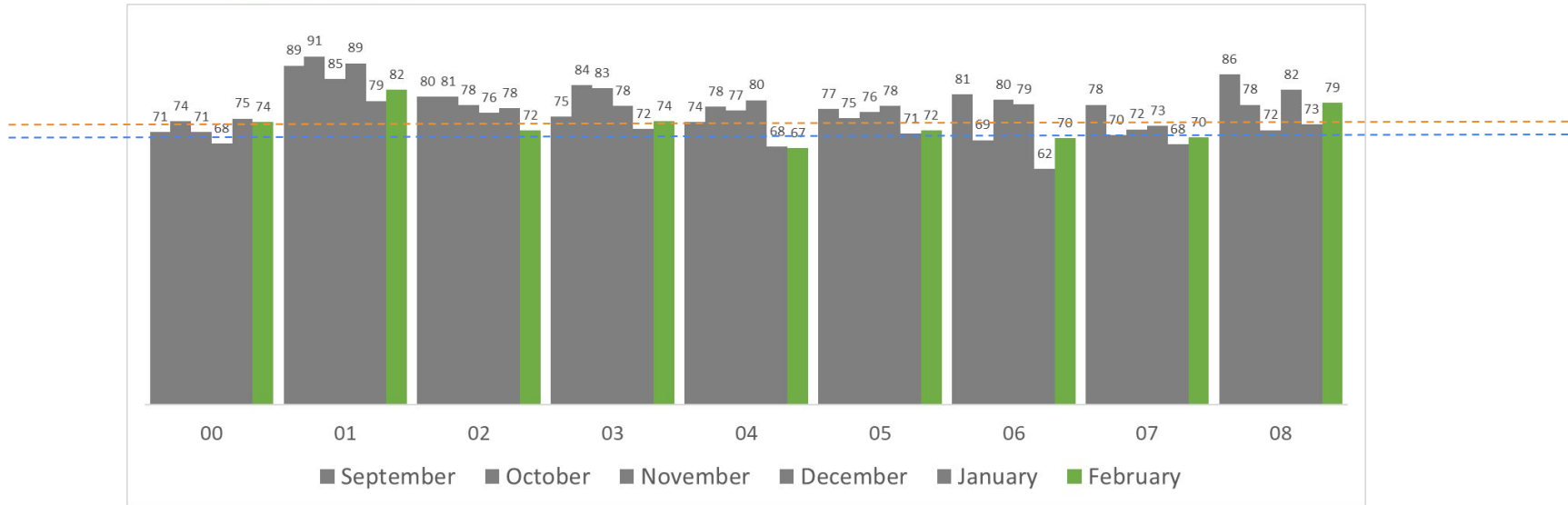


*i-Ready recommends 70% for passing lessons (blue line)*

- For Henry, **average was 76%, above the target**
- All grade levels are meeting the 70% target

# i-Ready Pathway Data- Avg Minutes
*Math*
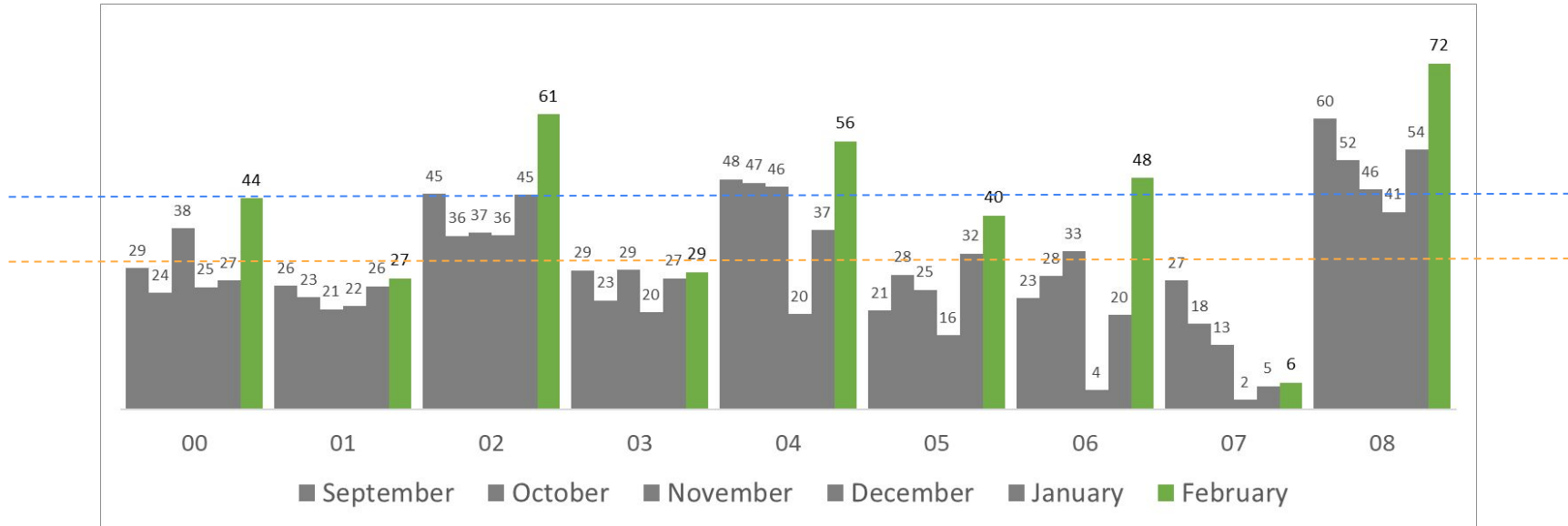
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Henry, **31 minutes** were spent on average in i-Ready **Math (orange line)**
- 8th grade met the recommended minutes per week in Math

# i-Ready Pathway Data- % Correct
*Math*
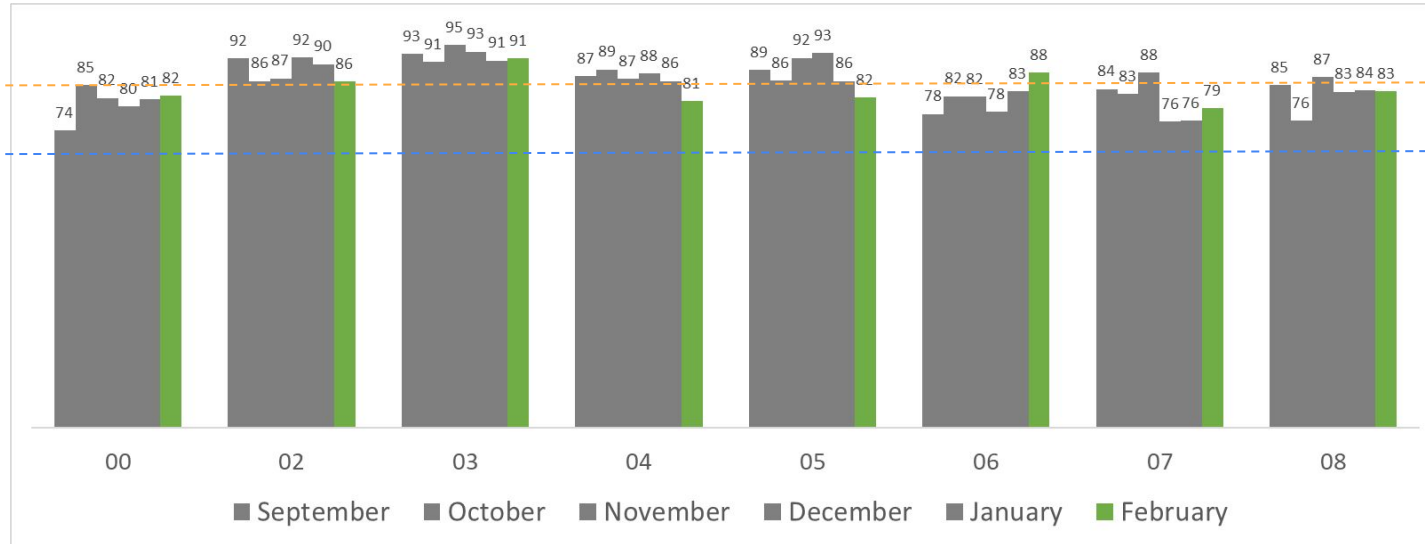


*i-Ready recommends 70% for passing lessons (blue line)*

- For Henry, **average was 81% (orange line)**
- On average, all grades met the 70% target

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

| Acronym | Description |
|---------|-------------|
| AB | Assembly Bill |
| ACE | American Council on Education (Outside CDE Source) |
| ACSA | Association of California School Administrators (Outside CDE Source) |
| ACT | American College Testing (Outside CDE Source) |
| ADAD | Assessment Development and Administration Division – CDE |
| AID | Audits and Investigations Division – CDE |
| AIECE | American Indian Early Childhood Education |
| AMARD | Analysis, Measurement, and Accountability Reporting Division – CDE |
| AP | Advanced Placement |
| API | Academic Performance Index |
| ARP | American Rescue Plan Act of 2021 (Stimulus 3) |
| APR | Accountability Progress Reporting |
| ATSI | Additional Targeted Support and Improvement |
| AVID | Advancement Via Individual Determination |

## B

| Acronym | Description |
|---------|-------------|
| BTSA | Beginning Teacher Support and Assessment |

## C

| Acronym | Description |
|---------|-------------|
| CAASFEP | California Association of Administrators of State and Federal Education Programs (Outside CDE Source) |
| CAASPP | California Assessment of Student Performance Data System |
| CABE | California Association of Bilingual Education (Outside CDE Source) |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalSTRS | California State Teachers' Retirement System (Outside CDE Source) |
| CalWORKS | California Work Opportunity and Responsibility to Kids |

| | |
|---|---|
| CARES | [Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#) |
| CARS | [Consolidated Application and Reporting System](#) |
| CASBO | [California Association of School Business Officials](#) (Outside CDE Source) |
| CBEDS | [California Basic Educational Data System](#) |
| CBEST | [California Basic Educational Skills Test](#) (Outside CDE Source) |
| CCC | [California Community Colleges](#) (Outside CDE Source) |
| CCCCO | [California Community Colleges Chancellor's Office](#) (Outside CDE Source) |
| CCEE | [California Collaborative for Educational Excellence](#) (Outside CDE Source) |
| CCI | [College/Career Indicator](#) |
| CCR | [California Code of Regulations](#) |
| CCSESA | [California County Superintendents Educational Services Association](#) (Outside CDE Source) |
| CCSS | [Common Core State Standards](#) |
| CCSSO | [Council of Chief State School Officers](#) (Outside CDE Source) |
| CCTD | [Career and College Transition Division](#) – CDE |
| CDC | [Centers for Disease Control and Prevention](#) (Outside CDE Source) |
| CDE | [California Department of Education](#) |
| CDS Code | [County/District/School Code](#) |
| CEI | [Community Engagement Initiative](#) (Outside CDE Source) |
| CFIRD | [Curriculum Frameworks, and Instructional Resources Division](#) – CDE |
| CFR | [Code of Federal Regulations](#) (Outside CDE Source) |
| CFT | [California Federation of Teachers](#) (Outside CDE Source) |
| CHKRC | [California Healthy Kids Resource Center](#) (Outside CDE Source) |
| CHKS | California Healthy Kids Survey |
| CHSPE | [California High School Proficiency Examination](#) |
| CLAD | [Crosscultural, Language, and Academic Development](#) (Outside CDE Source) |
| CMD | [Clearinghouse for Multilingual Documents](#) |
| CMT | [California Department of Education Monitoring Tool](#) |

| | |
|---|---|
| CNIPS | [Child Nutrition Information Payment System](#) |
| COE | County Office of Education |
| CPS | Child Protection Services |
| CSB | [California School for the Blind](#) |
| CSBA | [California School Boards Association](#) (Outside CDE Source) |
| CSEA | [California State Employees Association](#) (Outside CDE Source) |
| CSI | [Comprehensive Support and Improvement](#) |
| 21CSLA | [21st Century California School Leadership Academy](#) |
| CSU | [California State University](#) (Outside CDE Source) |
| CTA | [California Teachers Association](#) (Outside CDE Source) |
| CTC | [Commission on Teacher Credentialing](#) (Outside CDE Source) |
| CTE | [Career Technical Education](#) |
| CYA | [California Youth Authority](#) (Outside CDE Source) |

# D

| Acronym | Description |
|---|---|
| Dashboard | [California School Dashboard](#) |
| DASS | [Dashboard Alternative School Status](#) |
| DHCS | [Department of Health Care Services](#) |
| DOF | [Department of Finance](#) (Outside CDE Source) |
| DOL | [U.S. Department of Labor](#) (Outside CDE Source) |
| DSS | [Department of Social Services](#) (Outside CDE Source) |

# E

| Acronym | Description |
|---|---|
| EANS | [Emergency Assistance to Non-public schools](#) |
| EC | [Education Code](#) (Outside CDE Source) |
| ED | [U.S. Department of Education](#) (Outside CDE Source) |
| EDGAR | [Education Department General Administrative Regulations](#) (Outside CDE Source) |
| EDMD | Educational Data Management Division – CDE |
| EEED | [Educator Excellence and Equity Division](#) – CDE |
| EL | [English learner](#) |

| | |
|---|---|
| ELA | English-language Arts |
| ELCD | [Early Learning and Care Division](#) – CDE |
| ELD | [Expanded Learning Division](#) – CDE |
| ELPAC | [English Language Proficiency Assessments for California](#) |
| ELPI | [English Learner Progress Indicator](#) |
| EL Roadmap | [English Learner Roadmap Policy](#) |
| ELSB | [Early Literacy Support Block](#) |
| ELSD | [English Learner Support Division](#) – CDE |
| ESEA | [Elementary and Secondary Education Act of 1965](#) (Outside CDE Source) |
| ESSA | [Every Student Succeeds Act](#) |
| ESSER | [Elementary and Secondary School Emergency Relief Fund](#) |
| ETS | [Educational Testing Service](#) (Outside CDE Source) |
| EWIG | [Educator Workforce Investment Grant](#) |

## F

| Acronym | Description |
|---|---|
| FASD | [Fiscal and Administrative Services Division](#) |
| FM | Fiscal Monitoring |
| FPM | [Federal Program Monitoring](#) |
| FRPM | Free or Reduced-Priced Meals |
| FTE | Full-time Equivalent |
| FY | Fiscal Year |
| FYS | [Foster Youth Services](#) |

## G

| Acronym | Description |
|---|---|
| GAD | [Government Affairs Division](#) – CDE |
| GATE | [Gifted and Talented Education](#) |
| GED | [General Educational Development Test](#) |

| GEER | Governor's Emergency Education Relief Fund |
|------|---------------------------------------------|
| GL | General Ledger |
| GMART | Grant Management and Reporting Tool |
| GPA | Grade Point Average |

## H

| Acronym | Description |
|---------|-------------|

## I

| Acronym | Description |
|---------|-------------|
| IB | International Baccalaureate |
| IDEA | Individuals with Disabilities Education Act (Outside CDE Source) |
| IEP | Individualized Education Program |
| IS | Independent Study |
| ISSPO | Integrated Student Support and Programs Office |

## J

| Acronym | Description |
|---------|-------------|

## K

| Acronym | Description |
|---------|-------------|

## L

| Acronym | Description |
|---------|-------------|
| LAC | Legal, Audits, and Compliance Branch |
| LASSO | Local Agency Systems Support Office |
| LCAP | Local Control and Accountability Plan |
| LCFF | Local Control Funding Formula |
| LEA | Local Educational Agency |
| LTEL | Long-term English Learner |

## M

| Acronym | Description |
|---------|-------------|

| MSD | Multilingual Support Division – CDE |
|-----|-------------------------------------|
| MTSS | Multi-tiered System of Support (Outside CDE Source) |

## N

| Acronym | Description |
|---------|-------------|
| NBCT | National Board Certified Teacher |
| NCBE | National Clearinghouse for Bilingual Education |
| NCLB | No Child Left Behind Act of 2001 |
| NEA | National Education Association (Outside CDE Source) |
| NGSS | Next Generation Science Standards (Outside CDE Source) |
| NPS | Non-Public School |
| NSBA | National School Boards Association (Outside CDE Source) |
| NSD | Nutrition Services Division – CDE |

## O

| Acronym | Description |
|---------|-------------|
| OMB | Office of the Management and Budget |
| OSE | Office of the Secretary of Education (Outside CDE Source) |
| OSHA | Occupational Safety and Health Administration (Outside CDE Source) |

## P

| Acronym | Description |
|---------|-------------|
| PCA | Program Cost Account |
| PFT | Physical Fitness Testing |
| PSAT | Preliminary Scholastic Achievement Test (Outside CDE Source) |
| PTA | Parent Teacher Association (State) (Outside CDE Source) |

## Q

| Acronym | Description |
|---------|-------------|

## R

| Acronym | Description |
|---------|-------------|
| RFA | Request for Applications |
| RFP | Request for Proposals |

| ROCP | Regional Occupational Centers and Programs |
|------|-------------------------------------------|

# S

| Acronym | Description |
|---------|-------------|
| SACS | Standardized Account Code Structure |
| S and C Funds | Supplemental and Concentration Funds |
| SARB | School Attendance Review Board |
| SARC | School Accountability Report Card |
| SASD | Student Achievement and Support Division – CDE |
| SAT | Scholastic Achievement Test |
| SB | Senate Bill |
| SBE | State Board of Education |
| SBP | School Breakfast Program |
| SCO | State Controller's Office |
| SCOE | Sacramento County Office of Education |
| SDAIE | Specially Designed Academic Instruction in English |
| SDC | Special Day Class |
| SEA | State Educational Agency |
| SED | Special Education Division – CDE |
| SELPA | Special Education Local Plan Area |
| SELPA Content Leads | SELPA Content Leads<br><br>https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp |
| SES | Supplemental Educational Services (Outside CDE Source) |
| SFSD | School Fiscal Services Division |
| SIG | School Improvement Grant |
| SIL | SELPA Systems Improvement Leads (Outside CDE Source) |
| SNP | School Nutrition Program |
| SnS | Supplement not Supplant |
| SpED | Special Education |
| SPSA | School-Plan for Student Achievement |
| SSC | Schoolsite Council |

| SSD | Single School District |
|---|---|
| SSI | School Support and Improvement |
| SSID | Statewide Student Identifier |
| SSO | (Statewide) System of School Support |
| SSPI | State Superintendent of Public Instruction |
| SSSSD | State Special Schools and Services Division |
| STAR | Standardized Testing and Reporting Program |
| STEM | Science, Technology, Engineering, and Mathematics |
| SWD | Students with Disabilities |
| SWP | Schoolwide programs |

# T

| Acronym | Description |
|---|---|
| T5 | Title 5, California Code of Regulations |
| TA | Technical Assistance |
| TAS | Targeted School Assistance |
| TSD | Technology Services Division |
| TSI | Targeted Support and Improvement |
| TUPE | Tobacco-Use Prevention Education |

# U

| Acronym | Description |
|---|---|
| UC | University of California (Outside CDE Source) |
| UCOP | University of California Office of the President (Outside CDE Source) |
| UCP | Uniform Complaint Procedures |
| UGG | Uniform Grant Guidance |
| USDA | U.S. Department of Agriculture (Outside CDE Source) |

# V

| Acronym | Description |
|---|---|
| VAPA | Visual and Performing Arts |

# W

| Acronym | Description |
| --- | --- |
| WASC | [Western Association of Schools and Colleges](#) (Outside CDE Source) |
| WestEd | [WestEd](#) (Outside CDE Source) |
| WIC | [Women, Infants, and Children](#) (Outside CDE Source) |

# X, Y, Z

| Acronym | Description |
| --- | --- |
| YRE | [Year-round Education](#) |

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