



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **WEGEFORTH ELEMENTARY SCHOOL**

2022-23

37-68338-6040281
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Sandoval, Lori

Contact Person: Sandoval, Lori

Position: Principal

Telephone Number: 858-987-5900

Address: 3443 Ediwhar Ave, San Diego, CA, 92123-2207

E-mail Address: lsandoval@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Wegeforth Elementary PHONE: 858-987-5900 FAX: 858-987-5949

SITE CONTACT PERSON: Lori Sandoval E-MAIL ADDRESS: lsandoval@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--------------------------------------------------------------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>09/12/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>09/12/22</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 09/12/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Lori Sandoval
Type/Print Name of School Principal

Susan Valoff
Type/Print Name of SSC Chairperson

Lourdes Cueva
Type/Print Name of ELAC Representative

CHRISTINA CASILLAS
Type/Print Name of Area Superintendent

[Signature] 10/11/22
Signature of School Principal / Date

Susan Valoff 10/11/22
Signature of SSC Chairperson / Date

[Signature] 10/11/22
Signature of ELAC Representative / Date

[Signature] 10/11/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program and satisfies the needs of all students as described in our Comprehensive Supports and Improvement (CSI) plan. The staff at Harry M. Wegeforth Elementary School strives for excellence in meeting the needs of all students by participating in professional learning around literacy acceleration, deeper math concept instruction, Restorative Justice Practices, as well as improving our Professional Learning Communities by increasing our knowledge and ability to analyze data. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Wegeforth work collaboratively to provide opportunities for students to develop appropriate social-emotional, critical thinking, and problem-solving skills to promote life-long learning, and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP 1- Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP 2- Access to Broad and Challenging Curriculum

LCAP 3- Accelerating Student Learning With High Expectations for All

LCAP 4- Quality Leadership, Teaching and Learning

LCAP 5- Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The Wegeforth community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC (which includes ELAC), ILT and staff meetings.

-February 2, 2022 - Staff and community communicated to analyze data and provided budget FY 23 recommendations & approval.

-September 12, 2022 - SSC met to discuss SPSA and LCFF evaluations.

- September 12, 2022 - SSC discussed and reviewed proposed CSI budget. Also discussed the 2022-2023 SPSA, while reviewing the 2021/2022 school-wide data.
- September 12, 2022 - the Annual Title I Parent Meeting and ELAC Meeting were held. Reviewed CSI budget and SPSA.
- September 12, 2022 - SSC reviewed CSI budget and SPSA. Provided final approval for CSI budget and SPSA.

RESOURCE INEQUITIES

Wegeforth's root cause analysis involved examining data from district and site assessment data, the California Dashboard, California Healthy Kids Survey, California Parent Survey, and a review of the 2021-22 SPSA.

An analysis of the student groups (TK-2nd and 3rd-5th) district CSI schools and site results indicate overall growth in the area of ELA and math. However, according to the 2021 California Dashboard, because our percentage of students not meeting standards, Wegeforth was in orange. The Dashboard has not yet been updated to include data from school year 21/22.

In 2018-2019 school year, the last school year before 2021-22 wherein students participated in State testing, our students' performance at the met or exceeded grade level standards were at 30% in ELA and 20.4% in Math. This past Spring (2022), our 3rd-5th grade students' achievement grew to 53% meeting or exceeding grade level standards in ELA and 47.6% in Math. We attribute this 23% increase in ELA and 27.3% increase in math to two years of after school tutoring by our teachers, two years of the use of i-Ready Reading and Math, teachers working collaboratively together with fervor to make up for any learning loss during the pandemic, as other classroom/individual interventions put into place. Additionally, we attribute the largest increase, in 5th grade math, from 20% to 48% to the fact that these students have had their math instruction for two years using Eureka Math. This year, we have agreed to take on Eureka Math school-wide in 22/23, with our most experienced users leading that learning. We anxiously await the updating of the California Dashboard; this will be our 3rd year in CSI since all schools that entered CSI in 2019/2020 were carried over as a result of the district shutdown, online learning and continued restrictions due to COVID-19. In the upcoming school year, our i-Ready subscription and professional learning will be paid for with district CSI funds, therefore freeing up some of our CSI funds to purchase the needed materials to go school-wide with Eureka Math.

We will continue contracting with CoTA as part of our CSI plan, and will again fund after-school tutoring to support our struggling students in their areas of need. We will refine our after-school tutoring with common pre- and post-assessments, as well as running 6-week cycles. We are also continuing our partnerships with Cornerstone for counseling services, and are adding Daybreak, another free non-profit counseling agency.

In the spring of 2019, Wegeforth's 3rd-5th graders met standards in ELA at a rate of 35.9%, an increase of 1.5% from 2018. Of the Spring 2020 3rd-5th graders, 30% met or exceeded standards in ELA, and 50% in math, according to district and site measures (this was the first spring wherein SBAC was suspended due to the pandemic. This was a decrease in ELA of 5.9%, and an increase of 20% in math. According to site measures, in spring of

2021, our 3rd-5th graders met or exceeded standards at 43% in ELA and 38% in math. This represented an increase of 13% in ELA, and a decrease of 12% in math.

During 2020/2021, the majority of the school year was online, and approximately 10% of our students continued online through the end of the school year; we returned to in-person instruction in April of 2021.

Based on this data, even with the increases in ELA and math, we need to continue the focus on improving student achievement and closing the achievement gap, specifically with our English Learners, students with disabilities, Hispanic students and black youth in ELA. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 63% of Wegeforth's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of ELA. The overall school data indicates that our 3rd-5th grade students had a slight decrease in performance in ELA from 2019 (35.9%) to 2020 (30%). This is a decline of 5.9% in ELA. Our site data from 2021 indicates an increase of 13% in ELA (43% meeting or exceeding standards). Again, this data may not be entirely accurate due to the district shutdown and online learning. However, to support continued student progress in ELA in particular, professional learning around balance literacy, informal and formal data collection, and conferencing with students and building independent reading habits was a large part of the focus. Additionally, our site worked on strengthening tier one instruction by focusing on teacher clarity and checking for understanding.

In 21/22, our kindergarten through 2nd grade students moved from 47% proficient in reading according to our Fountas and Pinnell assessments in fall 2021 to 58% proficient in spring 2022. The largest contributing factor was the return to brick and mortar, teachers working collaboratively with each other and with parents in order to mitigate learning loss. However, these students also participated in tutoring, i-Ready, and were discussed in Professional Learning Communities. They also had the support of a Reading Support Teacher.

Based on the California Dashboard, there are also inequities in the area of suspension rates and chronic absenteeism. The school community has been provided training in trauma-informed care and restorative circles. Understanding and holding restorative circles will be focused upon with our new staff in 22/23. Systems and structures that have been put into place in previous years have been given a new, exciting image and our MTSS rolled out the PAWS program in 21/22. **Practicing respect, Accepting responsibility, working together, and Safety matters.** Students are excited about our new theme and colors, and we hear students reciting these tenets often. We feel that continual staff training to increase consistency will continue to improve our culture and reduce rates of suspension.

Additionally, the office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor social emotional needs. We will continue to partner with Cornerstone Services, which provides therapy and psychiatric support to our students with social and emotional needs, and have Medi-Cal or no insurance. We are adding a new agency to our repertoire: Daybreak. This is another non-profit counseling agency.

The principal and school counselor will continue to work closely with Cornerstone and Daybreak in order to implement strategies that are being taught in therapy are carried over into the classroom and school campus. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement MTSS and trauma-informed practices school-wide to cultivate a positive school culture for all stakeholders.

To decrease our suspension rate and chronic absences, our CSI plan includes our Attendance Team: (school counselor, intern counselor), attendance clerk, guidance assistant, parent support liaison and (principal). Together we problem-solve chronic absenteeism and each takes a role of support for each child. Another resource that is included in our CSI budget and site plan again, and we feel reduces behavior incidents and absences, is CoTA: Collaboration of Teachers and Artists. This program integrates art with core content, provides multiple entry points to the curriculum, and provides multiple means of demonstrating standards mastery. Many students who act out or miss school do so because they do not feel successful; CoTA greatly reduces those feelings.

Another strategy we included in our 2019/2020 plan was to add a Guidance Assistant to our counseling team. The goal was to reduce both chronic absences and suspensions. This position was filled in August 2020, and played a key role in building our safe, collaborative and inclusive school by working closely with our school counselor, and supporting families by reaching out and problem-solving reasons for absences. Our guidance assistant left for a full-time position in August of 2021; the position remained vacant for the remainder of that school year. We now have a new guidance assistant, who has experience, and has jumped right in. She began working with individual students who have been facing behavioral and attendance struggles, some due to issues at home or due to homelessness. She has been successful in improving the students' perception of school and the role they play in their education. We continue to monitor and evaluate attendance data, and will begin monitoring and evaluating suspension data once we have data. We have had one in-school suspension as of the writing of this plan.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Alicia Buck	Parent
Elizabeth Miller-Santos	Parent
Asefah Mohammadi	Parent
Susan Valoff	Parent
Anh Pham	Parent
Karen Clifford	Classroom Teacher
Katrina Patriarca	Classroom Teacher
Malissa Scheidt	Classroom Teacher
Lauren Barrett	Non-Classroom Teacher
Lori Sandoval	Principal

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Suspension Rate

In 20/21, we exceeded our goal of reducing suspensions by 1%. The CA Dashboard data has only been updated to 2020, but the data that I have indicates that in 20/21, our suspension rate was at 0.01%. We feel that this is partially due to our lower enrollment, and teachers working tirelessly to build classroom communities that supported one another. We also utilized restorative practices for all conflicts, although several still resulted in out of school suspensions.

In 21/22, our suspension rate for the year was 6.3%, a total of 14 suspensions, which fell short of our goal of 5.4%. The breakdown by subgroup is:

<u>Grade Level</u>	<u>Percentage</u>
K	21% (mostly students in our STARS program)
1 st	7%
2 nd	7%
3 rd	14%
4 th	29%
5 th	21%

<u>Subgroup</u>	<u>Percentage</u>
Black	14%
Latinx	43%
Multi-Race	14%
White	29%
SWD	71%
Soc-Ed Dis	86%

We have a larger than typical population of SWD, most of which are in our STARS program. There were many students placed in this program in 21/22 that the program was not equipped to support, which resulted in a great deal of aggression and suspension. Additionally, more than 45% of our students school-wide are Latinx, and more than 60% of our students are socio-economically disadvantaged.

In the first 2 months of school in the 22/23 school year, our in-school suspension rate is .4% and our out-of-school suspension rate is 0.0%. We will continue to work hard on responding to incidents in a restorative manner rather than suspension, but at times suspension is warranted. We have scheduled a date for RJP staff to come to Wegeforth to train our new staff. All staff are invited. We also spent a great deal of time working with other STARS schools, along with district Special Ed leadership, in order to work toward a common understanding of the criteria for a STARS placement. Many of our teachers at Wegeforth have been trained in Restorative Practices and in Trauma-Informed Care. The next step is to train all teachers in Restorative Justice Practices, as well as moving toward a more Culturally Responsive community. Training for Restorative Practices has been scheduled and site leadership is working with the School Counselor to bring Trauma-Informed Care training to Wegeforth. The current expectation is to hold restorative circles at least one time per week, and as often as needed. The goal is to have circles every day in order to at least do a check-in with every student.

Our Guidance Assistant has not had formal training through the district on Restorative Justice Practices; we are working with her other principal to try to have her join the training at our site. Our classified staff will also be invited to training. It will be outside their work hours, but we will work out a way to pay them for their time.

Parent Involvement

In regard to parent involvement, we have room to grow. A total of 80 parents responded to the California School Parent Survey in 21/22. Our enrollment that year was 178, which means that only about 45% of our parents responded. Of those parents who responded, these are the results

(response choices are *strongly agree, agree, disagree, strongly disagree, don't know/not applicable*):

<u>School Promotes Parent Involvement</u>	49% Strongly Agree
<u>Communication with Parents about School Questions</u>	53% Strongly Agree
<u>Parental Involvement in School (attended meetings, served on committees)</u>	42% Reporting "Yes"

Chronic Absenteeism

According to Hoonuit, our chronic absenteeism rate in 21/22 was 51%. Our goal in our 21/22 SPSA was to reduce chronic absenteeism to 14%. The main reason for this was that the pandemic restrictions were extremely stringent and students were required to stay out of school for several days if they had a symptom or were exposed. Our chronic absenteeism grew tremendously due to those restrictions.

As part of our CSI plan, we are contracting with organizations and continuing practices that will target attendance levels: CoTA, a program that is highly engaging and allows all students to access the curriculum at their level, which should encourage attendance; our Attendance Team has expanded and meets weekly to discuss tools to encourage regular school attendance, dividing up the cases so more families can be reached; we continue to make referrals to Cornerstone, an organization that provides free therapy and psychiatric services to families with no insurance or are receiving Medi-Cal services, and will add Daybreak to our team for counseling services. They do not have any restrictions with insurance coverage.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Suspension Rate

The major difference in suspension rates between 20/21 and 21/22 was returning to brick and mortar. We had no suspensions when we were completely online, and many fewer when we partially returned to the building. In 21/22, we were learning in-person, and students and teachers were adjusting to being with other people after a long time of seclusion. We underestimated the impact of this, so we underestimated the level of behavior we would encounter.

Parent Involvement

No major changes, with the exception of the fact that during online learning, our opportunities for parent involvement were greatly decreased.

Chronic Absenteeism

Similar to our suspension rate, we underestimated the absenteeism that would be caused by the extremely tight restrictions we had when we returned to the building. Parents, too, were still very concerned about having their children return to in-person learning and kept them home more often and for longer periods of time.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will increase our training of staff around restorative practices and trauma-informed care so that we can reduce our suspension rate further. Our staff has embraced these practices more as they've become more expert, so the in-class interventions should glean a stronger support and thus fewer suspensions. Our chronic absenteeism should also come down exponentially now that the pandemic restrictions have nearly vanished.

***Identified Need**

Suspension Rate:

The California Dashboard includes data up to the 19/20 school year. However, our current 21/22 district data indicates a need for improvement around our suspension rates, especially with our Hispanic students, students with disabilities and students facing socio-economic difficulties. These are also our largest subgroups overall.

<u>Subgroup</u>	<u>Percentage of the 6.4%</u>
Black	14%
Latinx	43%
Multi-Race	14%
White	29%
SWD	71%
English Learners	5.5%
Soc-Ed Dis	86%

Prior to the pandemic, our suspension rates were higher. Restorative Justice Practices were still new to us, and we did have more students with highly aggressive behaviors. We were not participating in any of the CSI-purchased programs, either. However, for purposes of comparison, please note the following information.

SY 17/18 9.5%		SY 18/19 11.9%		SY 19/20 9.4%		SY 20/21 0.1% (1 student)	
Black	15%	Black	12.5%	Black	6.3%	Black	100%
Latinx	7.1%	Latinx	10.5%	Latinx	11.6%	Latinx	-
Multi-Race	-	Multi-Race	-	Multi-Race	-	Multi-Race	-
White	21.6%	White	23.6%	White	11.8%	White	-
SWD	18.9%	SWD	24.2%	SWD	47.8%	SWD	-
Eng Learner	3.1%	Eng Learner	4.2%	Eng Learner	17.1%	Eng Learner	-
Soc-Ed Dis	11.6%	Soc-Ed Dis	11.6%	Soc-Ed Dis	14.5%	Soc-Ed Dis	-

Parent Involvement:

Concerning parent involvement, we have room to grow. 80 parents responded to the California School Parent Survey in 21/22. Our enrollment that year was 178, which means that only about 45% of our parents responded. Of those parents who responded, these are the results (response choices are *strongly agree, agree, disagree, strongly disagree, don't know/not applicable*):

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School Promotes Parent Involvement	49% Strongly Agree
Communication with Parents about School Questions	53% Strongly Agree
Parental Involvement in School (attended meetings, served on committees)	42% Reporting "Yes"
Student Learning Environment Questions	47% Strongly Agree

*We have been under construction for 8 months.

Chronic Absenteeism:

According to Hoonuit, in school year 20/21 our chronic absenteeism rate increased to 19%. This is confirmed by DataQuest: 18.9%. Our goal in our 20/21 SPSA was to reduce it by 2% from the previous year. During online learning, as well as when school partially returned on in-person instruction, our absences skyrocketed. It was more difficult to reach families, even though home visits. As part of our CSI plan, we are contracting with organizations that will target attendance levels: CoTA, a program that is highly engaging and allows all students to access the curriculum at their level, which should encourage attendance; Cornerstone, which provides therapy and psychiatric services to families without insurance or have Medi-Cal.

In SY 21/22, our chronic absenteeism rate continued to rise as a result of the extremely restrictive guidelines to prevent the spread of COVID-19. The overall chronic absenteeism rate for last school year was 46%. The breakdown was as follows:

SY 21/22 46%

Black	59%
Latinx	62%
Multi-Race	24%
White	59%
SWD	58%
Eng. Learner	50%
Soc-Ed Dis	56%

In school year 22/23, we have a larger attendance team. This fact, along with the very few COVID-19 restrictions, we are very optimistic about this percentage reducing greatly.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	Reduce the overall school wide suspension rate to reflect a decrease	6.4%	3.2%	Suspension	Annually

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		in suspension of black youth. The target is higher than the baseline because the baseline was due to district shutdown.				
June 2023	UTK-5th	Maintain the previous parent involvement goal (“strongly agree” in each of the 4 indicators).	48%	80%	CAL-SCHLS (CSPS)	Annual
June 2023	UTK-5th	Decrease the overall school wide chronic absenteeism rate.	46%	26%	Attendance	Annually

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	Students with Disabilities	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all SWDs.	71%	50%	Suspension	Annually
June 2023	UTK-5th	Black or African American	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all black students.	14%	4%	Suspension	Annually
June 2023	UTK-5th	English Learner	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all ELs.	6%	3%	Suspension	Annually
June 2023	UTK-5th	Hispanic or Latino	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all Hispanic students.	43%	23%	Suspension	Annually

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June 2023	UTK-5th	Socioeconomically Disadvantaged	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all Title 1 students.	86%	43%	Suspension	Annually
June 2023	UTK-5th	White	Decrease Suspension Rate. The baseline is a percentage of all suspensions, not all white students.	29%	19%	Suspension	Annually
June 2023	UTK-5th	Students with Disabilities	Decrease Chronic Absenteeism	58%	29%	Chronic Absenteeism	Annually
June 2023	UTK-5th	Black or African American	Decrease Chronic Absenteeism	59%	29%	Chronic Absenteeism	Annually
June 2023	UTK-5th	English Learner	Decrease Chronic Absenteeism	50%	25%	Chronic Absenteeism	Annually
June 2023	UTK-5th	Hispanic or Latino	Decrease Chronic Absenteeism	62%	31%	Chronic Absenteeism	Annually
June 2023	UTK-5th	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism - no new data	56%	28%	Chronic Absenteeism	Annually
June 2023	UTK-5th	White	Decrease Chronic Absenteeism	59%	29%	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Wegeforth's Site Equity Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Wegeforth is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Wegeforth's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Wegeforth will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Wegeforth will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Wegeforth's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming

workplaces for employees so that educators of color are retained.

- ✓ 6. Wegeforth will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Wegeforth will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Guidance Assistant

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of suspensions, specifically the following subgroups: Students with Disabilities, black students and English learners, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Guidance Assistant

Suspension Rate and Chronic Absenteeism

The Guidance Assistant will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, MHRS, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease suspension and chronic absenteeism rates. The Guidance Assistant will conduct home contacts as often as weekly (when appropriate), to ensure families receive the supports they need to help their children make good decisions at school so they stay in school. The Guidance Assistant will also be an active member of the Multiple Tiers of Supports and Services team (MTSS) and/or other subcommittees as needed to support the positive school culture.

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk
- No Place for Hate: Guidance Assistant will be an integral part of implementing this program, which builds student leaders to increase positive climate.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02911D	Guidance Asst - Vacancy, SBB2535636	0.12500	\$4,308.13	\$5,913.24	0291-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant to support social emotional goals for our students. Will also work on student attendance, support student behavior.
F02911E	Guidance Asst - Vacancy, SBB2535636	0.12500	\$4,308.13	\$5,913.24	0291-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Guidance assistant to support social emotional goals for our students. Will also work on student attendance, support student behavior.

Cornerstone

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of suspensions, specifically the following subgroups: Students with Disabilities, black students and English learners, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Cornerstone

Suspension Rate and Chronic Absenteeism

As part of our goal of reducing chronic absenteeism and suspension rates, we have partnered with Cornerstone, which is a free service to students who have no insurance or receive Medi-Cal. This program provides counseling for school-related concerns, wraparound services, and had great success re-engaging students in online learning last Spring.

PD/VT

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of suspensions, specifically the following subgroups: Students with Disabilities, black students and English learners, and students who are considered Socioeconomically Disadvantaged.

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
<p>Visiting Teachers Visiting teachers will be utilized for release days for teachers to receive training on Restorative Practices and Trauma-Informed Care. 31820 Professional Development/Visiting Teachers</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291BP	Prof&Curriclm Dev Vist Tchr		\$8,488.00	\$10,509.00	0291-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Support PLC work for analyzing student data for improving student attendance and behavior (determining student need).

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

In school year 21/22, we returned to brick and mortar with a high level of pandemic restrictions. However, Wegeforth’s teachers took the challenge of mitigating the effects of learning loss with a vengeance, and our team worked very hard to bring students up to grade level. Our most effective “tool” was our teaching staff. Instructional minutes were not wasted, small group instruction was in place at a maximum, and ongoing formative and summative assessments were implemented and analyzed. Additionally, we were given a Reading Support Teacher full time, who worked diligently with our TK-2nd grade students. We purchased a 0.20 In-School Resource Teacher who worked with small groups of our 3rd and 4th graders who were struggling the most. Our library assistant worked additional hourly time to work with our struggling 5th graders. In addition to all of this, we implemented after school tutoring, with teachers tutoring their own students. We saw the outcomes of this practice from the previous year when the district paid for this intervention. Because we had set aside a good deal of funds for visiting teachers, and there were none to be had, our SSC changed our SPSA and moved those VT funds into classroom teacher hourly and implemented after school tutoring. This was put into place midyear, and we simply repeated what was done the previous year.

The results were increased across the board, across all grade levels. Wegeforth not only outperformed other CSI schools, but we increased our SBAC scores incredibly.

Student Grp	Fall '21 FAST		Winter '22 FAST		Spring '22 FAST	
	aReading Low/Adv	Avg Lexile	aReading Low/Adv	Avg Lexile	aReading Low/Adv	Avg Lexile
All Students	61.9%	666	65.9%	686	68.4%	807
Asian					85.7%	
Black			30%		20%	
Latinx	58.6%	459	67.9%	646	53.8%	684
Multi-Race	73.7%	623	68.4%	721	81.3%	874
White	64.7%	704	77.8%	848	78.9%	942
Eng Learner	50%	370	*36.4%	370	*28.6%	
SWD	22.7%	186	25.9%	368	26.15	543

*We had a large influx of Afghan refugees in the winter of 2022

iReady

Kinder		1 st		2 nd		3 rd		4 th		5 th	
Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
74%	54%	23%	23%	34%	16%	57%	49%	40%	45%	31%	37%

All English learners who were eligible for reclassification were reclassified in 21/22. We need to take a closer look at students who are at risk of becoming long-term English learners. We had a large group of Afghan refugees enroll in our school in the winter, which explains the higher percentages at levels 1 and 2.

We did not meet our SPSA math goals on the DEMI in all subgroups, but the goal was met in all areas cumulatively.

We saw significant gains in our math scores on the SBAC. We attribute these gains to the following:

- The majority of our 3rd-5th graders switched over from Envision Math to Eureka Math in 21/22. Teachers reported that students were able to understand concepts at a deeper level using Eureka as their main source for math instruction.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The major differences from 20/21 to 21/22 were:

- We were fully back to brick and mortar, although pandemic restrictions were high;
- Our TK-2nd grade students were supported by a full-time Reading Support Teacher;
- We added a 0.20 In-School Resource Teacher who worked diligently on literacy with small groups of struggling 3rd and 4th graders;
- Our Library Assistant, which we did not have for about 2 years, and is also a visiting teacher, worked with small groups of struggling 5th graders;
- Teachers worked with small groups of their own students after school, following the model set up by the district in 20/21;
- Our Resident Visiting Teacher worked with small groups of English learners when not covering classrooms;
- The majority of our 3rd-5th grade teachers set Envision aside and began using Eureka Math as their main teaching tool.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will be more strategic about our after school tutoring, keeping the groups to a maximum of 5 students, teaching in 6-week cycles in which students may change, and use a common pre- and post-assessment for each cycle. We increased our In-School Resource Teacher from 0.20 to 0.40, so she can work twice as much with her students. We will use CSI funds to purchase Eureka teaching tools for all teachers so that they aren't having to run off copies and struggle with online resources. We will be more methodical in our PLCs, keeping the conversations centered on student data. This has been a goal of ours through our CSI work and we have made some good gains.

***Identified Need - English Language Arts**

In the Spring of 2022, Wegeforth's 3rd-5th graders met standards in ELA at a rate of 53.0% according to SBAC data, representing an increase of 17% from SBAC in 2018 (the last time it was given). Of the Spring 2022 3rd-5th graders, 47.6% met or exceeded standards in math as compared with the 2018 SBAC on which our 3rd-5th graders demonstrated at or above mastery of math standards at 39.39%. This represents an 8.21% increase overall. Our TK-2nd grade students showed that 60.71% were reading at or above grade level in the Spring of 2022. This is a decrease from the Spring of 2021, when we were still using the DRA to assess reading in all grade levels. 64.52% of our TK-2nd graders were reading at or above grade level in Spring of 2021. However, the Fountas and Pinnell reading assessment is much more thorough and challenging than was the DRA. This comparison is not cause for alarm. However, we need to continue the focus on improving student achievement and closing the achievement gap, specifically with our English

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Learners, students with disabilities, Hispanic students and black youth in ELA. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged.

When we break down these whole groups into sub groups, we see that our areas of concern continue to be with our students with disabilities. In Spring of 2021, 31.82% of our SWD in grades TK-2nd were reading at or above grade level. In Spring of 2022, 23.53% of our SWD were reading at or above grade level. Again, this is a decrease of 8.29%. This could be a result of the assessment being more demanding, but we need to focus on this in 22/23.

Moving our focus to our 3rd-5th grade students, our Latinx students represents 47.3% of the 53% students who are meeting or exceeding grade level standard as demonstrated on SBAC. This is an increase from the last SBAC, when only 36.36% of our Latinx students were proficient or advanced. This shows a 10.94% increase. Our largest ethnic group at Wegeforth is our Latinx students, so increasing this group’s ELA scores will make a huge impact on our school.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase percentage of students who meet or exceed standards.	41%	51%	CAASPP ELA	Annually
June 2023	4th	Increase percentage of students who meet or exceed standards.	55%	65%	CAASPP ELA	Annually
June 2023	5th	Increase percentage of students who meet or exceed standards.	64%	74%	CAASPP ELA	Annually
June 2023	3rd-5th	Increase percentage of students who meet or exceed standards.	53%	63%	CAASPP ELA	Annually
November 2022	UTK-2nd	Increase the percentage of students who meet or exceed grade level reading standards.	52%	62%	Fountas and Pinnel	Triennially
March 2023	UTK-2nd	Increase the percentage of students who meet or exceed grade level reading standards.	61%	71%	Fountas and Pinnel	Triennially
June 2023	UTK-2nd	Increase the percentage of students who meet or	63%	73%	Fountas and Pinnel	Triennially

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		exceed grade level reading standards.					
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Increase percentage of students meeting or exceeding grade level standards.	37.5%	47.5%	CAASPP ELA	Annually
June 2023	3rd-5th	Hispanic or Latino	Increase percentage of students meeting or exceeding grade level standards.	47.3%	57.3%	CAASPP ELA	Annually
June 2023	3rd-5th	English Learner	Increase percentage of students meeting or exceeding grade level standards.	20%	30%	CAASPP ELA	Annually
June 2023	3rd-5th	Socioeconomically Disadvantaged	Increase percentage of students meeting or exceeding grade level standards.	44.4%	54.4%	CAASPP ELA	Annually
June 2023	3rd-5th	Black or African American	Increase percentage of students meeting or exceeding grade level standards.	70.6%	80.6%	CAASPP ELA	Annually

*Identified Need - Math

Wegeforth has made gains in past years on the SBAC in the area of mathematics, then slipped to lower rates of students meeting standards:

- Spring 2018: 3rd Grade 53% at or above standards; 4th Grade 28% at or above standards; 5th Grade 46% at or above standards
- Spring 2019: 3rd Grade 51% at or above standards; 4th Grade 53% at or above standards; 5th Grade 20% at or above standards
- Spring of 2019 was the last time that the CAASPP was administered. Targets are measured by that data, therefore there is little to no change in our goals.
- Spring of 2020: 3rd Grade 63% at or above standards; 4th Grade 33% at or above standards; 5th Grade 18% at or above standards
- Spring of 2021: 3rd Grade 45% at or above standards; 4th Grade 60% at or above standards; 5th Grade 38% at or above standards
- Spring of 2022: 3rd Grade 57% at or above standards; 4th Grade 38% at or above standards; 5th Grade 48% at or above standards.

Our TK-2nd grade performance is as follows:

- Spring 2022: TK 100% were at or above standards
- Spring 2022: Kindergarten 79% were at or above standards
- Spring 2022: 1st Grade 60% were at or above standards
- Spring 2022: 2nd Grade 77% were at or above standards.

We will also use district measures: DEMI, end of unit exams and Core SEL to measure progress.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase percentage of students who meet or exceed standards.	57%	67%	CAASPP Math	Annually
June 2023	4th	Increase percentage of students who meet or exceed standards.	38%	48%	CAASPP Math	Annually
June 2023	5th	Increase percentage of students who meet or exceed standards.	48%	58%	CAASPP Math	Annually
June 2022	3rd-5th	Increase percentage of students who meet or exceed standards.	47.6%	57.6%	CAASPP Math	Annually
November 2022	UTK-2nd	Increase percentage of students who meet or exceed standards as measured by SBRC.	57%	67%	Other (Describe in Objective)	Triennially

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

March 2023	UTK-2nd	Increase percentage of students who meet or exceed standards as measured by SBRC.	45%	55%	Other (Describe in Objective)	Triennially
June 2023	UTK-2nd	Increase percentage of students who meet or exceed standards as measured by SBRC.	59%	69%	Other (Describe in Objective)	Triennially

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Increase percentage of students who meet or exceed standards.	20.8%	30.8%	CAASPP Math	Annually
June 2023	3rd-5th	Hispanic or Latino	Increase percentage of students who meet or exceed standards.	37.9%	47.9%	CAASPP Math	Annually
June 2023	3rd-5th	English Learner	Increase percentage of students who meet or exceed standards.	27.3%	37.3%	CAASPP Math	Annually
June 2023	3rd-5th	Socioeconomically Disadvantaged	Increase percentage of students who meet or exceed standards.	44.4%	54.4%	CAASPP Math	Annually
June 2023	3rd-5th	Black or African American	Increase percentage of students who meet or exceed standards.	1%	10%	CAASPP Math	Annually

*Identified Need - English Learners

English Learner students make up 15% of the overall student population. According to the CA Dashboard, 81.8% of our English Learner students are performing below standards in ELA and 76.2% below standards in math. According to the 2020-2021 TK-5 Summative ELPAC data, 24.24% of our English learners were performing at Level 4 (well developed), 48.48% performing at Level 3 (moderately developed), and 15.15% performing at Level 2 (somewhat developed), and 12.12% performing at a Level 1 (minimally developed). We had 27 Afghan refugees enroll in the late winter/early spring. This represented approximately 15% of our student population.

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In SY 18/19, 19/20, and 20/21, 100% of Wegeforth's English learners that were eligible for reclassification were reclassified.
All targets are measured against CAASPP.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	English Learner	Reclassify 100% of students who are eligible for reclassification based on teacher recommendation and an eligible score on the summative ELPAC.	100%	100%	Summative ELPAC	Annually

*Identified Need - Graduation/Promotion Rate

Wegeforth students start out very strong, with 75% to 100% leaving kindergarten at grade level in ELA. There is a noticeable drop in the percentage of students meeting grade level standards beginning in 2nd grade. The data that our targets are based upon are from FAST aReading, DRA, i-Ready Reading and SBAC.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase percentage of students who meet or exceed grade level ELA standards.	41%	51%	CAASPP ELA	Annually
June 2023	5th	Increase percentage of students who meet or exceed grade level ELA standards.	64%	74%	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Students with Disabilities	increase percentage of students meeting	47%	57%	CAASPP ELA	Annually

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			or exceeding ELA standards				
June 2023	5th	Students with Disabilities	increase percentage of students meeting or exceeding ELA standards	16%	26%	CAASPP ELA	Annually
June 2023	3rd	Hispanic or Latino	increase percentage of students meeting or exceeding ELA standards	37%	47%	CAASPP ELA	Annually
June 2023	5th	Hispanic or Latino	increase percentage of students meeting or exceeding ELA standards	25%	35%	CAASPP ELA	Annually
June 2023	3rd	English Learner	increase percentage of students meeting or exceeding ELA standards	0%	10%	CAASPP ELA	Annually
June 2023	5th	English Learner	increase percentage of students meeting or exceeding ELA standards	15%	25%	CAASPP ELA	Annually
June 2023	3rd	Socioeconomically Disadvantaged	increase percentage of students meeting or exceeding ELA standards	29%	39%	CAASPP ELA	Annually
June 2023	5th	Socioeconomically Disadvantaged	increase percentage of students meeting	17%	27%	CAASPP ELA	Annually

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or exceeding ELA standards				
June 2023	3rd	Black or African American	increase percentage of students meeting or exceeding ELA standards	0%	10%	CAASPP ELA	Annually
June 2023	5th	Black or African American	increase percentage of students meeting or exceeding ELA standards	50%	60%	CAASPP ELA	Annually

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	All	Decrease the percentage of chronic absenteeism	51%	31%	Hoonuit Data	Monthly

i-Ready

***Students to be served by this Strategy/Activity**

All kindergarten-5th grade students at the school will benefit from this strategy/activity in the areas of English Language Arts and math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

i-Ready Comprehensive assessment - 3 diagnostics throughout the school year, provides data for teacher-led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

CoTA (Collaborations: Teachers and Artists)

***Students to be served by this Strategy/Activity**
 All students at the school will benefit from this strategy/activity in the areas of English Language Arts and math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**
 CoTA (Collaborations: Teachers and Artists)
 The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action. Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291BO	Contracted Svcs Less Than \$25K		\$5,225.00	\$5,225.00	0291-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		CoTA supports our STEAM through literacy and math. All students have this program in their classrooms.
	Prof&Curriclm Dev Vist Tchr				0291-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0291BP	CoTA supports LCAP Goals 1 & 2 by encouraging students to be in class (not absent or for behavioral reasons) and it provides multiple methods for students to demonstrate mastery of literacy standards.

PLC Release Days/Visiting Teachers

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the areas of English Language Arts and math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

PLC Release Days/Visiting Teachers
 Visiting teachers will be utilized for release days for teachers to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends.
 Due to the shortage in staffing of visiting teachers, these funds could be moved to Classroom Teacher Hourly in order to pay teachers to attend PLCs that extend beyond the workday, or software that will take student learning into the summer.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0291-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0291BP	Supports LCAP 1-3: provide PLC and PD release time to build skills around equity, literacy and math.

More Starfall

***Students to be served by this Strategy/Activity**

All students in UTK and kinder (as well as the first graders in the K/1st combo) will benefit from this strategy/activity in the areas of English Language Arts and math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Provides additional independent practice in letters, sounds and sight words. This program provides more accessibility than RazKidz.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02913Z	Software License		\$300.00	\$300.00	0291-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supports early learners with literacy and math (More Starfall) and all grade level students with language challenges (Everyday Speech)
Everyday Speech									
*Students to be served by this Strategy/Activity									
All students who receive speech services at the school will benefit from this strategy/activity in the area of English Language Art/Language Development, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
This software is used primarily by our speech/language pathologist as it supports development of language skills. Students need good language skills in order to progress academically.									
Brain POP									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity in the area of English Language Arts/English Language Development, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Extremely engaging for students; supports reading/writing, math, STEAM, VAPA and English learners/ELD.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291Q	Software License		\$1,089.00	\$1,089.00	0291-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Brain POP supports literacy and language development

STEAM

***Students to be served by this Strategy/Activity**

In school year 22/23, all students in grades UTK-5th grades at the school will benefit from this strategy/activity in the area of English Language Arts and math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Ongoing training and supplies will be provided by the district to continue building the STEAM program at Wegeforth Elementary. The site must pay for visiting teachers for site teachers who changed grade levels after STEAM training began three years ago. Additionally, the site is purchasing STEAM materials for online learning.

In School Resource Teacher

***Students to be served by this Strategy/Activity**

All students with a focus on English Learners, Hispanic students, Black Youth, and Students with Disabilities.

***Strategy/Activity - Description**

In school resource teacher will focus on at-risk students. Providing additional balanced literacy, for example Guided reading, Guided writing and shared reading and writing.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02911F	Inschool Resource Tchr - Vacancy, SBB2535911	0.10000	\$9,891.60	\$12,293.99	0291-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teacher will providing small group support for struggling student 3-5 in ELA.
F02911G	Inschool Resource Tchr - Vacancy, SBB2535911	0.20000	\$19,783.20	\$24,587.95	0291-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher will providing small group support for struggling student 3-5 in ELA.
F02911H	Inschool Resource Tchr - Vacancy, SBB2535911	0.10000	\$9,891.60	\$12,293.99	0291-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource teacher will providing small group support for struggling student 3-5 in ELA.

***Additional Supports for this Strategy/Activity**

HRS Task Force									
*Students to be served by this Strategy/Activity									
All students will benefit from the work of our CSI Task Force.									
*Strategy/Activity - Description									
Funds were set aside for a Highly Reliable School training that this team participated in outside of contract hours. This team works on improving PLCs, which will improve Tier 1 instruction.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02919Z	Non Clsrm Tchr Hrly		\$1,212.00	\$1,500.57	0291-31820-23-1957-2490-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		HRS Task Force will work during prep times occasionally and need to be paid for that in order to carry out the tasks that will lead Wegeforth to be a Highly Reliable School.
	Prof&Currielm Dev Vist Tchr				0291-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0291BP	HRS Task Force will meet during school hours occasionally and need coverage for their classrooms in order to carry out the tasks that will lead Wegeforth to be a Highly Reliable School.
After-School Tutoring									
*Students to be served by this Strategy/Activity									
Our students who are on the cusp of proficiency in literacy and/or math, as well as our most struggling students at the school, will benefit from this strategy/activity, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Our site saw great growth in students when we returned to in-person learning in April of 2021. As a school, we decided to continue with after-school tutoring last school year, wherein teachers are bringing a small group of their own students after school to provide intense interventions. This will be done in 6-week cycles, pre- and post-assessments will be conducted for each cycle. There could be different students in each cycle.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02918	Non Clsrm Tchrr Hrly		\$808.00	\$1,000.39	0291-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]		Resident visiting teacher will participate in after-school tutoring for 3rd grade.
N02915E	Supplies		\$577.00	\$577.00	0291-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers will need additional supplies to support their after-school tutoring students such as notebooks, pencils, paper.
N02919U	Supplies		\$3,000.00	\$3,000.00	0291-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Teachers will need additional supplies to support their after-school tutoring students such as whiteboards, markers, and post-its.
N0291BB	Classroom Teacher Hrly		\$3,238.00	\$4,008.97	0291-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Kindergarten through 5th grade teachers will participate in after school tutoring to continue our momentum of student growth in both ELA and Math.
N0291BC	Classroom Teacher Hrly		\$808.00	\$1,000.39	0291-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Kindergarten through 5th grade teachers will participate in after school tutoring to continue our momentum of student growth in both ELA and Math.
N0291BM	Classroom Teacher Hrly		\$20,596.00	\$25,499.91	0291-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Kindergarten through 5th grade teachers will participate in after school tutoring to continue our momentum of student growth in both ELA and Math.
Eureka Math Materials									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, including supports for English learners.									

*Strategy/Activity - Description									
We saw great gains in math last year, especially with our 5th graders. They have used this math resource for two years. We have been making photos from the free website, but now want to use it school-wide. In order to help teachers be more efficient in its use, and to save paper, we will purchase the teachers' and students' materials.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291BN	Supplies		\$10,300.00	\$10,300.00	0291-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Provide more challenging math curriculum that better supports students' understanding of math CCSS. Used last year, and math performance increased significantly.
Books to Support Inclusion									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically students of different cultures and different identities.									
*Strategy/Activity - Description									
Purchase books to create a library of books reflective of LBTQ student population. First, it will be part of our teacher resource library so they can be introduced to students through read aloud, then either made available for student check-out or given to teachers for classroom library additions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0291-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0291BN	Purchase teacher and student materials for Eureka math and books depicting different cultures and identities.
	Supplies				0291-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with	Purchase of materials needed in after school tutoring such as journals, markers, sentence frames.

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

High Expectations for All | Ref Id :
N02919U

Culturally Responsive Practices SEL

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, black youth and students who are considered Socioeconomically Disadvantaged. Over 63% of Wegeforth's student population is considered socioeconomically disadvantaged. This group is addressed in the goal is black youth.

*Strategy/Activity - Description

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Culturally Responsive-Sustaining Practices

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0291-31820-23- 1192-1000-1110- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0291BP	All of our new staff will be trained on restorative justice practices and trauma-informed care.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Most of our parents work, and due to the ongoing construction that's creating egress restrictions, parents still have little to no access to campus. The majority of our parents who do get involved attend their children's field trips. In addition, all parents attend our twice per year dance performances; this year we will only be able to have one dance performance since our dance teacher position has only recently been filled. Our PTA Executive Board and School Site Council take on the majority of volunteer responsibilities.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Teachers are being encouraged to invite more parents to volunteer more in their classrooms.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

There continues to be little to no access to campus for parents due to the ongoing construction, which is restricting routes of egress.

***Identified Need**

The goal is to increase parent engagement and strengthen the school-home relationships with families. Wegeforth will continue to partner with Cornerstone, which provides wrap-around therapy services for our students with mental health needs and have Medi-Cal or no insurance. Teachers will continue to hold restorative circles in class, and to use the social/emotional curriculum to support students with social and emotional needs.

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement MTSS School wide to cultivate a positive school culture. According to the 2021-2022 California School Parent Survey (CSPS), the average parent involvement rate is at 49% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 80 parents completed the survey in a student population of 178 students.

Parent Involvement (indicators) that include only "Strongly Agree" responses:

School Promotes Parent Involvement	49% Strongly Agree
Communication with Parents about School Questions	53% Strongly Agree
Parental Involvement in School (attended meetings, served on committees)	42% Reporting "Yes"
Student Learning Environment Questions	47% Strongly Agree

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation from all parent groups as measured by CSPS	80	100	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the percentage of parent participation from all parent groups as measured by CSPS	45%	80%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School promotes parental involvement from all parent groups as measured by CA Parent Survey.	49%	75%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in	42%	75%	Other - Describe in Objective

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		Indicator 2: Parent involvement from all parent groups as measured by CA Parent Survey.			
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School encourages me to be an active partner from all parent groups as measured by CA Parent Survey.	49%	75%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: School actively seeks the input of parents from all parent groups as measured by CA Parent Survey.	40%	75%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 5: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	36%	60%	Other - Describe in Objective

Capacity Building: Parent Training/Workshops (PTA, SSC)

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Teachers will have the opportunity to design a training experience in ELA or math for our PTA or SSC.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291BE	In-service supplies		\$100.00	\$100.00	0291-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent meetings.

Parent Communication and Community Resources

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Increase home-school communication:

- Call-outs with accompanying emails
- Class Dojo
- Peach jar
- Facebook
- Paper flyers (Tuesday packets when we return to brick and mortar)
- Increase Principal/Parent meetings

Wegeforth Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Some of these funds may need to be transferred to translation services so that we can accommodate all parents involved in School Site Council and Site Governance Team.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02911R	Interprogram Svcs/Paper		\$581.00	\$581.00	0291-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		All school activities that include data, site information (conference times) and other mailers.

Creating a Safe and Welcoming Environment for Parents

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

- Improve the front of the school so that it is clean, warm and inviting.
- Identify areas in the front office that need to be organized so it's easy for parents to navigate the area.
- Re=establish an existing bulletin board on campus, outside of the office, that contains parent information.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0291BD	Other Support Prsnl PARAS Hrly		\$146.00	\$200.04	0291-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will be used for translations services during parent meetings.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Wegeforth Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 37,472
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 53,034
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 125,893

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 19,084
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 19,084

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 16,303
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 16,303

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 125,893

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Wegeforth Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	9,891.60	0.1	\$9,891.60
Wegeforth Elementary			3000 Benefits			0	\$2,402.39
Wegeforth Elementary		Inschool Resource Tchr Total				0.1	\$12,293.99
Wegeforth Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	3,238.00	0	\$3,238.00
Wegeforth Elementary			3000 Benefits			0	\$770.97
Wegeforth Elementary		(blank) Total				0	\$4,008.97
Wegeforth Elementary	09800 LCFF Intervention Support Total					0.1	\$16,302.96
Wegeforth Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	4,308.13	0.125	\$4,308.13
Wegeforth Elementary			3000 Benefits			0	\$1,605.11
Wegeforth Elementary		Guidance Asst Total				0.125	\$5,913.24
Wegeforth Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
Wegeforth Elementary			3000 Benefits			0	\$4,804.75
Wegeforth Elementary		Inschool Resource Tchr Total				0.2	\$24,587.95
Wegeforth Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	808	0	\$808.00
Wegeforth Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	808	0	\$808.00
Wegeforth Elementary			3000 Benefits			0	\$384.78
Wegeforth Elementary			4301 Supplies	Supplies	3,000.00	0	\$3,000.00
Wegeforth Elementary			5841 Software License	Software License	1,089.00	0	\$1,089.00
Wegeforth Elementary		(blank) Total				0	\$6,089.78
Wegeforth Elementary	30100 Title I Basic Program Total					0.325	\$36,590.97
Wegeforth Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	146	0	\$146.00
Wegeforth Elementary			3000 Benefits			0	\$54.04
Wegeforth Elementary			4304 Inservice supplies	Inservice supplies	100	0	\$100.00
Wegeforth Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	581	0	\$581.00
Wegeforth Elementary		(blank) Total				0	\$881.04
Wegeforth Elementary	30103 Title I Parent Involvement Total					0	\$881.04
Wegeforth Elementary	30106 Title I Supplmnt Prog Imprvmnt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	4,308.13	0.125	\$4,308.13
Wegeforth Elementary			3000 Benefits			0	\$1,605.11
Wegeforth Elementary		Guidance Asst Total				0.125	\$5,913.24
Wegeforth Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	9,891.60	0.1	\$9,891.60
Wegeforth Elementary			3000 Benefits			0	\$2,402.39
Wegeforth Elementary		Inschool Resource Tchr Total				0.1	\$12,293.99
Wegeforth Elementary		(blank)	4301 Supplies	Supplies	577	0	\$577.00
Wegeforth Elementary			5841 Software License	Software License	300	0	\$300.00
Wegeforth Elementary		(blank) Total				0	\$877.00
Wegeforth Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.225	\$19,084.23
Wegeforth Elementary	31820 ESSA Schl Imp (CSI) Funding	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	20,596.00	0	\$20,596.00
Wegeforth Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	8,488.00	0	\$8,488.00
Wegeforth Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,212.00	0	\$1,212.00
Wegeforth Elementary			3000 Benefits			0	\$7,213.48
Wegeforth Elementary			4301 Supplies	Supplies	10,300.00	0	\$10,300.00
Wegeforth Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	5,225.00	0	\$5,225.00
Wegeforth Elementary		(blank) Total				0	\$53,034.48
Wegeforth Elementary	31820 ESSA Schl Imp (CSI) Funding Total					0	\$53,034.48

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Wegeforth Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022/2023

2.0 With approval from the local governing board, Wegeforth Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) The written Title 1 Parent and Family Engagement Policy was reviewed/discussed/and approved by the School Site Council.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Wegeforth Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Wegeforth held a Title 1 and ELAC meeting on September 12, 2022, at 6:00 p.m. Notification of the meeting was made in several ways: a paper flyer was sent home, it was announced at the two orientation meetings held on August 26, 2022. It was also sent out by telephone and email via SchoolMessenger. It was posted on School Dojo and Class Tag. It was also announced on the Wegeforth Facebook page.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- ❖ UTK and Kindergarten Orientation 12:00 p.m.
- ❖ All School Orientation 5:00 p.m.
- ❖ Morning Assembly is the first day of each week at 8:10 a.m.

- ❖ Title 1 and ELAC Meeting at 6:00 p.m.
- ❖ PTA Board Meetings 2nd Tuesday at 6:00 p.m.
- ❖ PTA General Meetings quarterly at 5:00 p.m.
- ❖ Meetings offered on Zoom to accommodate busy schedules and transportation needs.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- ❖ Site Governance Team and School Site Council Meetings are held monthly to regularly inform and solicit input from parents and about Title 1 funds usage, data to support the continuance of programs or revisions as needed. All of the Wegeforth community is invited to these monthly meetings and notified that only elected members may vote on agenda items, but input is welcome from all constituents.
- ❖ Parent and Family Engagement Policy is reviewed, revised and approved by School Site Council, a public monthly meeting.
- ❖ Site Governance Team and School Site Council jointly develop the School Plan for Student Achievement, as well as the Title 1 budgets. These are public monthly meetings.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

A Title 1 Parent Meeting is held within the first month of school. All parents and families are invited to attend.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

The Site Governance Team discusses the instructional program and approves or denies changes to it. These monthly meetings are public.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents can and do request meetings regarding individual suggestions and concerns. These requests can take place more quickly than waiting for a Site Governance Team or School Site Council meeting, although those two venues are always open to all parents.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

During our Fall Title 1 Parent Meeting, the curriculum is discussed. Parents have regular opportunities to ask questions about the SWP during monthly SGT meetings. If a parent has comments on the plan, the site Instructional Leadership Team will discuss it prior to reaching out to the district. If necessary, the ILT will reach out to the appropriate department.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements

of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Wegeforth offers parent-teacher conferences at least two times per year, but parents are welcome to request a conference at any time. Parents can also reach out to parents via the classroom electronic messaging system or email with questions about standards and assessments. Teachers communicate with parents regularly especially if a child is performing well below grade level standards.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

During School Orientation and Back to School Night, academic expectations are explained and requests for clarification are invited. If there are any additional requests for suggestions from parents to help to improve their child's growth, individual conversations will take place in order to customize the information. Any materials needed for parent support and involvement will be provided.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Although parent involvement has been hampered by the pandemic restrictions over the past two years, and now with our invasive constructions, teachers and staff continue to welcome communication with parents. Particularly in PTA meetings, we brainstorm manners in which parents can be involved on campus. We are able to invite parents as in-class volunteers and teachers reach out as the need arises. When we have events on campus, we also open those up to parent volunteers.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Wegeforth partners with the Ballard Parent Center in order to provide information regarding parent resources that encourage and support parents.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Wegeforth sends information to parents in a variety of formats: telephone and email via SchoolMessenger; electronically via School Dojo and Class Tag; on social media via the Wegeforth Facebook page and peachjar.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

The support that Wegeforth provides for parent involvement activities is primarily through Parent-Teacher Association (PTA), Site Governance Team (SGT) and School Site Council (SSC). Our site is looking into additional opportunities.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Wegeforth Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Wegeforth has bilingual staff who speak Spanish, Pashto, Dari/Farsi/Persian, Gujarati, Tagalog, and possibly one other language from India. We have two parents on our SGT and SSC who are English learners. We utilize the district's Translation Services for these meetings so that all members can access the conversations and information.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact SY 2022/2023
Wegeforth Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

All teachers at Wegeforth Elementary are highly trained in teaching multiple subjects that are grounded in grade level Common Core State Standards. Teachers work in teams in order to problem-solve strategies that will support every student in meeting those standards. Instruction includes whole group instruction, small group focused instruction, and 1:1 individualized instruction in order to meet the needs of a variety of learners.

Wegeforth parents are provided with regular communication regarding their child's academic progress. The largest part of the individualized parent communication takes place during Parent-Teacher conferences, which are scheduled at least twice per year. However, we do our best to make sure all parents know that they can request a conference with their child's teacher at any time. Teachers work in partnership with parents to share the responsibility of supporting student achievement. Teachers are encouraged to invite parents to volunteer in the classroom, and parents may also request the opportunity to do so.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

All Wegeforth parents are invited to at least one Parent-Teacher Conference per year. Parents may request additional conferences at any time.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents are provided with written progress reports at least three times per year. Parents are contacted more often if a child is performing below grade level.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents are invited to join classroom electronic communication systems such as Class Dojo and Class Tag. Parents can email parents or call and leave a message. Telephone calls cannot be transferred to classrooms as we protect all instructional minutes. Teachers are encouraged to invite parents to volunteer in their classrooms, and parents can inquire about such opportunities. Parents can set up an observation of their children's class with the classroom teacher at a mutually agreed-upon time.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Class Dojo, Class Tag and email are the most efficient two-way meaningful means of communication between parents and staff when it isn't possible to have a face-to-face meeting. Our SchoolMessenger system and our Class Dojo/School Dojo systems have translation capabilities.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found

at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support / School Dashboard Additional Reports and Data

Wegeforth Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Red	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Yellow	Blue
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Red	None	None	Orange	Orange
Students with Disabilities	Red	Red	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Red	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Red	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Wegeforth
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	44.7	91	41.8	96	34.4	120	35.8	83	53.0	8.3	17.2	85	31.8	90	43.3	99	39.4	119	39.5	84	47.6	15.8	8.1
Female	35	54.3	34	58.8	30	50.0	34	44.1	27	63.0	8.7	18.9	35	31.4	33	54.5	32	37.5	34	38.2	27	48.1	16.7	9.9
Male	50	38.0	57	31.6	66	27.3	86	32.6	56	48.2	10.2	15.6	50	32.0	57	36.8	67	40.3	85	40.0	57	47.4	15.4	7.4
African American	8	-	11	72.7	6	-	7	-	6	-	-	-	8	-	10	50.0	7	-	7	-	6	-	-	-
Asian	3	-	4	-	6	-	12	91.7	7	-	-	-	3	-	5	-	6	-	12	83.3	7	-	-	-
Filipino	1	-	4	-	6	-	8	-	6	-	-	-	1	-	4	-	6	-	8	-	6	-	-	-
Hispanic	36	47.2	41	29.3	47	25.5	55	25.5	29	41.4	-5.8	15.9	36	19.4	41	34.1	49	24.5	54	27.8	29	37.9	18.5	10.1
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	18	50.0	17	41.2	16	31.3	25	28.0	21	57.1	7.1	29.1	18	44.4	17	47.1	16	56.3	25	44.0	22	54.5	10.1	10.5
Multiracial	15	53.3	11	45.5	9	-	13	30.8	14	78.6	25.3	47.8	15	33.3	10	50.0	9	-	13	30.8	14	64.3	31.0	33.5
English Learner	14	21.4	21	4.8	20	10.0	22	18.2	10	20.0	-1.4	1.8	14	28.6	22	18.2	22	22.7	21	23.8	11	27.3	-1.3	3.5
English-Speaking	71	49.3	70	52.9	76	40.8	98	39.8	73	57.5	8.2	17.7	71	32.4	68	51.5	77	44.2	98	42.9	73	50.7	18.3	7.8
Reclassified†	7	-	4	-	15	53.3	22	68.2	10	60.0	-	-8.2	7	-	4	-	15	60.0	22	81.8	10	60.0	-	-21.8
Initially Eng. Speaking	64	48.4	66	54.5	61	37.7	76	31.6	63	57.1	8.7	25.5	64	31.3	64	51.6	62	40.3	76	31.6	63	49.2	17.9	17.6
Econ. Disadv.*	58	44.8	58	39.7	65	30.8	85	25.9	45	44.4	-0.4	18.5	58	27.6	57	36.8	67	34.3	84	35.7	45	44.4	16.8	8.7
Non-Econ. Disadv.	27	44.4	33	45.5	31	41.9	35	60.0	38	63.2	18.8	3.2	27	40.7	33	54.5	32	50.0	35	48.6	39	51.3	10.6	2.7
Gifted	24	75.0	21	61.9	16	43.8	10	60.0	3	-	-	-	24	50.0	21	66.7	16	62.5	9	-	3	-	-	-
Not Gifted	61	32.8	70	35.7	80	32.5	110	33.6	80	51.2	18.4	17.6	61	24.6	69	36.2	83	34.9	110	39.1	81	45.7	21.1	6.6
With Disabilities	19	21.1	24	20.8	26	19.2	41	29.3	25	36.0	14.9	6.7	19	26.3	24	33.3	26	34.6	41	22.0	25	20.0	-6.3	-2.0
WO Disabilities	66	51.5	67	49.3	70	40.0	79	39.2	58	60.3	8.8	21.1	66	33.3	66	47.0	73	41.1	78	48.7	59	59.3	26.0	10.6
Homeless	1	-	2	-	3	-	9	-	3	-	-	-	1	-	1	-	3	-	9	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	13	53.8	11	72.7	6	-	9	-	4	-	-	-	13	53.8	11	45.5	7	-	9	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Wegeforth
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	23	47.8	40	35.0	29	48.3	0	-	29	41.4	-6.4	-	23	47.8	40	50.0	30	53.3	40	52.5	30	56.7	8.9	4.2
Female	9	-	14	50.0	12	58.3	0	-	8	-	-	-	9	-	14	57.1	12	41.7	11	45.5	8	-	-	-
Male	14	35.7	26	26.9	17	41.2	0	-	21	38.1	2.4	-	14	50.0	26	46.2	18	61.1	29	55.2	22	54.5	4.5	-0.7
African American	1	-	3	-	1	-	0	-	3	-	-	-	1	-	3	-	2	-	3	-	3	-	-	-
Asian	1	-	2	-	3	-	0	-	3	-	-	-	1	-	2	-	3	-	2	-	3	-	-	-
Filipino	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	2	-	2	-	-	-
Hispanic	11	45.5	23	26.1	13	38.5	0	-	10	30.0	-15.5	-	11	27.3	23	39.1	13	38.5	19	42.1	10	50.0	22.7	7.9
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	4	-	7	-	0	-	7	-	-	-	4	-	4	-	7	-	8	-	8	-	-	-
Multiracial	3	-	4	-	1	-	0	-	4	-	-	-	3	-	4	-	1	-	6	-	4	-	-	-
English Learner	6	-	13	7.7	4	-	0	-	7	-	-	-	6	-	13	15.4	4	-	5	-	8	-	-	-
English-Speaking	17	58.8	27	48.1	25	52.0	0	-	22	45.5	-13.3	-	17	52.9	27	66.7	26	57.7	35	51.4	22	63.6	10.7	12.2
Reclassified†	0	-	2	-	7	-	0	-	4	-	-	-	0	-	2	-	7	-	7	-	4	-	-	-
Initially Eng. Speaking	17	58.8	25	52.0	18	38.9	0	-	18	33.3	-25.5	-	17	52.9	25	68.0	19	47.4	28	39.3	18	55.6	2.7	16.3
Econ. Disadv.*	15	46.7	24	29.2	22	50.0	0	-	19	31.6	-15.1	-	15	46.7	24	41.7	22	54.5	28	46.4	19	47.4	0.7	1.0
Non-Econ. Disadv.	8	-	16	43.8	7	-	0	-	10	60.0	-	-	8	-	16	62.5	8	-	12	66.7	11	72.7	-	6.0
Gifted	8	-	6	-	3	-	0	-	3	-	-	-	8	-	6	-	3	-	1	-	3	-	-	-
Not Gifted	15	40.0	34	29.4	26	46.2	0	-	29	41.4	1.4	-	15	40.0	34	44.1	27	48.1	39	51.3	30	56.7	16.7	5.4
With Disabilities	5	-	9	-	5	-	0	-	8	-	-	-	5	-	9	-	5	-	15	46.7	8	-	-	-
WO Disabilities	18	50.0	31	38.7	24	50.0	0	-	21	47.6	-2.4	-	18	50.0	31	54.8	25	52.0	25	56.0	22	72.7	22.7	16.7
Homeless	1	-	1	-	2	-	0	-	3	-	-	-	1	-	1	-	2	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	2	-	0	-	3	-	-	-	2	-	2	-	3	-	5	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Wegeforth
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	35.5	29	44.8	43	25.6	0	-	29	55.2	19.7	-	31	29.0	30	43.3	43	25.6	30	53.3	29	37.9	8.9	-15.4
Female	14	50.0	10	60.0	12	41.7	0	-	12	75.0	25.0	-	14	28.6	10	60.0	12	25.0	10	60.0	12	50.0	21.4	-10.0
Male	17	23.5	19	36.8	31	19.4	0	-	17	41.2	17.7	-	17	29.4	20	35.0	31	25.8	20	50.0	17	29.4	0.0	-20.6
African American	4	-	4	-	4	-	0	-	2	-	-	-	4	-	4	-	4	-	0	-	2	-	-	-
Asian	1	-	1	-	2	-	0	-	0	-	-	-	1	-	2	-	2	-	5	-	0	-	-	-
Filipino	0	-	2	-	2	-	0	-	4	-	-	-	0	-	2	-	2	-	2	-	4	-	-	-
Hispanic	14	42.9	10	30.0	24	16.7	0	-	11	63.6	20.7	-	14	21.4	10	30.0	24	16.7	12	33.3	11	45.5	24.1	12.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	8	-	7	-	3	-	0	-	8	-	-	-	8	-	7	-	3	-	9	-	8	-	-	-
Multiracial	4	-	4	-	6	-	0	-	4	-	-	-	4	-	4	-	6	-	2	-	4	-	-	-
English Learner	4	-	8	-	12	0.0	0	-	1	-	-	-	4	-	9	-	12	16.7	4	-	1	-	-	-
English-Speaking	27	37.0	21	61.9	31	35.5	0	-	28	57.1	20.1	-	27	25.9	21	52.4	31	29.0	26	57.7	28	39.3	13.4	-18.4
Reclassified†	0	-	1	-	4	-	0	-	3	-	-	-	1	-	1	-	4	-	7	-	3	-	-	-
Initially Eng. Speaking	26	38.5	20	60.0	27	37.0	0	-	25	64.0	25.5	-	26	26.9	20	50.0	27	25.9	19	42.1	25	44.0	17.1	1.9
Econ. Disadv.*	23	34.8	17	52.9	27	18.5	0	-	18	55.6	20.8	-	23	21.7	18	44.4	27	22.2	22	54.5	18	38.9	17.2	-15.6
Non-Econ. Disadv.	8	-	12	33.3	16	37.5	0	-	11	54.5	-	-	8	-	12	41.7	16	31.3	8	-	11	36.4	-	-
Gifted	7	-	9	-	6	-	0	-	3	-	-	-	7	-	9	-	6	-	3	-	3	-	-	-
Not Gifted	24	25.0	20	45.0	37	21.6	0	-	29	55.2	30.2	-	24	20.8	21	33.3	37	24.3	27	51.9	29	37.9	17.1	-14.0
With Disabilities	19	21.1	11	18.2	12	16.7	0	-	7	-	-	-	7	-	11	45.5	12	8.3	8	-	7	-	-	-
WO Disabilities	24	45.8	18	61.1	31	29.0	0	-	22	59.1	13.3	-	24	29.2	19	42.1	31	32.3	22	68.2	22	45.5	16.3	-22.7
Homeless	1	-	2	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	7	-	2	-	0	-	1	-	-	-	5	-	7	-	2	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Wegeforth
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	51.6	22	50.0	24	33.3	0	-	25	64.0	12.4	-	31	22.6	20	30.0	26	46.2	49	20.4	25	48.0	25.4	27.6
Female	12	50.0	10	70.0	6	-	0	-	7	-	-	-	12	25.0	9	-	8	-	13	15.4	7	-	-	-
Male	19	52.6	12	33.3	18	27.8	0	-	18	66.7	14.1	-	19	21.1	11	18.2	18	44.4	36	22.2	18	55.6	34.5	33.4
African American	3	-	4	-	1	-	0	-	1	-	-	-	3	-	3	-	1	-	4	-	1	-	-	-
Asian	1	-	1	-	1	-	0	-	4	-	-	-	1	-	1	-	1	-	5	-	4	-	-	-
Filipino	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	4	-	0	-	-	-
Hispanic	11	54.5	8	-	10	30.0	0	-	8	-	-	-	11	9.1	8	-	12	25.0	23	13.0	8	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	6	-	6	-	6	-	0	-	6	-	-	-	6	-	6	-	6	-	8	-	6	-	-	-
Multiracial	8	-	3	-	2	-	0	-	6	-	-	-	8	-	2	-	2	-	5	-	6	-	-	-
English Learner	4	-	0	-	4	-	0	-	2	-	-	-	4	-	0	-	6	-	12	8.3	2	-	-	-
English-Speaking	27	55.6	22	50.0	20	35.0	0	-	23	69.6	14.0	-	27	25.9	20	30.0	20	50.0	37	24.3	23	52.2	26.3	27.9
Reclassified†	6	-	1	-	4	-	0	-	3	-	-	-	6	-	1	-	4	-	8	-	3	-	-	-
Initially Eng. Speaking	21	52.4	21	52.4	16	37.5	0	-	20	70.0	17.6	-	21	19.0	19	31.6	16	56.3	29	17.2	20	50.0	31.0	32.8
Econ. Disadv.*	20	55.0	17	41.2	16	25.0	0	-	8	-	-	-	20	20.0	15	20.0	18	27.8	34	14.7	8	-	-	-
Non-Econ. Disadv.	11	45.5	5	-	8	-	0	-	17	70.6	25.1	-	11	27.3	5	-	8	-	15	33.3	17	47.1	19.8	13.8
Gifted	9	-	6	-	7	-	0	-	3	-	-	-	9	-	6	-	7	-	5	-	3	-	-	-
Not Gifted	22	36.4	16	37.5	17	35.3	0	-	22	59.1	22.7	-	22	18.2	14	21.4	19	36.8	44	20.5	22	40.9	22.7	20.4
With Disabilities	7	-	4	-	9	-	0	-	10	40.0	-	-	7	-	4	-	9	-	18	5.6	10	30.0	-	24.4
WO Disabilities	24	58.3	18	55.6	15	46.7	0	-	15	80.0	21.7	-	24	25.0	16	37.5	17	41.2	31	29.0	15	60.0	35.0	31.0
Homeless	1	-	1	-	3	-	0	-	2	-	-	-	0	-	1	-	3	-	4	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	-	2	-	0	-	0	-	-	-	6	-	2	-	2	-	3	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: WEGEFORTH ELEMENTARY**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Guidance Assistant*****Strategy/Activity - Description**

Guidance Assistant

Suspension Rate and Chronic Absenteeism

The Guidance Assistant will support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, MHRS, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease suspension and chronic absenteeism rates. The Guidance Assistant will conduct home contacts as often as weekly (when appropriate), to ensure families receive the supports they need to help their children make good decisions at school so they stay in school. The Guidance Assistant will also be an active member of the Multiple Tiers of Supports and Services team (MTSS) and/or other subcommittees as needed to support the positive school culture.

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk
- No Place for Hate: Guidance Assistant will be an integral part of implementing this program, which builds student leaders to increase positive climate.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst	0.25000	\$10,852.69	30106-2404	Guidance assistant to support social emotional goals for our students. Will also work on student attendance.		Guidance Asst. resigned at the end of September 2021 and we were unable to fill that position.	While Guidance Asst. was with us, we felt she added a great deal to our battle against chronic absenteeism and supporting students SEL. This position was filled by HR over the summer.

Cornerstone							
*Strategy/Activity - Description							
<p>Cornerstone</p> <p><u>Suspension Rate and Chronic Absenteeism</u></p> <p>As part of our goal of reducing chronic absenteeism and suspension rates, we have partnered with Cornerstone, which is a free service to students who have no insurance or receive Medi-Cal. This program provides counseling for school-related concerns, wraparound services, and had great success re-engaging students in online learning last Spring.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor SBB2530498	0.20000	\$21,030.57	30100-1210	Counselor will support students and families with resources to improve attendance and reduce poor social behaviors. Counselor will teach 2nd step and support for "No Place for Hate". District will be taking on this FTE and site will reallocate funds.	We were able to increase the amount of time our counselor was in classrooms, teaching Second Step by adding this additional day. She also started the No Place For Hate program. The district changed the elementary school allocation from 1 day/week to 2 days/week, so this money was returned to our site budget.	Prior to adding the additional day of counseling, Wegeforth's suspension rate (pre-COVID) was at a high of 13.1 %. Chronic absenteeism data is not relevant due to the extremely restrictive COVID guidelines. However, our suspension rate fell to 1.7% in 21/22. Our counselor assisted admin and teachers in RJP after harm was done to the community as well.	No modifications. District continues to pay for 2 days/week for elementary school counselors.
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CoTA

***Strategy/Activity - Description**

CoTA

Suspension Rate and Chronic Absenteeism

Collaboration of Teachers & Artists (CoTA) is a program wherein resident artists plan with teachers to integrate art into the core curriculum. We will focus on ELA and math this year. We have utilized this program for the past three years: in 18/19, we had a grant through the district; in 19/20, CoTA donated their services. In 20/21, we funded this program as part of our CSI plan. The focus has been ELA, and science or STEAM. This program keeps students highly engaged, which encourages regular school attendance and expected behaviors. We expanded this program school-wide; the first two years were only for TK-2nd grade.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

30100 NonClstrm Teacher Hrly (planning outside work hours)

31820 Independent Contracts

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clstrm Tchr Hrly		\$4,295.18	30100-1957	Teachers plan outside of the workday, 30 minutes per week, 10 teachers, with the resident artist	The teacher and artist co-planning time is key in order to address the individual students who are being monitored more		No modifications

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				for each week's lesson.	closely. This time is also crucial in order to align the CoTA work to the current class work in literacy.	
Contracted Svcs Less Than \$25K		\$4,600.00	31820-5853	CoTA is a program that targets increasing student engagement, supports ELA goals, suspension rates, and attendance goals.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively impacted by this visual arts program are our students with disabilities, our English learners, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate	Our Instructional Leadership Team is working on a pre- and post-assessment that will glean data that will quantify the effectiveness of CoTA.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>their mastery of grade level standards in a variety of ways. Our students who are chronically absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.</p>	
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PLC/PD

***Strategy/Activity - Description**

PLC Release Days/Visiting Teachers
 Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends.
 Courageous Principals conference will further develop leadership in strengthening PLC and quality PD, which includes teachers collaborating and including all teaching staff.
 31820 Professional Development/Visiting Teachers
 31820 Travel Conf

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Travel Conference		\$1,000.00	31820-5207	Courageous Principals conference: strengthen leadership in building stronger, more collaborative and inclusive PLCs and PDs		Due to COVID-19 restrictions, this conference was not held in FY 21/22	None
Classroom Teacher Hrly		\$1,600.66	31820-1157	These funds will be used to pay teacher for PLC/grade level planning that takes place outside the work day. The PLC work and planning will support our ELA goals.	We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have	We did have a few PLCs during the work day, but occasionally those had to be cancelled due to a lack of visiting teachers.	These funds will be used for after school tutoring. Our VT funds will provide us with the means to hold PLCs during the work day.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>several meetings per year. We also started after school tutoring, which took time away from meetings after school.</p>		

Goal 2 - English Language Arts

i-Ready

***Strategy/Activity - Description**

i-Ready Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher -led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License		\$4,043.50	31820-5841	i-Ready supports our ELA goals and provides another common assessment point for teachers to callibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i-Ready Reading and have found that it is a great tool in supporting literacy.		No modification except that the district is using its CSI funds to purchase this software for CSI schools for SY 22/23.
Contracted Svcs Less Than \$25K		\$1,000.00	31820-5853	Professional development provided by i-Ready to use the software that supports our ELA goal.	Because teachers had been out of the classroom for many trainings, not to mention teaching online for a year, they didn't want to take much time out of the classroom in 21/22. Therefore, we were able to access the i-Ready Reading professional learning in PLC configurations within the school day.		No modification except that the district is using its CSI funds to purchase this software for CSI schools for SY 22/23.

San Diego Oasis

***Strategy/Activity - Description**

San Diego Oasis

Volunteer tutors work with 2nd-4th graders, who are struggling in literacy, enhance their reading and writing skills. The summer program was online and had very good attendance. Through the Oasis Intergenerational Tutoring program, volunteers, your neighborhood schools and Oasis work together to help children build reading skills, self-esteem and positive attitudes toward learning. Adults ages 50 years and older are paired with students. Improve Children's Reading Skills and Test Scores Over nearly two decades, OASIS Intergenerational Tutoring has consistently improved students' reading ability, academic performance and attitudes about learning. The program taps the tremendous potential of committed volunteers who have the time, patience and life experience to make a profound difference in the lives of children. Intergenerational Tutoring takes advantage of the special relationships that develop across generations to reap benefits for both children and adults. Basics of the Program · The tutors are volunteers who have a love of reading and a love of children. · They come with prepared lesson plans so there is no additional burden on teachers. · Tutors are trained to use a curriculum specially designed by reading professionals for K-4 students. · The tutor works with the same child each week. Intergenerational Tutoring has been implemented in 20 cities and more than 100 school districts across the U.S. It has won numerous national, state and local awards for its success in linking struggling students with trained volunteers who are eager to pass on a love of reading. Easy for schools to implement. Since 1989, our volunteers have helped hundreds of thousands of children to read and become more successful in school. In annual evaluations the program consistently receives high marks from educators. We can help students improve their academic performance, and more importantly, we can help children embrace the wonder of reading and writing.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than \$25K		\$4,200.00	31820-5853	Oasis provides tutors to work 1:1 with students performing below grade level in ELA. This supports our ELA goal.		Due to COVID-19, only two tutors were willing to come to school to tutor our students. Of those two, the company was not comfortable with one of them. Therefore, for the 2 nd year, Oasis was unable to provide tutoring to any Wegeforth students.	We will not be contracting with Oasis.

CoTA (Collaborations: Teachers and Artists)

***Strategy/Activity - Description**

CoTA (Collaborations: Teachers and Artists)

The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	31820-5853	Supports student engagement and ELA progress. The funds are under goal 1 Safe and Collaborative Schools.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively		No modifications

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>impacted by this visual arts program are our students with disabilities, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate their mastery of grade level standards in a variety of ways. Our students who are chronically absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.</p>	
Non Clsrm Tchr Hrly	--	--	30100-1957	Teacher prep with resident artists	The teacher and artist co-planning	No modifications

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				outside of work hours.	time is key in order to address the individual students who are being monitored more closely. This time is also crucial in order to align the CoTA work to the current class work in literacy.		
Additional teacher editions of Benchmark for new combo class: (1) 3rd grade							
*Strategy/Activity - Description							
An additional 3rd grade set of Benchmark (our ELA curricular resource) teacher materials is needed to support her instruction in her 3rd/4th grade combo class.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$667.00	31820-4301	Additional Benchmark teacher materials to support ELA instruction in the 3rd/4th grade combo class. This supports our ELA goals.	Although teachers still had to modify the lessons when teaching two grade levels, having the physical teaching resources was extremely helpful. The number of students who were proficient or advanced in literacy on multiple measures increased as much as 20%, outperforming all other CSI schools, as well as several schools that historically have out-performed Wegeforth.		No more will be purchased. We have enough now.
PLC Release Days/Visiting Teachers							
*Strategy/Activity - Description							
<p>PLC Release Days/Visiting Teachers</p> <p>Visiting teachers will be utilized for release days for teachers to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends.</p> <p>Due to the shortage in staffing of visiting teachers, these funds could be moved to Classroom Teacher Hourly in order to pay teachers to attend PLCs that extend beyond the workday, or software that will take student learning into the summer.</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$15,575.30	31820-1192	Release time for teachers to attend PLCs/grade level meetings outside work hours. Teachers analyze ELA data to inform instruction, thus supporting our ELA goals. Teachers also plan around student needs in grade level planning meetings.	We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have several meetings		No modifications

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					per year. We also started after school tutoring, which took time away from meetings after school.		
More Starfall							
*Strategy/Activity - Description							
Provides additional independent practice in letters, sounds and sight words. This program provides more accessibility than RazKidz.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$270.00	30106-5841	This software supports the	More Starfall provided our early		No Modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				beginning ELA skills of our youngest learners, thus supporting our ELA goals.	learners and English learners with an engaging tool to build their literacy skills. Our literacy proficiency rates in the early grades did not increase as much as in our upper grade levels, however our early learners made great gains.		
Everyday Speech							
*Strategy/Activity - Description							
This software is used primarily by our speech/language pathologist as it supports development of language skills. Students need good language skills in order to progress academically.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		\$299.00	30100-5841	Used primarily to support language development and to support the district's Literacy Acceleration Plan. Supports ELA goal.	This software was used primarily with our students with Speech IEPs in order to develop their receptive and expressive language. These areas support literacy for these students as they are more able to have collaborative conversations with their peers about ideas from the texts.		No modification
In School Resource Teacher							
*Strategy/Activity - Description							
In school resource teacher will focus on at-risk students. Providing additional balanced literacy, for example Guided reading, Guided writing and shared reading and writing.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530367	0.10000	\$11,533.09	30100-1109	Supporting students with additional opportunities in balanced literacy. Focus on at-risk students.	RT didn't start until about January of 2022, but made a big impact on our 3 rd & 4 th graders who have struggled historically. As shown by these students' SBAC scores, the interventions utilized made a positive impact on demonstration of mastery of grade level standards.		For FY 22/23, we doubled the amount of time for our In-School Resource Teacher
Inschool Resource Tchr - NEW	0.10000	\$11,533.09	30106-1109	Supporting students with additional	RT didn't start until about January of 2022,		For FY 22/23, we doubled the amount of time for

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

POSN, SBB2530367				opportunities in balanced literacy. Focus on at-risk students.	but made a big impact on our 3 rd & 4 th graders who have struggled historically. As shown by these students' SBAC scores, the interventions utilized made a positive impact on demonstration of mastery of grade level standards.	our In-School Resource Teacher
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HRS Task Force

***Strategy/Activity - Description**

Funds were set aside for a Highly Reliable School training that this team participated in outside of contract hours. This team works on improving PLCs, which will improve Tier 1 instruction.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.
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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Non Clsrn Tch Hrly		\$385.79	31820-1957	CSI Task Force attended a training for Highly Reliable Schools, which took place outside contract hours.		Because we couldn't secure visiting teachers, this strategy wasn't utilized as much as we would've wanted to. Principal met individual with Marzano consultant.	No modification

Goal 3 - Mathematics

i-Ready

***Strategy/Activity - Description**

i-Ready
Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher-led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K		\$1,000.00	31820-5853	Professional development provided by i-Ready to use the software that supports our Math goal.		Because teachers had been out of the classroom for many trainings, not to mention teaching online for a year, they didn't want to take much time out of the classroom in 21/22. Therefore, we were able to access the i-Ready Reading professional learning in PLC configurations within the school day.	No modification except that the district is using its CSI funds to purchase this software for CSI schools for SY 22/23.
Software License		\$4,043.50	31820-5841	i-Ready supports our math goals and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in math. Our 3 rd -5 th made additional gains on the SBAC inmath. 21/22 was the 2 nd year of Wegeforth using i-Ready Math and have found that it is a great tool in supporting math		No modification except that the district is using its CSI funds to purchase this software for CSI schools for SY 22/23.

Academic Support Teachers

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description							
Academic Support Teachers: using common assessment (i.e., Envision pretests, Kathy Richardson assessments), classroom teachers will create cross-grade student groups with like needs in each content area.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	30100-1957	Support teacher works with small groups of students not meeting grade level standards in Math. Supports Math goals.		All of the academic support teachers that we utilized either moved out of state or decided to completely retire from teaching.	These funds were moved into Clsrn Tchr Hrly to support after school tutoring
PLC Release Days/Visiting Teachers							

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description							
Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends. Due to current staffing shortages, if visiting teachers are not available, these funds will be transferred as SSC see appropriate.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$200.00	31820-5733	Additional paper to support supplementary math program for our students.	Our 3 rd -5 th grade teachers were piloting Eureka math, which is available online at no charge. However, teachers had to make		We will not need to purchase as much paper because we are purchasing the materials from Eureka since we saw such great gains.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					photocopies of the materials. Our math scores increased a great deal, as much as 15%.		
Prof&Curriclm Dev Vist Tchr		\$18,505.85	31820-1192	<p>Visiting teachers to support PLC work to analyze and support students in Mathematics. Time will be spent looking at student work and developing lessons to support remediation if necessary. If visiting teachers are not available, SSC will reallocate funds.</p>	<p>We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have several meetings per year. We also started after school tutoring, which took time away from meetings after school.</p>		No modification

Goal 4- Supporting English Learners

i-Ready

***Strategy/Activity - Description**

i-Ready
 Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher -led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License		\$31.00	30106-5841	i-Ready supports our English Learners and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i-Ready Reading and have found that it is a great tool in supporting literacy & math	No modification except the district will fund through central CSI funds.
Software License		\$234.00	30100-5841	i-Ready supports our English Learners and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i-Ready Reading and have found that it is a great tool in supporting literacy & math	No modification except the district will fund through central CSI funds.

San Diego Oasis

***Strategy/Activity - Description**

San Diego Oasis

Volunteer tutors work with K-4th graders, who are struggling in literacy, enhance their reading and writing skills. The summer program was online and had very good attendance. Through the Oasis Intergenerational Tutoring program, volunteers, your neighborhood schools and Oasis work together to help children build reading skills, self-esteem and positive attitudes toward learning. Adults ages 50 years and older are paired with students. Improve Children's Reading Skills and Test Scores Over nearly two decades, OASIS Intergenerational Tutoring has consistently improved students' reading ability, academic performance and attitudes about learning. The program taps the tremendous potential of committed volunteers who have the time, patience and life experience to make a profound difference in the lives of children. Intergenerational Tutoring takes advantage of the special relationships that develop across generations to reap benefits for both children and adults. Basics of the Program

- The tutors are volunteers who have a love of reading and a love of children.
- They come with prepared lesson plans so there is no additional burden on teachers.
- Tutors are trained to use a curriculum specially designed by reading professionals for K-4 students.
- The tutor works with the same child each week. Intergenerational Tutoring has been implemented in 20 cities and more than 100 school districts across the U.S.
- It has won numerous national, state and local awards for its success in linking struggling students with trained volunteers who are eager to pass on a love of reading.
- Easy for schools to implement.

Since 1989, our volunteers have helped hundreds of thousands of children to read and become more successful in school. In annual evaluations the program consistently receives high marks from educators. We can help students improve their academic performance, and more importantly, we can help children embrace the wonder of reading and writing.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than \$25K	--	--	31820-5853	Oasis provides tutors to work 1:1 with students performing below grade level in ELA. This supports our ELA goal.		Due to COVID-19, only two tutors were willing to come to school to tutor our students. Of those two, the company was not comfortable with one of them. Therefore, for the 2 nd year, Oasis was unable to provide tutoring to any Wegeforth students.	We will not be contracting with Oasis.

CoTA (Collaborations: Teachers and Artists)

***Strategy/Activity - Description**

CoTA (Collaborations: Teachers and Artists)

The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	31820-5853	Supports student engagement and ELA progress. The funds are under goal 1 Safe and Collaborative Schools.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively		No modification

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>impacted by this visual arts program are our students with disabilities, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate their mastery of grade level standards in a variety of ways. Our students who are chronically absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.</p>	
Non Clsrm Tchr Hrly	--	--	30100-1957	Teacher prep with resident artists	The teacher and artist co-planning	No modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				outside of work hours.	time is key in order to address the individual students who are being monitored more closely. This time is also crucial in order to align the CoTA work to the current class work in literacy & math.		
Additional teacher edition of Benchmark for combo classes: (1) 3rd Grade Set of Teacher Materials							
*Strategy/Activity - Description							
<p>Additional teacher edition of Benchmark for 3rd/4th grade combo class: (1) 3rd Grade.</p> <p>In order to best equip our teachers who teach more than one grade level, we need to provide them with teacher materials for each grade level primarily due to this being a new adoption. ELA has long been an area of need school-wide and teachers need to have as many resources as possible to fully utilize this new adoption within a multi-grade classroom. The materials include the full ELD package.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$313.00	31820-4301	In order to best equip our teachers who teach more than one grade level, we need to provide them with teacher materials for each grade level primarily due to this being a new adoption. ELA has long been an area of need school-wide and teachers need to have as many resources as possible to fully utilize this new adoption within a multi-grade classroom. The materials include the full ELD package.	Although teachers still had to modify the lessons when teaching two grade levels, having the physical teaching resources was extremely helpful. The number of students who were proficient or advanced in literacy on multiple measures increased as much as 20%, outperforming all other CSI schools, as well as several schools that historically have out-performed Wegeforth.		No more will be purchased

Goal 5 - Supporting Students with Disabilities

i-Ready

***Strategy/Activity - Description**

i-Ready
 Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher-led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K	--	--	31820-5853	Training for staff on iReady.	Because teachers had been out of the classroom for many trainings, not to mention teaching online for a year, they didn't want to take much time out of the classroom in 21/22. Therefore, we were able to access the i-Ready Reading professional learning in PLC configurations within the school day.		No modification except that district will fund through central CSI funds for 22/23.
Software License	--	--	31820-5841	i-Ready supports our ELA/Math goals and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i- Ready Reading and have found that it is a great tool in supporting literacy		No modification except that district will fund through central CSI funds for 22/23.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

CoTA (Collaborations: Teachers and Artists)

*Strategy/Activity - Description

CoTA (Collaborations: Teachers and Artists)

The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action. Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Contracted Svcs Less Than \$25K	--	--	31820-5853	Teacher prep with resident artists outside of work hours.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively impacted by this visual arts program are our students with disabilities, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate their mastery of grade level standards in a variety of ways. Our students who are chronically		No modificaiton

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.	
Non Clsrn Tchr Hrly	--	--	30100-1957	Teacher prep with resident artists outside of work hours.	The teacher and artist co-planning time is key in order to address the individual students who are being monitored more closely. This time is also crucial in order to align the CoTA work to the current class work in literacy & math.	No modification

PLC Release Days/Visiting Teachers

***Strategy/Activity - Description**

PLC Release Days/Visiting Teachers

Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends. Due to staffing shortages in visiting teachers, PLCs may be moved to after school. We have funds for that, and district is providing more funds. These funds could be moved to software.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time for teachers to attend PLCs/grade level meetings outside work hours. Teachers analyze student data to inform instruction, thus supporting our grade level goals. Teachers also plan around student needs in grade level planning meetings.	We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have several meetings per year. We also started after school tutoring, which took time		No modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					away from meetings after school.		

Goal 7 - Family Engagement

Parent Communication and Community Resources

***Strategy/Activity - Description**

Increase home-school communication:

- Call-outs with accompanying emails
- Class Dojo
- Peachjar
- Facebook
- Paper flyers (Tuesday packets when we return to brick and mortar)
- Implement Family Fridays
- Increase Principal/Parent meetings

Some of these funds may need to be transferred to translation services so that we can accommodate all parents involved in School Site Council and Site Governance Team.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Paper		\$920.00	30103-5733	Parent Communication via Tuesday packets	In additional to our numerous electronic communication outlets, we continue to send home paper notifications weekly. It is our hope that we can discontinue this during 22/23.		Attempt to reduce/eliminate the need for this.
Supplies		\$1.00	30100-4301	Supplementary supplies to support parents in accessing site supports and resources.	There was no real need for this in 21/22 since all students have school Chromebooks and we have nearly everything available electronically.		Attempt to modify

Goal 8- Graduation/Promotion Rate

i-Ready

***Strategy/Activity - Description**

i-Ready
Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher-led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K	--	--	31820-5853	Staff Training for i-Ready	Because teachers had been out of the classroom for many trainings, not to mention teaching online for a year, they didn't want to take much time out of the classroom in 21/22. Therefore, we were able to access the i-Ready Reading professional learning in PLC configurations within the school day.		No modification except that district will fund through central CSI funds for 22/23.
Software License	--	--	31820-5841	i-Ready supports our ELA/Math goals and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i-Ready Reading and have found that it is a great tool in supporting literacy		No modification except that district will fund through central CSI funds for 22/23.

San Diego Oasis

***Strategy/Activity - Description**

San Diego Oasis

Volunteer tutors work with K-4th graders, who are struggling in literacy, enhance their reading and writing skills. The summer program was online and had very good attendance. Through the Oasis Intergenerational Tutoring program, volunteers, your neighborhood schools and Oasis work together to help children build reading skills, self-esteem and positive attitudes toward learning. Adults ages 50 years and older are paired with students. Improve Children's Reading Skills and Test Scores Over nearly two decades, OASIS Intergenerational Tutoring has consistently improved students' reading ability, academic performance and attitudes about learning. The program taps the tremendous potential of committed volunteers who have the time, patience and life experience to make a profound difference in the lives of children. Intergenerational Tutoring takes advantage of the special relationships that develop across generations to reap benefits for both children and adults. Basics of the Program:

- The tutors are volunteers who have a love of reading and a love of children.
- They come with prepared lesson plans so there is no additional burden on teachers.
- Tutors are trained to use a curriculum specially designed by reading professionals for K-4 students.
- The tutor works with the same child each week.

Intergenerational Tutoring has been implemented in 20 cities and more than 100 school districts across the U.S. It has won numerous national, state and local awards for its success in linking struggling students with trained volunteers who are eager to pass on a love of reading. Easy for schools to implement. Since 1989, our volunteers have helped hundreds of thousands of children to read and become more successful in school. In annual evaluations the program consistently receives high marks from educators. We can help students improve their academic performance, and more importantly, we can help children embrace the wonder of reading and writing.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than \$25K	--	--	31820-5853	Oasis provides tutors to work 1:1 with students performing below grade level in ELA. This supports our ELA goal.		Due to COVID-19, only two tutors were willing to come to school to tutor our students. Of those two, the company was not comfortable with one of them. Therefore, for the 2 nd year, Oasis was unable to provide tutoring to any Wegeforth students.	We will not be contracting with Oasis again.

CoTA (Collaborations: Teachers and Artists)

***Strategy/Activity - Description**

CoTA (Collaborations: Teachers and Artists)

The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	31820-5853	Teacher prep with resident artists outside of work hours.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively		No modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>impacted by this visual arts program are our students with disabilities, our English learners, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate their mastery of grade level standards in a variety of ways. Our students who are chronically absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.</p>		
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Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tch Hrly	--	--	30100-1957	Teacher prep with resident artists outside of work hours.	Teachers plan outside of the workday, 30 minutes per week, 10 teachers, with the resident artist for each week's lesson.		No modification
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Additional teacher edition of Benchmark for combo classes: (1) 3rd Grade

***Strategy/Activity - Description**

Additional teacher edition of Benchmark for combo classes: (1) 3rd Grade

In order to best equip our teachers who teach more than one grade level, we need to provide them with teacher materials for each grade level primarily due to this being a new adoption. ELA has long been an area of need school-wide and teachers need to have as many resources as possible to fully utilize this new adoption within a multi-grade classroom. The materials include the full ELD package.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies	--	--	31820-4301	Additional teacher support for 3/4 class. Full ELD support.	Although teachers still had to modify the lessons when teaching two grade levels, having the physical teaching resources was extremely helpful. The number of students who were proficient or advanced in literacy on multiple measures increased as much as 20%, outperforming all other CSI schools, as well as several schools that historically have out-performed Wegeforth.		No more will be purchased

PLC Release Days/Visiting Teachers

***Strategy/Activity - Description**

PLC Release Days/Visiting Teachers

Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends. Due to shortages of available visiting teachers, PLCs could be moved to take place after school. These funds could be transferred to software of supplies.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time for teachers to attend PLCs/grade level meetings outside work hours. Teachers analyze student data to inform instruction, thus supporting our grade level goals. Teachers also plan around student needs in grade level planning meetings.	We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have several meetings per year. We also started after		No modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					school tutoring, which took time away from meetings after school.		
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Goal 6 - Supporting Black Youth

i-Ready

***Strategy/Activity - Description**

i-Ready
 Comprehensive assessment - 3 diagnostics through out the school year, provides data for teacher-led instruction, online instruction for students in areas of need i-Ready provides best in class criterion and norm-referenced assessments so you can easily track student growth, set goals and develop student ownership of their learning. The assessment data then automatically connects to both teacher-lead and personalized online instruction for an evidence-based combo that both helps all students to achieve their full academic potential AND saves teachers time. Using the tools in this program also addresses all of the district's calls to action: increase achievement of SWDs and ELs, and build academic equity amongst students of color. The consistent collection of assessment data, and identification of areas of strength to build on, and areas of weakness to support, will lift these learners toward meeting standards, building self-esteem, and agency.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K	--	--	31820-5853	Staff training for i-Ready	Because teachers had been out of the classroom for many trainings, not to mention teaching online for a year, they didn't want to take much time out of the classroom in 21/22. Therefore, we were able to access the i-Ready Reading professional learning in PLC configurations within the school day.		No modification except the district is funding with central CSI funds
Software License	--	--	31820-5841	i-Ready supports our ELA/Math goals and provides another common assessment point for teachers to calibrate with other assessments.	In 21/22, Wegeforth students outperformed all other CSI schools in literacy. Our 3 rd -5 th made additional gains on the SBAC in literacy. 21/22 was the 2 nd year of Wegeforth using i-Ready Reading and have found that it is a great tool in supporting literacy		No modification except the district is funding with central CSI funds

CoTA

***Strategy/Activity - Description**

CoTA (Collaborations: Teachers and Artists)

The belief behind integrating the arts - visual arts, dance, music and drama - into core academic subjects promotes engagement, accessibility, and relevance for students. CoTA artists work with teachers to develop programs that teach academic subjects through art. CoTA programs have been shown to improve students' communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students' capacity for empathy encourage imaginative problem-solving, and intensify skills of observation. Additionally, CoTA programs foster creativity and teach the value of collaboration. Through in-school residencies, professional development workshops, and subject-specific teacher institutes, CoTA partners with teachers to discover the importance of arts in the classroom. A longitudinal study was conducted by the Centers for Research on Creativity (CRoC), which includes quantitative outcomes on student creativity. After three years, CRoC's findings are promising for students with sustained, statistically significant growth in demonstrated creativity, creative self-efficacy, empathy and critical thinking skills. This program strongly supports the district's calls to action. Students with disabilities, English learners and students of color can demonstrate their understanding of the curriculum in many different and individual ways. This program uses multiple intelligence and hands-on activities that engage and push all students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Contracted Svcs Less Than \$25K	--	--	31820-5853	Teacher prep with resident artists outside of work hours.	Our CoTA instruction focused on literacy in 21/22, which supported the school-wide focus on literacy and language. The students who were most positively impacted by this visual arts program are our students with disabilities, our English learners, our students experiencing chronic absenteeism, and students experiencing exceptional behavior challenges. With CoTA, our students with disabilities have opportunities to demonstrate their mastery of grade level standards in a variety of ways.		No modification

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Our students who are chronically absent make an extra effort to attend school in order to participate in CoTA, which is similar with our students who have repeated behavior incidents.	
Non Clsrm Tch Hrly	--	--	30100-1957	Teacher prep with resident artists outside of work hours.	Teachers plan outside of the workday, 30 minutes per week, 10 teachers, with the resident artist for each week's lesson.	No modification

San Diego Oasis

***Strategy/Activity - Description**

San Diego Oasis

Volunteer tutors work with K-4th graders, who are struggling in literacy, enhance their reading and writing skills. The summer program was online and had very good attendance. Through the Oasis Intergenerational Tutoring program, volunteers, your neighborhood schools and Oasis work together to help children build reading skills, self-esteem and positive attitudes toward learning. Adults ages 50 years and older are paired with students. Improve Children's Reading Skills and Test Scores Over nearly two decades, OASIS Intergenerational Tutoring has consistently improved students' reading ability, academic performance and attitudes about learning. The program taps the tremendous potential of committed volunteers who have the time, patience and life experience to make a profound difference in the lives of children. Intergenerational Tutoring takes advantage of the special relationships that develop across generations to reap benefits for both children and adults. Basics of the Program:

- The tutors are volunteers who have a love of reading and a love of children.
- They come with prepared lesson plans so there is no additional burden on teachers.
- Tutors are trained to use a curriculum specially designed by reading professionals for K-4 students.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- The tutor works with the same child each week. Intergenerational Tutoring has been implemented in 20 cities and more than 100 school districts across the U.S.

- It has won numerous national, state and local awards for its success in linking struggling students with trained volunteers who are eager to pass on a love of reading.

Easy for schools to implement. Since 1989, our volunteers have helped hundreds of thousands of children to read and become more successful in school. In annual evaluations the program consistently receives high marks from educators. We can help students improve their academic performance, and more importantly, we can help children embrace the wonder of reading and writing.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	31820-5853	Oasis provides tutors to work 1:1 with students performing below grade level in ELA.		Due to COVID-19, only two tutors were willing to come to school to tutor our students.	We will not be contracting with Oasis again.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				This supports our ELA goal.		Of those two, the company was not comfortable with one of them. Therefore, for the 2 nd year, Oasis was unable to provide tutoring to any Wegeforth students.
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Academic Support Teachers

***Strategy/Activity - Description**

Academic Support Teachers
 Academic Support Teachers: using common assessment (i.e., DRA, San Diego Quick, Envision pretests, Kathy Richardson assessments), classroom teachers will create cross-grade student groups with like needs in each content area.

***Proposed Expenditures for this Strategy/Activity**

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Non Clsrn Tchr Hrly	--	--	30100-1957	Support teacher works with small groups of students not meeting grade level standards in ELA. Supports ELA goals.		All of the academic support teachers that we utilized either moved out of state or decided to completely retire from teaching.	These funds were moved into Clsrn Tchr Hrly to support after school tutoring
PLC Release Days/Visiting Teachers							
*Strategy/Activity - Description							
<p>PLC Release Days/Visiting Teachers</p> <p>Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends. Due to shortages in staffing of visiting teachers, PLCs might have to be moved to after school. In that case, these funds could be moved to software or supplies.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Wegeforth Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time for teachers to attend PLCs/grade level meetings outside work hours. Teachers analyze student data to inform instruction, thus supporting our grade level goals. Teachers also plan around student needs in grade level planning meetings.	We did all of our PLC work within the school day whenever possible due to the multiple meetings already taking our after school time. We have a high percentage of students with IEPs, the majority of whom have several meetings per year. We also started after school tutoring, which took time away from meetings after school.		No modification

SCHOOL NAME: WEGEFORTH ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Academic Support Teachers

***Strategy/Activity - Description**

Academic Support Teachers

Academic Support Teachers: using common assessment (i.e., DRA, San Diego Quick, Envision pretests, Kathy Richardson assessments), classroom teachers will create cross-grade student groups with like needs in each content area.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly		\$10,022.10	09800-1957	Support teacher works with small groups of students not meeting grade level standards in ELA. Supports ELA goals.		All of the academic support teachers that we utilized either moved out of state or decided to completely retire from teaching.	These funds were moved into Clsrn Tchr Hrly to support after school tutoring
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BrainPOP

***Strategy/Activity - Description**

Extremely engaging for students; supports reading/writing, math, STEAM, VAPA

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Wegeforth Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Software License		\$4,964.00	09800-5841	This software supports the beginning ELA skills of our youngest learners, thus supporting our ELA goals.	As evidenced by our increase in ELA levels on Fountas and Pinnell and SBAC, our interventions, such as BrainPOP, have been successful. Additionally, all of our English learners who were eligible for reclassification were reclassified.		No modification
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Goal 4- Supporting English Learners

Academic Support Teachers

***Strategy/Activity - Description**

Academic Support Teachers
 Academic Support Teachers: using common assessment (i.e., DRA, Envision pretests, Eureka Math pre- and post-tests, Kathy Richardson assessments), classroom teachers will create cross-grade student groups with like needs in each content area.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	09800-1957	Support teacher works with small groups of students not meeting grade level standards in		All of the academic support teachers that we utilized either moved out of state or decided to	These funds were moved into Clsrn Tchr Hrly to support after school tutoring

Wegeforth Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				ELA. Supports ELA goals.		completely retire from teaching.	
PLC Release Days/Visiting Teachers							
*Strategy/Activity - Description							
<p>PLC Release Days/Visiting Teachers</p> <p>Visiting teachers will be utilized for release days for teachers to receive training, as well as to meet and plan in PLCs. This time is needed to monitor student progress and analyze assessment results, looking for school-wide and classroom trends. Due to shortages in staffing of visiting teachers, these funds could be transferred to software.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClstrm Tchr Hrly		\$1,617.45	09800-1986	Teacher will provide support to our English		We were unable to secure a retired teacher to do our	No retired teacher hourly funds will be

Wegeforth Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				Learners by supporting grade level PLCs with student information and reclassification data.		EL testing and reclassification. We utilized our Resident Visiting Teacher for this and used these funds for tutoring.	added to our budget in 22/23
Supplies		\$2,293.00	09800-4301	Instructional supplies to support students with access to teacher developed lessons and interventions.	Dry erase boards, markers, and clipboards were purchased to support tutoring. Student achievement increased across all grade levels in ELA.		No supplies will be funded through LCFF in 22/23
Interprogram Svcs/Paper		\$2,000.00	09800-5733	Paper to support access for our families who are low income and have English learners. This additional resource will also support our Foster Youth.	Paper was purchased to support tutoring. Student achievement increased across all grade levels in ELA.		No supplies will be funded through LCFF in 22/23

Goal 8- Graduation/Promotion Rate

Academic Support Teachers

***Strategy/Activity - Description**

Academic Support Teachers

Academic Support Teachers: using common assessment (i.e., DRA, San Diego Quick, Envision pretests, Kathy Richardson assessments), classroom teachers will create cross-grade student groups with like needs in each content area.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	09800-1957	Support teacher works with small groups of students not meeting grade level standards in		All of the academic support teachers that we utilized either moved out of state or decided to completely	These funds were moved into Clsrn Tchr Hrly to support after school tutoring

Wegeforth Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				ELA. Supports ELA goals.		retire from teaching.	
What are my leadership strategies in service of the goals? Implement my learning from HRS and LAP. Enroll teachers in the PLC process.							