

Leavenworth Elementary

10621666111256

Principal's Name: Erica Piedra

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Erica Piedra	X				
2. Chairperson - Walter Ramirez				X	
3. Gilda Zarate-Gonzalez				X	
4. Rosa Flores				X	
5. Hugo Morales				X	
6. Maikou Moua		X			
7. Imelda Carrillo		X			
8. Miguel Sotelo		X			
9. Gloria Drake			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Erica Piedra		3/21/19
SSC Chairperson	Walter Ramirez		3/21/19

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	\$67,304 *
7090	LCFF Supplemental & Concentration	\$234,722
7091	LCFF for English Learners	\$115,824
TOTAL 2019/20 ON-SITE ALLOCATION		\$417,850

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,148
Remaining Title I funds are at the discretion of the School Site Council	\$65,156
Total Title I Allocation	\$67,304

Leavenworth Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.385 %	3.725 %	2017-2018	10.725 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	53.46 %	50.98 %	2017-2018	57.98 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	52.295 %	46.204 %	2017-2018	53.204 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

An analysis of our 4 year trend data illustrates a 21% gain in Meeting and Exceeding levels on ELA SBAC. There has also been a 15% decline in the number of students in the NOT Meeting (red). This growth is contributed to the following factors:

- Implementation of the District Adopted Language Arts Curriculum (GVC)
- Close Reading Strategies Complex Text, Task, and Talk
- Differentiated classroom instruction was implemented that aligned to the Common Core State Standards, ELD Standards, and was driven by the ELA/ELD Framework in all subject areas.
- Integrated ELD instruction
- Implementation of IAB assessments in ELA in grades 3-6 by AC teams based on data.
- Students in grades K-3, scoring significantly below established benchmarks, were provided with targeted reading interventions. Interventions were provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- The Teaching Fellows were under the supervision and guidance of the Resource Teacher.
- In an effort to increase student literacy and comprehension, we approved software and internet subscriptions (i.e. More Starfall) will be utilized to support the individualized needs of students.
- An after school tutorial homework center was provided to selected students to provide support and assistance with homework. Supplemental contracts were provided for classified and certificated staff

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

An analysis of our data illustrated the following percent are Meeting or Exceeding for our significant subgroups:

- **School wide (all students): 50.98%**
 - English Learner Students: 22.9%
 - SPED Students: 11.9%
 - African American: 63.06%

Factors and continued supports needed to ensure closing the disproportionality gap for our significant subgroups:

- Using data, school will continue to provide and improve interventions for target students identified in these subgroups (Tier 3). These students will have priority for after school support (tutoring).
- AC Teams will continue to improve instructional supports and provide intervention through the RTI Process (Tier 1 and 2) as part of our MTSS.
- Home School Liaison and Resource Counselor will continue to communicate with parents of target students to support improved attendance.

to assist students in the tutorial homework center.

- Supplemental books and reading material were purchased to support student literacy and reading instruction, in English and Spanish.
- To support reading instruction and assessment, computer hardware and accessories were purchased, repaired, replaced, and upgraded as needed. This included the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our large staff, an additional copy machine was leased. The additional machine accommodated the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This provided students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation in service of responding to text (writing).
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, were purchased to support instruction in all subject areas and intervention program needs.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework. Additional training to address the needs of EL students were provided to teachers by English Learner Services. Supplemental contracts, to support training, were provided for staff planning.
- Rewards and incentives were provided for academic improvement and achievement.
- AC teams responded to CFA outcomes for students after analyzing data and prescribed next steps to support student learning.
- The Teaching Fellows worked in conjunction with the Resource Teacher to provide additional interventions to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center was provided to selected EL, Foster, and Economically Disadvantaged students to provide support and tutoring.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

SBAC MATH

An analysis of our 4 year trend data illustrates a 17% gain in Meeting and Exceeding levels on MATH SBAC. There has also been a 13% decline in the number of students in the NOT Meeting (red).

This growth is contributed to the following factors:

- Students were provided with differentiated instruction that is aligned to grade level standards and incorporates the eight mathematical practices. Instruction incorporated the following, as appropriate:
 - Students were instructed using the district adopted Go Math Curriculum with a focus on ensuring the Think Smarter and Go deeper problems were used regularly.
 - The use of manipulatives to aid in mathematical problem solving and build conceptual understanding
 - Instruction to support Close Reading Strategies to deconstruct math word problems so students are prepared to respond to complex math.
 - Integrated ELD instruction to support mathematical concepts
 - As needed, designated ELD instruction in Math for English Learner Students to support building math vocabulary and concepts.
 - Grades 1st -6th implemented the site developed Math Claims Sheet to further develop our

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

An analysis of our data illustrated the following percent are Meeting or Exceeding for our significant subgroups:

- **School wide Math SBAC (all students): 46.2%**
 - English Learner Students: 24.8%
 - SPED Students: 10.2%
 - African American: 27.3%

Factors and continued supports needed to ensure closing the disproportionality gap for our significant subgroups:

- Using data, school will continue to provide and improve interventions for target students identified in these subgroups (Tier 3). These students will have priority for after school support (tutoring).
- AC Teams will continue to improve instructional supports and provide intervention through the RTI Process (Tier 1 and 2).
- Home School Liaison and Resource Counselor will continue to communicate with parents of target students to support improved attendance.

EL Reclassification Rate (All grade levels)

Factors and continued supports needed to ensure closing the disproportionality gap for our EL students:

- AC teams need to increase and improve their analysis and of EL data to continue to provide and improve interventions for EL students. EL students will have priority for after school support (tutoring).
- AC Teams will continue to improve instructional supports to their EL students and provide intervention through the RTI Process (Tier 1 and 2).
- Home School Liaison and Resource Counselor will continue to communicate with parents of target EL students to support improved attendance.

students ability to respond to rigorous math problems using the Mathematical Practices and Math Claims.

- Implementation of IAB assessments in Math in grades 3-6 by AC teams based on data.
- In order to meet grade level standards in math; students must be able to proficiently read, write, and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, were provided with targeted reading/math interventions. (Tier 1 and Tier 2) Interventions were provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows. The Teaching Fellows were under the supervision and guidance of the Resource Teacher.
- An after school homework center was provided to selected students to provide support and assistance with homework in Math and ELA
- To increase student's mathematical skills and understanding, approved software and internet subscriptions (Prodigy and Khan Academy) were utilized to support the individualized needs of students.
- To support math instruction and assessment, computer hardware and accessories were purchased, repaired, replaced, and upgraded as needed. This included the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our large staff, an additional copy machine was leased. The additional machine accommodated the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This provided students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, were purchased to support instruction in all subject areas and intervention program needs.
- Rewards and incentives were provided for academic improvement and achievement.

EL Reclassification Rate (All grade levels)

An analysis of our three year EL Redesignation rate is as follows:

- **2014-2015- 19%Redesignation rate for all grade levels**
- **2015-2016-19%Redesignation rate for all grade levels**
- **2016-2017- 13.7%Redesignation rate for all grade levels**
- **2017-2018-4%Redesignation rate for all grade levels**
- **2018-2019-16%Redesignation rate for all grade levels**

Key Factors that contributed to the disproportionality:

- EL students continue to develop and build their English Language Proficiency to be able to meet the demands of a grade level assessment and reach grade level proficiency while being classified as an EL student.
- In 2017-2018 school year we transitioned from taking the CELDT to the new ELPAC assessment, this transition impacted our redeignation this year compared to previous year.
- EL lack high levels of writing skills to be able to meet the demands of grade level district and state assessments.
- In looking at last years assessment results, we discovered that our EL students struggle with the listening section of their ELPAC assessment. There is a need to root cause the reasons our EL students have challenges in this section of the assessment and respond with a plan to improve this factor,

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following actions were funded by Title 1 last year and will continue to be funded this year to support continued growth.

- Home School Liaison
- Technology
- Subs for SST and Data Chats
- Materials and Supplies
- Mileage for Home School Liaison
- Babysitting
- Starfall Reading Subscription

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We have decided to reduce the number of Teaching Fellows funded this year to be able to fund Hand in Hand Mentoring and Family Foundations for student Social Emotional Learning supports for direct services to students to support MTSS.
- In order to support SEL (social emotional learning) and our students that have been affected by trauma, this year we will be adding the services from Hand in Hand Mentoring and Family Foundations Counseling services. This action will allow us to build Tier 3 supports at our site for identified students. This support will further support the academic achievement for students in Math and ELA.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance. During our analysis and discussion, SSC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed

2 ELAC:

During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance. During our analysis and discussion ELAC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Growth in EL redesignation of students
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed

3 Staff:

All (38) Teachers were provided completed a survey with budget details. Staff completed survey results and provided input for the allocation of resources. The feedback from Teachers was also shared with our SSC and ELAC board.

The following feedback was used:

- Additional Teacher PLC planning time:
 - 33 voted to keep
 - 0 to increase
 - 2 remain the same
 - 1 to cut
- Teaching Fellows:

in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.

- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

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 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

- 27 voted to keep
- 2 voted to increase
- 3 to Reduce
- Home School Liaison:
 - 33 voted to keep
 - 2 voted to increase
 - 1 voted to reduce
- 1 Bilingual Resource Counselor:
 - 37 voted to Keep
 - 2 voted to Reduce
- Resource Teacher:
 - 38 Teachers voted to keep
- Technology:
 - Keep 26
 - Increase 7
 - Decrease 1
- Supplies and Materials:
 - 33 teachers voted to keep
 - 5 to reduce
- Additional Copy Machine
 - 33 Teachers voted to keep
 - 2 To Reduce
- Supplemental Contracts
 - 33 keep
 - 2 Increase
 - 1 to Reduce
- Online Subscriptions to support learning:
 - 26 Teachers voted to keep
 - 1 to increase
 - 6 to reduce
 - 4 to cut

Action 1

Title: Reading By Third Grade (Literacy)

Action Details:

Reading (Literacy) By 3rd Grade: An analysis of our data shows that it is imperative to remain focused on ensuring that students are able to read, comprehend, and respond to grade level text, by the end of third grade. To meet this goal, the following actions will be taken:

- The site will provide targeted instruction and interventions focused on foundational reading skills and phonemic awareness, to support struggling readers. Eight Teaching Fellows, under the direction and supervision of the Resource Teacher, will be used to assist with targeted intervention.
- The staff will participate in the Leading with Learning Lab School professional development focused on the implementation of the ELA/ELD Framework.
- Classroom instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Curriculum (Guaranteed and Viable Curriculum Wonders and Maravillas).
- Teachers, in collaboration with their AC Teams, will continue to use text complexity tool and use identified texts to create complex tasks aligned to depth of CCSS.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely to monitor student learning aligned to Reading and Literacy.

- Teachers will be provided with site funded supplemental contracts to participate in additional AC planning time.
- We will offer after school tutoring based on data to support student learning and growth. We will be intentional about monitoring data from our subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.

SMART Goal: By the end of the 2018-2019 school year, the percentage of students in each individual grade level will increase reading proficiency as follows:

1. Seventy percent (70%) of kindergarten students will meet the BAS/SEL end of year benchmark (level D).
2. Seventy percent (70%) of first grade students will meet the BAS/SEL end of year benchmark (level J).
3. Seventy percent (70%) of second grade students will meet the the BAS/SEL end of the year benchmark (level M).

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. BAS/SEL, TKAIG, and DRP assessment results
3. District and grade level benchmark assessment profiles
4. Student/teacher goal setting and monitoring
5. English Learner Review Team (ELRT)
6. Atlas and district data reports
7. Interim Assessments and CFAs

Owner(s):

1. Administrators
2. ACTeacher Teams/Leads and ILT
3. ACTeacher Teams/Leads and ILT/Admin
4. ACTeacher Teams/Leads and ILT and Students
5. Resource Teacher
6. Administrators
7. Teachers and Administrators

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implementation of the District Adopted Language Arts Curriculum (GVC)
- Implementation of rigorous text, as identified by the site established Text Complexity Tool
- Close Reading Strategies Complex Text, Task, and Talk
- Integrated ELD instruction
- Thinking Maps
- Interactive Read Alouds
- Guided Reading and small group instruction
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.
- Differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the ELA/ELD Framework in all subject areas.
- To increase student literacy and comprehension, approved software and internet subscriptions (i.e. Reading A-Z, More Starfall) will be utilized to support the individualized needs of students.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certificated staff to assist students in the tutorial

homework center.

- Supplemental books and reading material will be purchased to support student literacy and reading instruction, in English and Spanish.
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- Rewards and incentives may be provided for academic improvement and achievement.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework. Additional training to address the needs of EL students will be provided to teachers by English Learner Coaches. Supplemental contracts, that is aligned to the training, may be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with tutoring.

Specify enhanced services for EL students:

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Additional training to address the needs of EL students will be provided to teachers English Learner services
- Supplemental contracts, that is aligned to the training, will be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring

Explain the actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's reading levels, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress.
- The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
- Translators will be provided for parent meetings and parent teacher conferences, as needed.
- Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies.
- Additional student supervision, babysitting, materials, and supplies will be provided, as needed. To encourage reading at home, we will fund IStation with student home access to provided parents with resource at home to support student learning.
- To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized. Parents will be included in Student Success Team (SST) meetings.
- During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish

Specify enhanced services for low-performing student groups:

- Targeted support by grade level RTI will be implemented in grades 1st-6th grade to address the needs of students that are low performing (MTSS).
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

Describe Professional Learning related to this action:

Ongoing Professional Learning opportunities to refine the implementation of:

- Continued coaching to support implementation of ELA/ELD Framework
- Integrated and Designated ELD instruction in all subject areas Thinking Maps PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness, Interactive Read Aloud, and Guided Reading.
- The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and create lessons.
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions, developing CFA and will be focused on clarifying, analyzing, and prescribing.
- AC Teams and Teachers will continue to deepen their knowledge of the IPG tenants.
- Quarterly data analysis by AC and Teachers using site developed assessment profiles Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

Action 2

Title: SBAC/CAASPP ELA Meeting and Exceeding

Action Details:

SBAC/CAASPP ELA Meeting and Exceeding: To increase the percentage of students who meet or exceed standards on the ELA portion of the SBAC we will continue to focus upon our students' ability to read, comprehend, and respond (writing) to grade level complex text. We will ensure the implementation

- The staff will continue to refine and implement Lab School Professional Learning focused on the implementation of the ELA/ELD Framework. As a result, the following actions will be areas of focus and development:
 - Every AC Team will plan instruction using Common Core Standards and the ELD Standards.
 - There will be daily Integrated ELD and Designated ELD instruction to serve EL students, and all students.
 - Implementation of the Teaching and Learning Cycle as evidenced by consistent implementation of the keystone pedagogies.
 - There will be deep student academic discourse throughout the day.
- The site will continue to implement school-wide close reading comprehension strategies, as outlined in the Ann Leavenworth Grade Level Close Reading Agreements, and implement strategies from Making Thinking Visible.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely to monitor student learning aligned to Reading and Literacy.
- Teachers, in collaboration with AC Teams will plan instruction using the learning from our Claims and Targets work in ELA
- Using data, school will continue to provide and improve interventions for students with the highest need, including after school tutoring (Tier 3).
- AC Teams will continue to improve instructional supports and provide intervention through the RTI Process (Tier 1 and 2).
- Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support struggling readers.
- IAB assessments will be implemented in grades 3rd -6th grade in ELA. Grade level PLC will determine the IABs implemented based on their grade level essential standards and student needs.
- We will offer after school tutoring based on data to support student learning and growth. We will be intentional about monitoring data from our subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.

SMART Goal:

By June 2020, the percentage of students that meet or exceed standards on the ELA SBAC, will increase to 55%, as measured district data reports.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. AC Implemented CFAs and IABs
3. Interim Benchmark Assessments
4. DRP assessment results
5. Student Goal Setting
6. English Learner Review Team (ELRT)
7. Atlas and district assessment reports
8. SBAC

Owner(s):

1. Administrators
2. AC Teacher Teams/Leads and ILT
3. AC Teacher Teams/Leads and ILT
4. AC Teacher Teams/Leads and ILT
5. Students
6. Resource Teacher
7. Administrators
8. Teacher and Administration

Timeline:

1. Ongoing
2. End of Unit
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implementation of the District Adopted Language Arts Curriculum (GVC)

- Implementation of rigorous text, as identified by the site established Text Complexity Tool
- Close Reading Strategies Complex Text, Task, and Talk
- Integrated ELD instruction
- Thinking Maps
- Interactive Read Alouds
- Guided Reading and small group instruction
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.
- Differentiated classroom instruction that is aligned to the Common Core State Standards, ELD Standards, and driven by the ELA/ELD Framework in all subject areas.
- To increase student literacy and comprehension, approved software and internet subscriptions (i.e. Reading A-Z and More Starfall) will be utilized to support the individualized needs of students.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certificated staff to assist students in the tutorial homework center.
- Supplemental books and reading material will be purchased to support student literacy and reading instruction, in English and Spanish.
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- Rewards and incentives may be provided for academic improvement and achievement.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework. Additional training to address the needs of EL students will be provided to teachers by English Learner Services. Supplemental contracts, that is aligned to the training, may be provided for staff planning.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged. An after school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with tutoring.

Specify enhanced services for EL students:

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Additional training to address the needs of EL students will be provided to teachers English Learner services
- Supplemental contracts, that is aligned to the training, will be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring

Explain the actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's reading levels, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress.
- The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
- Translators will be provided for parent meetings and parent teacher conferences, as needed.

Specify enhanced services for low-performing student groups:

- Targeted support by grade level RTI will be implemented in grades 1st-6th grade to address the needs of students that are low performing (MTSS).
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

Describe Professional Learning related to this action:

Ongoing Professional Learning opportunities to refine the implementation of:

- Integrated and Designated ELD instruction in all subject areas Thinking Maps PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness, Interactive Read Aloud, and Guided Reading.
- The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and create lessons.

- Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies.
- Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
- To increase parent awareness and usage of the Parent Portal, Edutext, LCD tablet distribution, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized. Parents will be included in Student Success Team (SST) meetings.
- During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions, developing CFA and will be focused on clarifying, analyzing, and prescribing.
- AC Teams and Teachers will continue to deepen their knowledge of the IPG tenants.
- Quarterly data analysis by AC and Teachers using site developed assessment profiles Supplemental contracts will be available for additional planning time and professional learning.
- Subs will be provided for additional coaching, planning, and professional learning for both Teachers and Administration.
- Research Based Professional Readings

Action 3

Title: SBAC/CAASPS MATH Meeting and Exceeding

Action Details:

SBAC/CAASPS MATH Meeting and Exceeding: To increase the percentage of students who are meeting and exceeding standards on the Math portion of the SBAC, we will continue to implement a comprehensive and balanced Math program to promote mastery of grade level Math skills in all grades. We understand that our students ability to master Math skills is also depended on our students' ability to read, comprehend, and respond to grade level text.

Math instruction will be grounded in the Standards for Mathematical Practices, Math Claims, and California Standards.

- Teachers, in collaboration with their AC Teams, will continue to create lessons and assessments using the District Adopted Curriculum (Go Math) that align to the Common Core and include the eight mathematical practices.
- In primary classrooms, teachers will focus on building students conceptual understanding to ensure our student shave a solid foundation to build upon.
- To ensure that students are challenged in Math, Teachers in grades 1st-6th will utilize the Math Claims Sheet Tool focused on application of the Mathematical Practices and increased use of word problems from the GVC, (Ex. *Go Deeper, Think Smarter, and Real World Problem from the Math curriculum*).
- Classroom instruction will focus on complex text, task, and talk that is aligned with common core math instruction and development of academic language in Math.
- Integrated ELD instruction to support mathematical concepts will be implemented.
- As needed, Designated ELD instruction in Math for English Learner Students to support building math vocabulary and concepts.
- Teachers, in collaboration with AC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFA) routinely in Math. As needed based on data, AC teams and Teachers will develop and implement RTI (Tier 1 and 2) to support student learning and growth .
- We will offer after school tutoring based on data to support student learning and growth. We will be intentional about monitoring data from our subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.

SMART Goal:

By June 2020, the percentage of students that meet or exceed standards on the Math SBAC, will increase to 55%, as measured district data reports.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. Teacher/Admin Data Chats
3. Grade level common formative assessments (CFA)
4. Interim assessments
5. IABs in grade 3rd-6th
6. Student/teacher goal setting and monitoring
7. Atlas and district data reports
8. SBAC results

Owner(s):

1. Administrators
2. AC Teacher Teams/Leads and ILT
3. AC Teacher Teams/Leads and ILT
4. Teachers/Students/Admin
5. Teachers/Students
6. Administrators
7. Teachers and Administration

Timeline:

1. Ongoing
2. Fall and Spring
3. Ongoing
4. Fall and Spring
5. Ongoing
6. Ongoing
7. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the eight mathematical practices. Instruction will incorporate the following, as appropriate:
 - Students will be instructed using the district adopted Go Math Curriculum.
 - Use of manipulatives to aid in mathematical problem solving
 - Close Reading Strategies to deconstruct math word problems
 - Integrated ELD instruction to support mathematical concepts
- In order to meet grade level standards in math; students must be able to proficiently read, write, and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, may be provided with targeted reading/math interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students. An after school homework center will be provided to selected students to provide support and assistance with homework in math and ELA.
- To increase student's mathematical skills and understanding, approved software and internet subscriptions, such as Reading AtoZ, will be utilized to support the individualized needs of students.
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department. Rewards and incentives may be provided for academic improvement and achievement.

Specify enhanced services for EL students:

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas (Math) and driven by the ELA/ELD Framework.
- Additional training to address the needs of EL students will be provided to teachers English Learner services.
- Supplemental contracts, aligned to the training, may be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and tutoring.

Explain the actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's math levels, goals, and scores at the fall parent conference.

Specify enhanced services for low-performing student groups:

- Targeted support by grade level RTI will be implemented in grades 1st-6th grade to address the needs of students that are low performing (MTSS).
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged. We will use Khan academy and Go Math online programs to support Math instruction.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring in Math.

Describe Professional Learning related to this action:

- As needed based on data, the staff will be provided with professional learning opportunities to support deepening our instruction in Math using the Go Math curriculum and the mathematical practices.

- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress.
 - The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.
 - Translators will be provided for parent meetings and parent teacher conferences, as needed.
 - Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies.
 - Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
 - To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized. Parents will be included in Student Success Team (SST) meetings.
 - During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.
 - Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish
- Ongoing professional learning will be provided that focuses on complex text, task, and talk that is aligned with common core math instruction.
 - Connecting our Lab School PL learning to support implementation of strategies to support Math instructional and support student learning for EL and all students.
 - Teachers, in collaboration with their AC Teams, will continue to create lessons and CFA assessments that align to the common core grade level standards in math and utilize the eight mathematical practices.
 - Teachers, in collaboration with their AC Teams will review common assessments to identify the instructional needs of students and provide support through an RTI model (Tier 1 and 2).
 - As needed, subs may be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

Action 4

Title: English Learner Redesignation

Action Details:

English Learner Redesignation: To further support the redesignation of our English Learners, we will focus on the progress of long term EL students, the staff will participate in professional learning that is focused on the ELD and ELA standards.

- The staff will participate in Lab School professional development focused on the implementation of the ELA/ELD Framework. As a result, the following actions will be areas of focus and development:
 - *Every AC Team will plan instruction using Common Core Standards and the ELD Standards.*
 - There will be Integrated ELD and Designated ELD instruction to serve EL students, and all students.
 - Implementation of the Teaching and Learning Cycle as evidenced by consistent implementation of the keystone pedagogies.
 - There will be deep student academic discourse throughout the day.
- Teachers will be provided with site funded supplemental contracts to participate in additional AC planning time.
- The Language Team/ILT will also focus on the growth of our EL students through the implementation of best practices as identified in our Leading with Learning work.
- An English Language Review Team (ELRT) consisting of: the classroom teacher, Resource Teacher, and site administrators will meet in the fall and spring to review the progress of English Learners in grades TK-6. During the meetings, data will be reviewed and action plans will be developed to ensure students are meeting redesignation benchmarks. Substitute teachers will be provided, as needed.
- We will offer after school tutoring based on data to support student learning and growth. We will be intentional about monitoring data from our subgroups illustrating proportionality (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring.

SMART Goal:

By the end of the 2018/2019 school year, the number and percentage of English Learner students that will be redesignated will increase to 18.384%

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. ELPAC assessment results
2. Student/teacher goal setting and monitoring (ELPAC Chats and DRP goal setting) English Learner Review Team (ELRT)
3. Student Goal Setting
4. DRP results for English Learners
5. SBAC results for English Learners
6. ATLAS and district data reports
7. EL Redesignation and Student Goal Setting/Monitoring Tool

Owner(s):

1. Resource Teacher
2. AC Teacher Teams/Leads and ILT
3. Students
4. Language Team/ILT
5. Resource Teacher and Administrators
6. Administrators
7. Students

Timeline:

1. Ongoing
2. Fall and Spring
3. Fall and Spring
4. Fall and Spring
5. Ongoing
6. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.
- The Resource Teacher and contracted ELPAC Assessors will work in conjunction with teachers to administer the annual ELPAC assessment.
- Classroom teachers will provide Integrated and Designated ELD instruction.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students.
- To increase student literacy and comprehension, approved software and internet subscriptions will be utilized to support the individualized needs of EL students.
- Supplemental books and reading material will be purchased to support student literacy and reading instruction for EL students.
- The Language Team/ILT will meet monthly to continue learning in support of deeper implementation of Leading with Learning work. Subs may be provided.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction for EL students in all subject areas and intervention program needs.
- The Resource Teacher will monitor ELPAC growth to identify, plan, and facilitate appropriate interventions for EL students.

Specify enhanced services for EL students:

English Learner Review Team will focus on monitoring growth and supporting EL students.

- The Resource Teacher will monitor ELPAC growth to identify, plan, and facilitate appropriate interventions for EL students.
- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Additional training to address the needs of EL students will be provided to teachers English Learner services
- Supplemental contracts, that is aligned to the training, will be provided for staff planning.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and tutoring.

Explain the actions for Parent Involvement (required by Title I):

- The Bilingual Resource Counseling Assistant and the Home School Liaison will provide translation to communicate ELPAC progress to parents.
- Parents will be notified regarding ELPAC results, EL status, and redesignation.
- The redesignation process and redesignation updates will be given to parents at meetings such as: Parent Coffee Hours, ELAC, and School Site Council.

Specify enhanced services for low-performing student groups:

- Targeted support by grade level RTI will be implemented in grades 1st-6th grade to address the needs of students that are low performing EL students (MTSS).
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students, foster, and economically disadvantaged.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.

Describe Professional Learning related to this action:

Ongoing Professional Learning opportunities to refine the implementation of:

- Professional learning aligned to ELPAC blueprint assessments, ELD standards, and ELA/ELD Framework will be provided.
- The staff will participate in Lab School professional development focused on the implementation of the ELA/ELD Framework. As a result, the following actions will be areas of focus and development:
 - Every AC Team will plan instruction using Common Core Standards and the ELD Standards.
 - There will be Integrated ELD and Designated ELD instruction to serve EL students, and all students.
 - Implementation of the Teaching and Learning Cycle as evidenced by consistent implementation of

the keystone pedagogies.

- *Students engaged in deep student academic discourse throughout the day*
- The Language Team/ILT will meet monthly to continue learning in support of deeper implementation of Leading with Learning work at our site. Subs may be provided.
- The Resource Teacher will serve as the ELPAC assessment coordinator and provide PL regarding the administration of the ELPAC.
- The Resource Teacher will provide professional learning focused on the consistent progress and redesignation of EL students, through the implementation of the ELA/ELD Framework.
- Subs may be provided for additional coaching, planning, and professional learning for both Teachers and Administration.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Goal 1 A 1, 2, 3 ,4 Subs for SST's and Data Chats	3,458.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Supplemental Contracts for After School Tutoring G 1 A 1, 2, 3, 4	3,747.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Starfall G1 A 1	270.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food) Goal 1 A 1, 2, 3, 4	2,078.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1 A 1, 2, 3, 4	21,735.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting parent meetings G 1 A 1, 2, 3, 4	405.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Goal 1 A 1, 2, 3, 4	15,303.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4400	Goal 1 A 4, 1, 2, 3	57,557.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days for teachers	14,118.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Afterschool Tutoring Goal 1 A 1, 2, 3, 4	6,245.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books/Resources for teachers Goal 1 A 1, 2, 3, 4	1.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies G 1 A 1, 2, 3, 4	25,137.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Upgrade Cafeteria Sound System Actions 1, 2, 3, 4	21,735.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1 A 1, 2, 3, 4	45,123.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Lease Goal 1 A 1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance G1 A1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings Goal 1 A 1,2,3,4	512.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parent Meetings G1 A 1, 2, 3, 4 Goal 4 A1	1,200.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics G 1 A 1, 2, 3, 4	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.5600	Goal 1 A 4, 1, 2, 3	73,254.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for DI teacher for Vertical Articulation	4,282.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies Goal 1 A 1, 2, 3, 4	650.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for teacher meetins G1 A 1,2,3,4	511.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team	530.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors Goal 1 A4	5,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Feed				

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A4	LCFF: EL	Parent Participation	Direct-Food			: Ceremony for Redesignated Students	350.00

\$319,201.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	96.651 %	82.932 %	2017-2018	89.932 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

An analysis of our 3 year trend data illustrates the number of students who are engaged in any Goal 2 activities has increased as following:

- 2015/2016-77%
- 2016/2017-79%
- 2017-2018-82%

This growth is contributed to the following factors:

- A Teaching Fellow were assigned to manage the Noontime Sports League, organize and facilitate structured recess activities, and positively interact with students during their recess time.
- Additional supervision was provided before school, after school, and at school events to positively interact with students and provide additional safety and security. Safety equipment such as: cones, vests, two-way radios, etc., may be purchased, as needed.
- Weekly classroom meetings were conducted by teachers to develop and promote positive interactions (student to student and teacher to student).
- Second Step Lessons were taught weekly to equip students with conflict resolution skills.
- Materials and supplies were purchased to support Goal 2 activities.
- The Bilingual Resource Counseling Assistant worked with the district provided Restorative Practices Counselor to meet with identified students to provide positive behavior strategies and interventions.
- Six week long "Talent Time" elective sessions were held the third and fourth quarters. Staff members, Teaching Fellows, and community volunteers taught the classes.
- Goal 2 activities were planned to engage students in art, activities, and athletics. Subs were provided, as needed to allow teachers to attend Goal 2 activities.
- Rewards and incentives were provided to promote student connection to the school.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

An analysis of our 3 year trend data illustrates the number of students who are engaged in a Goal 2 activities has increased. The growth we have had has decreased the disproportionately within the significant subgroups. Our goal of increasing the participation percentage to 96.65% will assist in making sure all significant subgroups are engaged in activities, therefore decreasing disproportionality.

Percent of students engaged in Goal 2 activities by year:

- 2015/2016-77%
- 2016/2017-79%
- 2017-2018-82%

Goal 2 Participation Rate Disproportionality would be attributed to the following:

- lack of club sponsorship to organize and manage activities
- difficulty developing activities for our TK and kindergarten students
- students do not attend the activity

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We fully implemented our intended actions and budget expenditures were adequate to meet the goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- No major changes will be implemented to address this goal for this year.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance. During our analysis and discussion, SSC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

2 ELAC:

During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance. During our analysis and discussion ELAC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Growth in EL redesignation of students
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

3 Staff:

All (38) Teachers were provided completed a survey with budget details. Staff completed survey results and provided input for the allocation of resources. The feedback from Teachers was also shared with our SSC and ELAC board.

The following feedback was used:

- Additional Teacher PLC planning time:
 - 33 voted to keep
 - 0 to increase
 - 2 remain the same
 - 1 to cut
- Teaching Fellows:
 - 27 voted to keep
 - 2 voted to increase
 - 3 to Reduce
- Home School Liaison:
 - 33 voted to keep
 - 2 voted to increase
 - 1 voted to reduce
- 1 Bilingual Resource Counselor:
 - 37 voted to Keep
 - 2 voted to Reduce
- Resource Teacher:
 - 38 Teachers voted to keep
- Technology:
 - Keep 26
 - Increase 7
 - Decrease 1

- Supplies and Materials:
 - 33 teachers voted to keep
 - 5 to reduce
- Additional Copy Machine
 - 33 Teachers voted to keep
 - 2 To Reduce
- Supplemental Contracts
 - 33 keep
 - 2 Increase
 - 1 to Reduce
- Online Subscriptions to support learning:
 - 26 Teachers voted to keep
 - 1 to increase
 - 6 to reduce
 - 4 to cut

Action 1

Title: Student Engagement in Activities

Action Details:

To increase Goal 2 student engagements and build on the student's sense of school connectedness the following actions will be implemented:

- Increased participation in Goal 2 activities will be encouraged for all students.
- Climate and Culture team will work with staff and students to identify and implement additional Goal 2 opportunities.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- A Teaching Fellow will manage a Noon Sports league, plan and implement structured recess activities, and positively interact with students.
- Additional supervision will be provided to promote positive interactions and student safety.
- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.
- The Restorative Practices Counselor and Bilingual Resource Counseling Assistant will work with staff and students to promote positive relationships and activities.
- Our Bilingual Resource Counselor will supervise a Care and Connect room during morning and lunch recess.
- Talent Time elective sessions will be offered in the spring.
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity.

SMART Goal:

By the end of the 2019/2020 school year, the percentage of students that are engaged in a Goal 2 activity will increase to 96% as measured by district data reports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Office behavior referral data will be monitored
2. Power BI and Panorama data
3. Student survey responses will be analyzed by the CCT and ILT
4. Weekly Classroom Meetings and Second Step lesson implemented and logged quarterly.
5. Climate and Culture Monthly Team Meetings to address concerns and create action plans based on data and feedback.
6. Goal 2 opportunities and participation to be logged on Atlas
7. Review of Goal 2 data
8. Student Goal Setting

Owner(s):

1. Principal
2. Teachers, Administration, Students
3. Climate and Culture Team
4. VP
5. Administrators
6. Administrators
7. Students

Timeline:

1. Ongoing
2. Ongoing
3. Quarterly
4. Monthly
5. Ongoing
6. Quarterly
7. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- We will use our SEL RTI to target our students that require Tier 2 and 3 and ensure they are invited and participate in extra activities.
- Staff will continue to **Implement Talent Time** (elective wheel) in quarters 3 and 4 to all 1st -6th grade students to increase activities offered to our students.
- Supplemental contracts will be offered to staff to facilitate clubs/activities. If needed, provide transportation services to attend an activity or event.
- Purchase orders and funds will be used to purchase the following:
 - athletic gear
 - materials and supplies needed for clubs and activities
 - transportation above what is provided to accommodate higher numbers of student participation.
 - Direct Food Services
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials.

Specify enhanced services for EL students:

- We will identify and target our EL population by monitoring the students participating ensuring EL students are included. This will be done during our English Learner Review Team (ELRT) meetings with teachers

Specify enhanced services for low-performing student groups:

- We will stress the importance, reach out and encourage student engagement for all students and specifically students in high need.

Explain the actions for Parent Involvement (required by Title I):

- Coffee hours, workshops, and meetings will be scheduled to provide parents with information regarding Classroom Meetings, Safe and Civil Schools programs and strategies, and Restorative Practices.
- Additional supervision will be provided before school, after school, and at school events to positively interact with families and provide additional safety and security.
- Parents will be provided with opportunities to volunteer at the school site. These opportunities may include:
 - Teaching a "Talent Time" class
 - Volunteering in the classroom
 - Chaperoning on field trips
 - Volunteering with PTO
 - PR Reward Day
 - Supervision and assistance as needed

Describe Professional Learning related to this action:

Teachers will have access to the following Professional learning:

- On site PL focused on supporting implementation of school wide Multiple Tiered Support Systems (MTSS).
- Through access to PL through our Restorative Practices Site Support and our district department of Prevention and Intervention support coaches, ongoing PL in Safe and Civil Schools strategies and Restorative Practices with a focus on student self efficacy. AC Teams to discuss and plan for implementation of strategies to develop student-self efficacy.
- A district provided Restorative Practices Counselor will work with individual teachers, grade levels, and the staff to implement and refine restorative practices and SEL strategies.
- Lead by VP on site monthly Culture and Climate Meeting focused on clarifying expectations, analyzing data (SEL), and prescribing based on the desired outcomes.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow Student Engagement Goa 2 A1	6,872.00

\$6,872.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	97.414 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	0 %	2017-2018	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Current Reality for 3rd Grade Exposure to Careers is **98.347%**

Key Factors:

- We encouraged our students and parents to participate and attend in the opportunities (exposure to careers trips) provided by the district. We had our Home School Liaison, Resource Counselor, and Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily.

Exposure to Careers - 6th Grade

Current Reality for 6th Grade- Exposure to Careers is **98.3545%**

Key Factors:

- We encouraged our students and parents to participate and attend in the opportunities (exposure to careers trips) provided by the district. We had our Home School Liaison, Resource Counselor, and Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily.

Exposure to Careers - 4th Grade

Current Reality for 4th Grade- Exposure to Careers is **94.545%**

Key Factors:

- We encouraged our students and parents to participate and attend in the opportunities (exposure to careers trips) provided by the district. We had our Home School Liaison, Resource Counselor, and

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

- The fact that 7% of our 3rd grade students did not participate is due to students not being at school on the selected day of the experience.

Exposure to Careers - 6th Grade

- The fact that 7% of our 6th grade students were not exposed to the Reedley trip was due to not being at school on the selected day of the experience.

Exposure to Careers - 4th Grade

- The fact that 0% of our 4th grade students did not participate is due to students not being at school on the selected day of the experience.

Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We will continue to promote student and family engagement in Goal 3 engagement by providing parent meetings and conducting phone calls to parents to inform them of the opportunities offered to students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- No changes will be made to address this goal.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance. During our analysis and discussion, SSC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent

2 ELAC:

During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance. During our analysis and discussion ELAC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.
- Growth in EL redesignation of students
- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent

3 Staff:

All (38) Teachers were provided completed a survey with budget details. Staff completed survey results and provided input for the allocation of resources. The feedback from Teachers was also shared with our SSC and ELAC board.

The following feedback was used:

- Additional Teacher PLC planning time:
 - 33 voted to keep
 - 0 to increase
 - 2 remain the same
 - 1 to cut
- Teaching Fellows:
 - 27 voted to keep
 - 2 voted to increase
 - 3 to Reduce
- Home School Liaison:
 - 33 voted to keep
 - 2 voted to increase
 - 1 voted to reduce
- 1 Bilingual Resource Counselor:
 - 37 voted to Keep
 - 2 voted to Reduce

- Time and Noon Time League).
- **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

- Time and Noon Time League).
- **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

- Resource Teacher:
 - 38 Teachers voted to keep
- Technology:
 - Keep 26
 - Increase 7
 - Decrease 1
- Supplies and Materials:
 - 33 teachers voted to keep
 - 5 to reduce
- Additional Copy Machine
 - 33 Teachers voted to keep
 - 2 To Reduce
- Supplemental Contracts
 - 33 keep
 - 2 Increase
 - 1 to Reduce
- Online Subscriptions to support learning:
 - 26 Teachers voted to keep
 - 1 to increase
 - 6 to reduce
 - 4 to cut

Action 1

Title: Exposure to Careers Participation 3rd, 4th, and 6th Grade

Action Details:

Exposure to Careers - 3rd Grade, 4th grade, and 6th Grade

We will ensure that all students and families have information for the opportunities available for exposure to careers. Students will be exposed to a variety of career opportunities by utilizing the resources provided by the district and on site school activities. As PLCs are planning their grade level experiences, we will ensure they have selected an optimum date, which allows for highest student participation.

- School will develop opportunities and student activities throughout the year to promote the expectation and path of being College and Career Ready.
 - Teachers will implement parent meetings to inform parents of the opportunists for participation in exposure to careers.
 - Our site will promote College by having College Celebration Day

SMART Goal:

By the end of the 2019/2020 school year, the percentage of students in 3rd, 4th and 6th that participate in exposure to careers activities will increase to 100%as measured by district data reports.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Using district progress monitoring tools, VP and Teachers will:

1. Monitor and capture students who are attending the Goal 3 experience.
2. We will log students that participate accordingly to monitor participation rate.

Owner(s):

1. VP
2. Teachers

Timeline:

1. Quarterly
2. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

As needed:

- We will provide transportation services to attend an activity or event.
- Materials and Supplies we will purchase will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials.

Specify enhanced services for EL students:

As a result of our goal being 100% participation, our EL students are included in this target.

Specify enhanced services for low-performing student groups:

The percent of students that did not attend was due to absences. They were not present on that day due to illness, etc.

Explain the actions for Parent Involvement (required by Title I):

Administration/Staff will present Goal 3 opportunities for parents:

- At Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings.
- Monthly Newsletter/Calendar will be sent home informing parents of the opportunities and expectation/goal.
- School Messenger will be sent out to parents. This will ensure that parents are well informed about the various Goal 3 opportunities we have for our students.

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	7.161 %	11.038 %	2017-2018	9.038 %
Suspensions Per 100	3.385 %	5.258 %	2017-2018	4.258 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

An analysis of our 4 year trend data illustrates that the number of students who have Chronic or Severe Chronic attendance is as follows:

- 2015/2016-8.61%
- 2016/2017-8.29%
- 2017-2018-9.16%
- 2018-2019-9.8%

Actions that were implemented:

- Principal, VP and office staff communicated with parents of identified students during A2A meetings and as needed based on absences.
- The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant meet with students that were identified Chronic or Severe Chronic to reinforce the importance of attendance.
- Teachers monitored attendance and rewarded outstanding attendance at quarterly awards assemblies.
- Rewards and incentives were provided for improved attendance.

Suspensions Per 100

An analysis of our 4 year trend data illustrates that the suspension rate has slightly increased :

- 2015/2016-1.26%
- 2016/2017-1.48%
- 2017-2018-4.38%
- 2018-2019- 2.59%

Actions that were implemented:

- Restorative Practices-Staff Trained and ongoing training via site PL with CCT

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

During parent attendance meeting, parents have shared the following factors that contribute to chronic absenteeism and poor attendance.

- Students are chronically sick and have to miss school
- Parents had to leave town
- Families displaced due to family issues
- High levels of transiency due to moving from place with family members

Suspensions Per 100

In looking at three year trend data for suspension, there has been an increase in the suspension rate the past year. After an a deep analysis of the students being suspended and the reason they are being suspended, we discovered the following:

- There has been an increase in suspensions as a result of students bringing dangerous objects to school and showing them to students.
- In the past year we enrolled several students new to our school that require higher levels of behavior support.
- Students suspended often had several opportunities to correct behaviors through alternative consequences but they continue to engage in inappropriate behaviors.

In looking at the data we also noticed the following sub-groups with high levels of suspension:

- African America Students
- Hispanic Students

- CHAMPS implemented school wide
- School wide discipline assemblies provided every semester and as needed based on grade level needs and student needs
- School wide procedures and behavior expectations established and implemented
- School wide PR system with quarterly assembly celebration incentives and end of the year celebration for students meeting expectation.
- Development of behavior plans by teachers and administration.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following actions were funded by Title 1 last year and will continue to be funded this year to support continued growth.

- Home School Liaison
- Technology
- Subs for SST, IEPs, and Data Chats
- Materials and Supplies
- Mileage for Home School Liaison
- Babysitting
- Starfall Reading Subscription

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- To meet the needs and support our Tier 2 and Tier 3 students, we will contract and partner with Hand in Hand Mentoring and Family Foundations Counseling with the goal of supporting the SEL competencies to identified students needing additional support. Hand in Hand mentoring in collaboration with school staff will identify students and provide group counseling/ and/or one on one therapy to support Tier 3 of our MTSS.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension Data, Student Engagement, and Attendance. During our analysis and discussion, SSC board members and parents provided the following feedback:

- Growth in our four year trend data in all areas was noted by

2 ELAC:

During our ELAC meetings we reviewed budget, SPSA actions, data for SBAC, English Learner Redesignation, Suspension, Student Engagement, and Attendance. During our analysis and discussion SSC and ELAC board members and parents provided the following feedback:

- Growth in our three year trend data in all areas was noted by

3 Staff:

All (38) Teachers were provided completed a survey with budget details. Staff completed survey results and provided input for the allocation of resources. The feedback from Teachers was also shared with our SSC and ELAC board.

The following feedback was used:

- Additional Teacher PLC planning time:

the members and parents. Members complimented our school wide growth and celebrated work of teachers and Admin.

- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years. However, they were in support of adjusting the funds to be able to increase Social Emotional Supports for students.
- The following items were noted as high importance to our parents:
 - **After school tutoring for students**
 - **SEL support for students in the form of counseling and therapy for students in Tier 3.**
 - **Technology**
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - **English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team**
 - **Promoting and supporting literacy at school and home**
 - **School and student safety**

the members and parents. Members complimented our school wide growth and celebrated work of teachers and Administration.

- Parents stated they wanted to remain with the previous investments since they have supported the growth observed in recent years.
- The following items were noted as high importance to our parents:
 - After school tutoring for students
 - Social Emotional Support for students
 - Technology
 - Extra engagement activities for students (ex. Talent Time and Noon Time League).
 - English Learner (EL) supports and monitoring of EL progress by Teachers and English Learner Review School Team
 - Promoting and supporting literacy at school and home
 - School and student safety
 - Teachers having more time for AC planning

- 33 voted to keep
- 0 to increase
- 2 remain the same
- 1 to cut
- Teaching Fellows:
 - 27 voted to keep
 - 2 voted to increase
 - 3 to Reduce
- Home School Liaison:
 - 33 voted to keep
 - 2 voted to increase
 - 1 voted to reduce
- 1 Bilingual Resource Counselor:
 - 37 voted to Keep
 - 2 voted to Reduce
- Resource Teacher:
 - 38 Teachers voted to keep
- Technology:
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 - 5 to reduce
- Additional Copy Machine
 - 33 Teachers voted to keep
 - 2 To Reduce
- Supplemental Contracts
 - 33 keep
 - 2 Increase
 - 1 to Reduce
- Online Subscriptions to support learning:
 - 26 Teachers voted to keep
 - 1 to increase
 - 6 to reduce
 - 4 to cut

Action 1

Title: Chronic Absenteeism and Suspension Rate

[Action Details:](#)

Chronic Absenteeism

Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to take steps to improve student attendance. To address this issue, the following actions will be taken:

- Saturday Academy will be implemented. Students that need to recover attendance will be targeted.
- The office staff will monitor attendance and work with parents to of targeted students to improve student attendance.
- The Home School Liaison and Bilingual Resource Counseling Assistant will communicate with parents and do home visits, to address students attendance issues.
- Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement.
- Goal 2 activities will be provided to further connect students to school with the goal of improving attendance through engagement.

Suspension Rate

To reduce suspensions so that students are in school and learning, it's important that we implement the following actions:

- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our students behavior needs.
- We will calendar a monthly focus to be intentional about teaching the SEL competencies to all students.
- All Teachers will conduct class meetings on a weekly basis to foster and build positive relationships between students and adults. Class meeting verification forms will be collected by the VP and both Principal and VP will monitor class meeting implementation through walk through observations.
- Second Step lessons will be implemented as needed based on student needs.
- All teachers will establish and implement clear classroom behavior expectations CHAMPS. As needed, teachers in develop student specific behavior plans to support and reinforce positive behaviors for learning.
- Teachers will communicate behavior concerns with parents.
- Discipline assemblies will be implemented by VP and Principal to review school wide behavior expectations and encourage good attendance.
- Character Counts will be promoted monthly to build the character competencies.
- To further support students with high a level of needs, our Bilingual Resource Counselor will supervise a Care and Connect room during morning and lunch recess. This action is depended upon receiving additional portable classrooms on campus.

SMART Goals:

1. **By the end of the 2019/2020 school year, the percentage of TK-6 grade students that are Chronic or Severe Chronic in attendance will decrease to 9.03% as measured by district monitoring data reports.**
2. **By the end of the 2019/2020 school year, the suspension rate will decrease to 4.25% as measured by district monitoring data reports.**

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Utilization of ATLAS and district data reports to monitor chronic attendance rate.
2. Utilization of ATLAS and district reports to monitor suspension rate.
3. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at monthly A2A meetings will be logged into ATLAS.
4. Goal 2 Participation will be entered into ATLAS.
5. Weekly class meetings will be logged.
6. Office Referral Data
7. Monitor the attendance reports for Saturday Academy

Owner(s):

1. Office Staff, HSL, CWAS, Bilingual Resource Counselor
2. Principal, HSL, CWAS, Bilingual Resource Counselor
3. Principal, HSL, CWAS, Bilingual Resource Counselor
4. VP
5. AC Teacher Teams/Leads and ILT
6. Administration
7. Lead Teacher for Saturday Academy

Timeline:

1. Ongoing
2. Ongoing
3. Ongoing
4. Weekly
5. Ongoing
6. Ongoing
7. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Goal 2 activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend Goal 2 activities.
- Rewards and incentives may be provided for improved attendance.

Specify enhanced services for EL students:

- The Home School Liaison and Bilingual Resource Counseling Assistant will contact the parents of EL students and do home visits, as necessary, to promote positive attendance. Budgeted

Specify enhanced services for low-performing student groups:

- We will target chronically absent students to attend Saturday School to recover attendance.
- Hand in Hand Mentoring will be used to ensure that we target the following student groups:
 - English Learner Students
 - African America Students
 - Asian Students
- Conduct re-entry conference with students after suspensions
- We will target students with multiple suspensions and develop support services.
- Home School Liaison will communicate with parents to ensure they are informed of the Saturday Academy opportunity to recover absences and engage in additional instruction.

Explain the actions for Parent Involvement (required by Title I):

A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic.

- The Home School Liaison and Bilingual Resource Counselor will contact parents and do home visits, as necessary, to promote positive attendance.
- The Home School Liaison and Bilingual Resource Counselor will communicate with parents in their primary language, as needed.
- Communication from Teachers and Admin. will focus on attendance improvement strategies with connection to academic improvement for students.
- Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings.

Describe Professional Learning related to this action:

- Ongoing PL in Safe and Civil Schools strategies and Restorative Practices to help connect students to school, resulting in improved attendance.
- The Restorative Practices Counselor will consult with teacher and work with students to promote student connectedness to the school.
- We will utilize our Family Counseling Services to train our teachers to support SEL competencies.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translator HSL 4 A 1	208.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring Program : Social Emotional Support for Students MTSS Tier 2 and 3	20,000.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage for HSL/BRC	100.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Social Emotional Support MTSS Tier 2 and 3	13,300.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.4125	Goal 4 A 1	29,794.00
G4A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Additional Supervision G 4 A1	4,000.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.3375	Goal 4 A 1	24,375.00

\$91,777.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0305 Leavenworth Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Goal 1 A 1, 2, 3, 4 Subs for SST's and Data Chats	3,458.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Supplemental Contracts for After School Tutoring G 1 A 1, 2, 3, 4	3,747.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Starfall G1 A 1	270.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food) Goal 1 A 1, 2, 3, 4	2,078.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1 A 1, 2, 3, 4	21,735.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting parent meetings G 1 A 1, 2, 3, 4	405.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Goal 1 A 1, 2, 3, 4	15,303.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4400	Goal 1 A 4, 1, 2, 3	57,557.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days for teachers	14,118.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Afterschool Tutoring Goal 1 A 1, 2, 3, 4	6,245.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books/Resources for teachers Goal 1 A 1, 2, 3, 4	1.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies G 1 A 1, 2, 3, 4	25,137.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Upgrade Cafeteria Sound System Actions 1, 2, 3, 4	21,735.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1 A 1, 2, 3, 4	45,123.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Lease Goal 1 A 1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance G1 A1, 2, 3, 4	5,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings Goal 1 A 1,2,3,4	512.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parent Meetings G1 A 1, 2, 3, 4 Goal 4 A1	1,200.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics G 1 A 1, 2, 3, 4	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.5600	Goal 1 A 4, 1, 2, 3	73,254.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for DI teacher for Vertical Articulation	4,282.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies Goal 1 A 1, 2, 3, 4	650.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for teacher meetins G1 A 1,2,3,4	511.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team	530.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors Goal 1 A4	5,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			: Ceremony for Redesignated Students	350.00
G2A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow Student Engagement Goa 2 A1	6,872.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translator HSL 4 A 1	208.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring Program : Social Emotional Support for Students MTSS Tier 2 and 3	20,000.00

G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL/BRC	100.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Social Emotional Support MTSS Tier 2 and 3	13,300.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.4125	Goal 4 A 1	29,794.00
G4A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Additional Supervision G 4 A1	4,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.3375	Goal 4 A 1	24,375.00
							\$417,850.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,304.00
Sup & Conc	7090	\$234,722.00
LCFF: EL	7091	\$115,824.00
Grand Total		\$417,850.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$319,201.00
G2 - All students will engage in arts, activities, and athletics	\$6,872.00
G4 - All students will stay in school on target to graduate	\$91,777.00
Grand Total	\$417,850.00