

**Leavenworth Elementary**

10621666111256

Principal's Name: Erica Piedra

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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**



<p>The School Site Council (SSC) develops and revises the School 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.</p>
<p>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.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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 and Family Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The School 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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Erica Piedra</b>	X				
2. <b>Chairperson -Antonio Martinez</b>				X	
3. <b>Vice-Chairperson - Robert Spencer</b>				X	
4. <b>Secretary - Rebecca Saechao</b>		X			
5. <b>DAC Representative - Hugo Morales</b>				X	
6. <b>Alicia Aleman</b>				X	
7. <b>Esmeralda Salcedo</b>				X	
8. <b>Gloria Drake</b>			X		
9. <b>Mai Kou Moua</b>		X			
10. <b>Miguel Sotelo</b>		X			
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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 School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Erica Piedra		4-21-2020
<b>SSC Chairperson</b>	Antonio Martinez		4-22-2020

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 2020/21

Leavenworth - 0305

**ON-SITE ALLOCATION**

3010	Title I	\$70,066 *
7090	LCFF Supplemental & Concentration	\$234,712
7091	LCFF for English Learners	\$99,060
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$403,838</b>

\* 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	\$1,983
Remaining Title I funds are at the discretion of the School Site Council	\$68,083
Total Title I Allocation	\$70,066

## Leavenworth Elementary 2020-2021 - 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)	10.725 %	17.143 %	2018-2019	24.143 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	57.98 %	51.253 %	2018-2019	58.253 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	53.204 %	48.19 %	2018-2019	55.19 %

**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 5 year trend data illustrates a 22% gain in Meeting and Exceeding levels on ELA SBAC. There has also been a 19% decline in the number of students in the NOT Meeting (red). This growth is attributed 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 and FIAB assessments in ELA in grades 3-6 by PLC 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 Designated TSA
- 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

**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 focus subgroups:**

- School wide SBAC ELA (439 students): 51.25%
  - Hispanic (366 students): 50.82%
  - Asian (36 students): 55.55%
  - EL Students (120 students): 18.34%
  - SPED Students (68 students)
    - DIS (14 students): 57.14%
    - RSP (32 students): 6.25%
    - SDC (22 students): 4.55%
  - African American (8 students): 25%

**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).
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI

staff 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 as part of our Lab School Work. Supplemental contracts, to support training, were provided for staff planning.
- Rewards and incentives were provided for academic improvement and achievement.
- PLC teams responded to CFA outcomes for students after analyzing data and prescribed next steps to support student learning.
- The Teaching Fellows, under the supervision and guidance of the Resource Teacher, provided additional interventions to identified EL students, foster students, and economically disadvantaged students.
- 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)**

***An analysis of our 5 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.

Process (Tier 1 and 2) as part of the our MTSS.

- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students with a focus on EL students to support improved attendance.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

#### **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 subgroups:**

- School wide SBAC Math (442 students): 48%
  - Hispanic (369 students): 47.7%
  - Asian (36 students): 47.2%
  - EL Students (122 students): 25.4%
  - SPED Students (68 students)
    - DIS (14 students): 64.3%
    - RSP (32 students): 12.5%
    - SDC (22 students): 0%
  - African American (8 students): 12.5%

**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).
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI Process (Tier 1 and 2) as part of the our MTSS.
- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students to support improved attendance.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

#### **EL Reclassification Rate (All grade levels)**

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

- PLC 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). PLC 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 Bilingual Resource Counselor will continue to communicate with parents of target EL students to support improved attendance.
- We realize that students must be given more opportunities to engage in meaningful and rich discourse that is grounded in text and tasks aligned to the grade level standards.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.
- Continued implementation of the Lab School Keystone Pedagogies.



- Grades 1st-6th implemented the site developed Math Claims Sheet to further develop our students ability to respond to rigorous math problems using the Mathematical Practices and Math Claims.
- Implementation of IAB and FIAB assessments in Math in grades 3-6 by PLC 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 5 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
- 2019-2020 results are pending.

##### **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 redesignation results, compared to previous year.
- EL students have struggled to demonstrate high levels of writing skills to be able to meet the demands of grade level district and state assessments.
- In looking at previous assessment results, we realize that our EL students struggle with the listening

and speaking sections of their ELPAC assessment. We will continue to focus on these areas, as we prepare students for taking the ELPAC.

- We realize that students must be given more opportunities to engage in meaningful and rich discourse.

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

All actions and budget expenditures were utilized as planned.

In 2019-20, we did fund a site license for the web base program **More Starfall**. As we move forward, we will no longer fund this. As an alternative, teachers will utilize the activities and websites that are components of our GVC. We will also utilize the i-Ready benchmark assessments and i-Ready computer based student activities.

**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.

**Due to the successes of our identified actions, and input from staff and parents, we are proposing the following changes for the 2020-2021 SPSA:**

- We will continue to fund mentoring with "Hand in Hand Mentors." We will be adding another mentor to provide SEL support for our students. Our hope is to add a female mentor.
- We see the need to increase our counseling services with Family Foundations Counseling from one day per week to two days per week.
- To ensure we can continue to provide after school tutoring for our target students, we will fund contracts for staff to provide homework help and tutoring.
- To provide additional support for our students, we will fund 3.5 hour Bilingual Spanish Paraprofessionals and additional Teaching Fellows.
- To move towards our goal of having a computer available for each student, we will increase our budget for technology.
- We will transition our site funded Resource Teacher position into a district funded Designated School TSA. As a result, we will not be funding the Resource Teacher position.
- To address the needs of our EL and Dual Immersion students, we will increase funding for literature that is written in Spanish.
- Even though staff was in favor of funding online subscriptions, the focus of the district is to utilize online websites and supports that are part of the Guaranteed Viable Curriculum (GVC) or sites that are funded by the district. As a result, we will not be funding online subscriptions.
- To strengthen Grade Level PLC Teams, supplemental contracts will be provided so grade level leaders can attend the Solution Tree PLC Training. The district will pay the conference registration fees for the teachers, but the registration fees for the Administrative team will be paid for using site funds.

**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:

**2** ELAC:

During all of our ELAC 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, ELAC members and parents were informed of the following ways to support the

**3** Staff:

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC.

- **Grade Level Planning Days**

Growth in our four year trend data in all areas was noted by the members and parents. Members continue to compliment our school wide growth and celebrate the work of teachers and administrators.

Parents agreed to remain with the previous investments, since they have supported the growth observed in recent years. Based on information shared by the principal and feedback from Staff Surveys, they were in support of adjusting the funds to be able to increase Social Emotional Supports (counseling and mentoring) 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.
- Increased technology for students
- Engagement activities for students (ex. Talent Time , structured recess activities, 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
- Parents also were in support of additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

social-emotional and academic needs of our students:

- After school tutoring for students
- SEL support for students in the form of mentoring and counseling for students.
- Increased technology for students
- Engagement activities for students (ex. Talent Time , structured recess activities, 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
- Additional support, using Teaching Fellows or Bilingual Spanish Paraprofessional classroom aides, to support student learning.

Parents were in agreement with the supports that were discussed.

- 27 keeps
- 1 reduce
- 8 cut (Designated Days provide enough time to plan)
- **7 Teaching Fellows**
  - 16 keep
  - 15 increase (some in higher grades, since beginning of year for 1<sup>st</sup> grade)
  - 5 No Response
- **Home School Liaison Spanish**
  - 29 keep
  - 4 increase
- **Resource Counselor (Hmong)**
  - 31 keep
  - 1 increase
  - 1 reduce
- **Resource Teacher-**
  - 7 keep
  - 23 cut (convert to Designated TSA),
  - 1 reduce,
  - 5 cut
- **Technology**
  - 22 keep (1 to 1 in all grades)
  - 10 increase (1 to 1 in all grades)
  - 1 No Response
- **Supplies and Materials-**
  - 25 keep
  - 9 increase
  - 1 reduce
  - 1 No Response
- **Additional Copy Machine**
  - 31 keep
  - 2 increase
- **After School Tutoring and Supplemental Contracts**
  - 21 keep
  - 6 increase
  - 8 cut (already working extra hours for Designated Days)
- **Online Subscriptions**
  - 23 keep
  - 6 increase (BrainPop, Reading A-Z one teacher per grade level)
  - 3 cut
  - 1 No Response
- **Family Foundations Counseling**
  - 16 keep
  - 16 increase
  - 1 NR
- **Hand in Hand Mentoring**

- o 17 keep
- o 12 increase
- o 3 cut
- o 1 NR

**Additional Feedback**

- Reduced planning days or cut days due to extra time given for designated hours.
- TF in upper grades can assist struggling students with gaps.
- Spanish Bilingual Paraprofessionals to support classroom instruction in primary grades.

**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.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- The staff will continue to utilize strategies from 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 PLC Teams, will continue to use identified texts to create complex tasks aligned to depth of the CCSS.
- All students in grades K-6 will take three i-Ready Benchmark Assessments. (Beginning of Year, Midyear, and End of Year)
- To address reading gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready lessons on the computer.
- Teachers, in collaboration with PLC Teams, will routinely focus on developing, implementing, and analyzing Common Formative Assessments (CFAs) to monitor student learning aligned to Reading and Literacy.
- To strengthen Grade Level PLC Teams, supplemental contracts will be provided so grade level leaders can attend the Solution Tree PLC Training. The district will pay the conference registration fees for the teachers, but the registration fees for the Administrative team will be paid for using site funds.
- At the start of the third quarter, teachers will be provided with site funded substitute teachers to participate in additional PLC planning time.
- Utilizing supplemental contracts, we will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.

**SMART Goal: By the end of the 2020-2021 school year, the percentage of students in each individual grade level will increase reading proficiency as follows:**

1. Fifty percent (50%) of kindergarten students will meet the i-Ready end of year grade level benchmark.
2. Fifty-five percent (55%) of first grade students will meet the i-Ready end of year grade benchmark.
3. Sixty percent (60%) of second grade students will meet the i-Ready end of year grade level benchmark.

**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. District Assessment Data and i-Ready assessment results
3. District and grade level benchmark assessment profiles
4. Student/teacher goal setting and monitoring
5. English Learner Review Team (ELRT)
6. MTSS Team
7. Atlas and district data reports

**Owner(s):**

1. Administrators
2. PLC Teams/Leads and ILT
3. PLC Teams/Leads and ILT/Admin
4. PLC Teams/Leads and ILT and Students
5. Designated TSA
6. Administrators and Designated TSA
7. Administrators

**Timeline:**

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

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

- Foundational reading skills instruction, as aligned to the GVC, will remain a focus in grades TK – 2
- Implementation of the District Adopted Language Arts Curriculum (GVC)
- Close Reading Strategies, tasks focused on Complex Text, Task, and Talk, Thinking Maps, Making Thinking Visible strategies, and student discourse strategies will be utilized across the curriculum.
- Integrated ELD instruction
- 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, RTI, or deployment.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- 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, i-Ready will be utilized to support the individualized needs of students.
- Utilizing supplemental contracts, we will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (i.e. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- 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 including, but not limited to: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed.
- To accommodate our large staff, an additional copy machine will be funded. 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 the following: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- 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.
- Substitute teachers, may be provided for staff collaboration and planning, data analysis, goal setting, and SSTs
- Translators will be provided for parent meetings and parent teacher conferences, as needed.

**Specify enhanced services for EL students:**

- The English Learner Review Team (ELRT) will meet in the Fall and Spring, if necessary, 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.
- Supplemental contracts, will be provided for articulation between Dual Immersion teachers

**Specify enhanced services for low-performing student groups:**

- Foundational reading skills instruction, as aligned to the GVC, will remain a focus in grades TK-2
- Targeted support for Tier 2 and Tier 3 students, using the Multi-Tiered Systems of Support model (MTSS), through grade level RTI, will be implemented in TK-6th grade to address the needs of students that are low performing. Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, may push into classes to provide instructional supports.

- Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, will provide additional intervention to identified EL students, foster, and economically disadvantaged students.
- 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.
- Parents will be encouraged to attend Back to School Night, Open House, and grade level Student Showcase events.
- 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.
- Funds will be made available for transportation reimbursement for home visits.
- 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.
- Materials and supplies, including food and refreshments, will be used to support parent learning and involvement.
- 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, Peachjar, 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.

## 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 of the following:

- The staff will continue to implement the strategies from 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 opportunities for 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 PLC Teams, will focus on developing, implementing, and analyzing Common Formative Assessments (CFAs) to routinely monitor student learning aligned to Reading and Literacy.
- To address learning gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready lessons on the computer.
- Teachers, in collaboration with PLC Teams will plan instruction using the learning from our Claims and Targets work in ELA.
- To strengthen Grade Level PLC Teams, supplemental contracts will be provided so grade level leaders can attend the Solution Tree PLC Training. The district will pay the conference registration fees for the teachers, but the registration fees for the Administrative team will be paid for using site funds.
- Using data, school will continue to provide and improve interventions for students with the highest need, including after school tutoring (Tier 3).

- Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, will provide additional classroom supports, allowing intervention to be provided to identified EL students, foster, and economically disadvantaged students.
- 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:

- Foundational reading skills instruction, as aligned to the GVC, will remain a focus in grades TK–2
- 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 Designated TSA will work with individual teachers and PLC teams to analyze data, develop action plans, and create lessons.
- Staff collaboration during PLC meetings that is focused on addressing the four AC grounding questions, developing CFA and will be focused on clarifying, analyzing, and prescribing.
- PLC Teams and Teachers will continue to deepen their knowledge of the IPG tenants.
- Quarterly data analysis by PLC 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.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.
- To strengthen the effectiveness of our Grade Level PLC Teams, the ILT and Administrative Teams will attend the Solution Tree PLC Training. Supplemental contract will be provided for teachers. Registration fees will be paid for the site administrative team.

- PLC Teams will continue to improve instructional supports and provide intervention through the RTI Process (Tier 1 and 2).
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support struggling readers.
- IAB and FIAB assessments will be implemented in grades 3rd -6th grade in ELA. Grade level PLCs will determine which IABs or FIABs to implement, based on their grade level essential standards and student needs.
- At the start of the third quarter, teachers will be provided with site funded substitute teachers to participate in additional PLC planning time.
- We will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.

SMART Goal:

By June 2020, the percentage of students that meet or exceed standards on the ELA SBAC, will increase to 58.3%, as measured by district data reports.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. PLC Implemented CFAs, FIABs, and IABs
3. i-Ready Benchmark Assessment Results
4. Student Goal Setting
5. English Learner Review Team (ELRT)
6. Atlas and district assessment reports
7. SBAC

Owner(s):

1. Administrators
2. PLC Teacher Teams/Leads and ILT
3. PLCTeacher Teams/Leads and ILT
4. Students
5. Designated TSA
6. Administrators
7. Teacher and Administration

Timeline:

1. Ongoing
2. End of Unit
3. Fall, Midyear, 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)
- Close Reading Strategies, tasks focused on Complex Text, Task, and Talk, Thinking Maps, Making Thinking Visible strategies, and student discourse strategies will be utilized across the curriculum.
- Integrated ELD instruction
- Interactive Read Alouds
- Guided Reading and small group instruction
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted reading Interventions. Interventions will be provided by the classroom teacher, RTI, or deployment.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- 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, i-Ready 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 accommodate our large staff, an additional copy machine will be funded. 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 the following: student planners, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- Books that support site professional learning *initiatives may be purchased to support professional learning.*
- *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.*
- Substitute teachers, may be provided for staff for collaboration and planning and to attend meetings to discuss student progress.
- Utilizing supplemental contracts, we will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (ie. African American, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- To address student gaps and accelerate learning, i-Ready will be utilized to support the individualized needs of students.
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate and plan instruction to address the needs of those students.

#### 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.
- Teaching Fellows and BIAs, under the supervision of the Designated TSA will provide additional intervention and support to identified EL students, foster students, and economically disadvantaged students.
- 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.
- Parents will be encouraged to attend Back to School Night, Open House, and grade level Student Showcase Events.
- 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.
- Funds will be made available for transportation reimbursement for home visits.
- 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.
- Materials and supplies, including food and refreshments, will be used to support parent learning and involvement.
- 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, Peachjar, 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:

- Foundational reading skills instruction, as aligned to the GVC, will remain a focus in grades TK-2
- Targeted support for Tier 2 and Tier 3 students, using the Multi-Tiered Systems of Support model (MTSS), through grade level RTI, will be implemented in TK-6th grade to address the needs of students that are low performing. Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, may push into classes to provide instructional supports.
- Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, will provide additional classroom supports, allowing intervention to be provided to identified EL students, foster, and economically disadvantaged students..
- 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 Designated TSA will work with individual teachers and PLC Teams to analyze data, develop action plans, and create lessons.
- Staff collaboration during PLC meetings that is focused on addressing the four AC grounding questions, developing CFAs and will be focused on clarifying, analyzing, and prescribing.
- PLC Teams and Teachers will continue to deepen their knowledge of the IPG tenants.
- Quarterly data analysis by PLC and Teachers using site developed assessment profiles
- Supplemental contracts will be available for Dual Immersion articulation.
- Subs will be provided for additional coaching, planning, data analysis and review, goal setting and professional learning for both Teachers and Administration.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.
- Research Based Professional Readings
- To strengthen the effectiveness of our Grade Level PLC Teams, the ILT and Administrative Teams will attend the Solution Tree PLC Training.



### 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, explain, and respond to grade level text.

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

- Teachers, in collaboration with their PLC 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 students have a solid foundation to build upon.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA.
- 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 eight mathematical practices and increased use of word problems from the GVC, (Ex. Go Deeper, Think Smarter, and Real World Problems from the Go 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.
- Teachers will provide opportunities increase and deepen student discourse, as students deconstruct and solve math problems.
- To address learning gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready math lessons on the computer.
- 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 PLC Teams will focus on developing, implementing, and analyzing Common Formative Assessments (CFAs) 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.
- To strengthen Grade Level PLC Teams, supplemental contracts will be provided so grade level leaders can attend the Solution Tree PLC Training. The district will pay the conference registration fees for the teachers, but the registration fees for the Administrative team will be paid for using site funds.
- Teachers will utilize SBAC aligned FIAB and IAB assessments.
- At the start of the third quarter, teachers will be provided with site funded substitute teachers to participate in additional PLC planning time.
- We will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (ie. African American, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.

**SMART Goal:**

By June 2021, the percentage of students that meet or exceed standards on the Math SBAC, will increase to 55.2%, as measured by district data reports.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. PLC Implemented CFAs, FIABs, and IABs
3. i-Ready Benchmark Assessment Results
4. Student Goal Setting
5. English Learner Review Team (ELRT)
6. Atlas and district assessment reports
7. SBAC

**Owner(s):**

1. Administrators
2. PLC Teacher Teams/Leads and ILT
3. PLC 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, Midyear, 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
  - Student discourse to deepen conceptual understanding of math 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, RTI, or deployment.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Designated TSA, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, 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 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: student planners, 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.
- Books that support site professional learning initiatives may be purchased to support professional learning.
- 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.
- Substitute teachers, may be provided for staff for collaboration and planning and to attend meetings to discuss student progress.
- Utilizing supplemental contracts, we will offer an After School Tutoring Center, based on data to support student learning. We will be intentional about monitoring data from our subgroups (ie. African America, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- To address student gaps and accelerate learning, i-Ready will be utilized to support the individualized needs of students.

**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.
- Teaching Fellows and/or BIAs, under the supervision and guidance of the Designated TSA, will work to provide additional intervention to identified EL students, foster students, and economically disadvantaged students.
- An after school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged

**Specify enhanced services for low-performing student groups:**

- Targeted support for Tier 2 and Tier 3 students, using the Multi-Tiered Systems of Support model (MTSS), through grade level RTI, will be implemented in TK-6th grade to address the needs of students that are low performing. Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, may push into classes to provide instructional supports.
- Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, will provide additional classroom supports, allowing intervention to be provided to identified EL students, foster, and economically disadvantaged students.
- An after school tutorial homework center will be provided to selected EL, Foster, and Economically

students to provide support 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.
- Parents will be encouraged to attend Back to School Night, Open House, and grade level Student Showcase Events.
- 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.
- Funds will be made available for transportation reimbursement for home visits.
- 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.
- Materials and supplies, including food and refreshments, will be used to support parent learning and involvement.
- 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, Peachjar, 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.

Disadvantaged students to provide support and assistance with homework and tutoring.

#### 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 professional learning will be provided that focuses on complex text, task, and talk that is aligned with common core math instruction.
- PLC teams will develop opportunities to strengthen and deepen student discourse into their math lessons.
- Lab School strategies will be used to support Math instruction and student learning.
- Teachers, in collaboration with their PLC Teams, will continue to create lessons and CFAs that align to the common core grade level standards in math and utilize the eight mathematical practices.
- Teachers, in collaboration with their PLC 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, data analysis, goal setting, and professional learning for both Teachers and Administration.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.
- To strengthen the effectiveness of our Grade Level PLC Teams, the ILT and Administrative Teams will attend the Solution Tree PLC Training.

## 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 continue to integrate and apply the learning from the 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 PLC 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 subs to participate in additional PLC planning time.
- Dual Immersion teachers will be provided with supplemental contracts for additional articulation with their colleagues.
- 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, Designated TSA, 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 an After School Tutoring Center, based on data, to support student learning. We will be intentional about monitoring data from our subgroups (ie. African American, SPED students, Foster Youth, and English Learner Students) and including them in after school tutoring, as needs are identified.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.

**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 24.14% 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. ELPAC assessment results
2. Student/teacher goal setting and monitoring (ELPAC Chats) English Learner Review Team (ELRT)
3. Student Goal Setting
4. i-Ready Benchmark Assessment 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. Designated TSA and Administrators
6. Administrators
7. Students

Timeline:

1. Ongoing
2. Fall and Spring
3. Fall and Spring
4. Fall, midyear, and Spring
5. Ongoing
6. Ongoing
7. 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 Designated TSA 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.
- EL students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, RTI, or deployment.
- Teaching Fellows and site funded Spanish Bilingual Paraprofessional aides, under the direction and supervision of the Resource Teacher, will be utilized to provide instructional supports, as identified and allocated by the site MTSS team. The MTSS team will be comprised of the Principal, VPs, and the Designated TSA
- To increase student literacy and comprehension, approved software and internet subscriptions may be purchased 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.
- 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.
- To support the instruction and assessment of EL students, computer hardware and accessories will be purchased.
- The Designated TSA 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 Designated TSA 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 PL to address the needs of EL students will be provided to teachers, as needed.
- An After School Tutorial Center will be provided to selected EL, Foster, and Economically Disadvantaged students to provide support and tutoring.
- Redesignated students will be invited to participate in a Redesignations Awards Breakfast.

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

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 Tier 2 and 3 students).
- Teaching Fellows and/or Spanish Bilingual Paraprofessionals, under the supervision and guidance of the Designated TSA, will provide additional classroom supports, allowing intervention to be provided to identified EL students.
- 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:

- The Bilingual Resource Counseling Assistant and the Home School Liaison will provide translation to communicate ELPAC progress to parents.
- Funds will be made available for transportation reimbursement for home visits.
- 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.
- Additional student supervision, babysitting, materials, and supplies will be provided, as needed.
- Materials and supplies, including food and refreshments, will be used to support parent learning and involvement.
- Parents of redesignated students will be invited to attend a Redesignation Awards Breakfast. A Direct Foods contract will be used to supply the food.

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, as needed.
- The staff will continue to integrate and apply the learning from the 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:
- The Designated TSA will serve as the ELPAC assessment coordinator and provide PL regarding the administration of the ELPAC.
- The Designated TSA 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, data analysis and review, and professional learning for both Teachers and Administration.
- Dual Immersion teachers will be provided with supplemental contracts for additional articulation with their colleagues.
- Staff will implement site based targeted Culturally Responsive Teaching training to ensure instruction addresses the needs of our diverse student population.
- To strengthen the effectiveness of our Grade Level PLC Teams, the ILT and Administrative Teams will attend the Solution Tree PLC Training.

# 2020-2021 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			Subs for SSTs, data review, goal setting, and planning.	3,500.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for teachers to attend PLC Conference.	6,824.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: New Technology and Upgrades	19,996.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Two 3.5 hour Teaching Fellows for 147 days.	20,958.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			: PLC Conference	2,127.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Three hour Spanish speaking Home School Liaison. Title I funding cannot be used for translation of mandatory items such as ELAC and IEP.	15,675.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Interpreters	224.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent Meetings	412.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL and BRCA.	100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials and Supplies	29,657.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology and Upgrades	18,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Six 3.5 hour Teaching Fellows for 147 days	62,876.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional Copy Machine	5,960.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	3,500.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for Parent Mettings	510.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Materials and Supplies - Decrease	1,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics	800.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.4375		32,767.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental Contracts for After School Tutoring Center.	3,252.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Instructional Aide (3.5 hours) to support classroom interventions.	13,594.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Instructional Aide (3.5 hours) to support classroom interventions.	13,594.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Supplemental Books for EL Students (English and Spanish)	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	650.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Two 4 hour Teaching Fellows for 147 days	23,777.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings.	517.00

## 2020-2021 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	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.3125		23,405.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No Food/Incentives)	250.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for grade level planning day in 3rd quarter. - Decrease	7,130.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team. Fall and Spring.	950.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for DI Teacher Vertical Articulation.	4,333.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental Contracts for After School Tutoring	6,740.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			Direct Food - ELPAC Redesignation	500.00

**\$334,578.00**

## 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	89.932 %	42.993 %	2018-2019	98 %

**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

##### Goal 2 Participation Rate

*An analysis of our 4 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%
- 2018-2019 - 97%

This growth is contributed to the following factors:

- A Teaching Fellow was 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 in 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 4 year trend data illustrates the number of students who are engaged in 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 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%
- 2018-2019 - 97%

Goal 2 participation rate disproportionality can be attributed to the following:

- lack of club sponsorship (leaders) to organize and manage activities
- difficulty in 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 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.

To further connect students to positive role models and to promote interest in Goal 2 activities, the following actions will occur in the 2020-2021 school year:

- An additional mentor will be funded to connect with students and promote positive activities
- Teaching Fellows and Mentors will organize and supervise structured activities, during recesses.
- The staff will continue to look for opportunities for members of the community to sponsor and lead Goal 2 activities at our site.

**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 continue to compliment our school wide growth and celebrate the work of teachers and administrators.

Parents agreed to remain with the previous investments, since they have supported the growth observed in recent years. Based on information shared by the principal and feedback from Staff Surveys, they were in support of adjusting the funds to be able to increase Social Emotional Supports (counseling and mentoring) 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.
- Increased technology for students
- Engagement activities for students (ex. Talent Time ,

**2** ELAC:

During all of our ELAC 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, ELAC members and parents were informed of the following ways to support the social-emotional and academic needs of our students:

- After school tutoring for students
- SEL support for students in the form of mentoring and counseling for students.
- Increased technology for students
- Engagement activities for students (ex. Talent Time , structured recess activities, 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
- Additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

Parents were in agreement with the supports that were discussed.

**3** Staff:

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC.

- **Grade Level Planning Days**
  - 27 keeps
  - 1 reduce
  - 8 cut (Designated Days provide enough time to plan)
- **7 Teaching Fellows**
  - 16 keep
  - 15 increase (some in higher grades, since beginning of year for 1<sup>st</sup> grade)
  - 5 No Response
- **Home School Liaison Spanish**
  - 29 keep
  - 4 increase
- **Resource Counselor (Hmong)**
  - 31 keep
  - 1 increase
  - 1 reduce
- **Resource Teacher-**
  - 7 keep

structured recess activities, 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
- Parents also were in support of additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

- 23 cut (convert to Designated TSA),
- 1 reduce,
- 5 cut

- **Technology**

- 22 keep (1 to 1 in all grades)
- 10 increase (1 to 1 in all grades)
- 1 No Response

- **Supplies and Materials-**

- 25 keep
- 9 increase
- 1 reduce
- 1 No Response

- **Additional Copy Machine**

- 31 keep
- 2 increase

- **After School Tutoring and Supplemental Contracts**

- 21 keep
- 6 increase
- 8 cut (already working extra hours for Designated Days)

- **Online Subscriptions**

- 23 keep
- 6 increase (BrainPop, Reading A-Z one teacher per grade level)
- 3 cut
- 1 No Response

- **Family Foundations Counseling**

- 16 keep
- 16 increase
- 1 NR

- **Hand in Hand Mentoring**

- 17 keep
- 12 increase
- 3 cut
- 1 NR

**Additional Feedback**

- Reduced planning days or cut days due to extra time given for designated hours.
- TF in upper grades can assist struggling students with gaps.
- Spanish Bilingual Paraprofessionals to support classroom instruction in primary grades.

## 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 (CCT) 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.
- We will contract with Hand in Hand Mentors to provide role models that will positively interact with students.
- Safe and Civil Schools procedures, Olweus Bullying Prevention lessons, and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.
- The Restorative Practices Counselor Mentors, 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.
- Materials and supplies may be purchased to support students that report to the Care and Connect Room.
- Incentives may be purchased to reward students for making positive choices.
- The CCT will work with TK and Kinder teachers to explore ways of involving TK and Kinder students in Goal 2 activities.

### SMART Goal:

**By the end of the 2020/2021 school year, the percentage of students that are engaged in a Goal 2 activity will increase to 95% 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. Administrators/SEL Support Team
2. Teachers, Administration, Students, CCT
3. CCT
4. VP
5. Administrators, CCT
6. Teachers, Administrators
7. Administrators, CCT
8. Students, Teachers

#### Timeline:

1. Ongoing
2. Ongoing
3. Quarterly
4. Monthly
5. Ongoing
6. Quarterly
7. Ongoing
8. 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.

- We will pursue opportunities to further involve our TK and kinder students in Goal 2 activities.
- 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 to accommodate higher numbers of student participation.
  - Direct Food Services
  - awards and incentives
- 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

#### 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, Mentoring programs, and Restorative Practices.
- Parents will be encouraged to attend Back to School Night, Open House, and grade level Student Showcase Events.
- 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

#### 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.
- Hand in Hand mentoring will work with specific students to promote positive relationships, encourage students to make successful choices, and promote participation in Goal 2 activities.

#### 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.
- On site PL related to the implementation of Culturally Responsive Teaching

**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 %	95.726 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	96.429 %	2018-2019	100 %
Exposure to Careers - 6th Grade	7 %	90.217 %	2018-2019	97.217 %

**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 participation rate, as of 2018-2019, for 3rd Grade Exposure to Careers is **95.73%**

**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. They will also encourage parents to make sure their students are at school daily.

**Exposure to Careers - 4th Grade**

Current participation rate, as of 2018-2019, for 4th Grade Exposure to Careers is **96.43%**

**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. They will also encourage parents to make sure their students are at school daily.

**Exposure to Careers - 6th Grade**

Current participation rate, as of 2018-2019, for 6th Grade Exposure to Careers is **90.22%**

**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. They will also encourage parents to make sure their

**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 4% 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 - 4th Grade**

The fact that 4% of our 4th 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 10% of our 6th grade students did not participate is due to students not being at school on the selected day of the experience or their parents chose for them to not participate. We will continue to have our Home School Liaison, Bilingual Resource Counselor, and teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily.

students are 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.

We will utilize our Mentors and Bilingual Resource Counselor to encourage and increase participation for all students by encouraging them to be at school daily.

**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 continue to compliment our school wide growth and celebrate the work of teachers and administrators.

Parents agreed to remain with the previous investments, since they have supported the growth observed in recent years. Based on information shared by the principal and feedback from Staff Surveys, they were in support of adjusting the funds to be able to increase Social Emotional Supports (counseling and mentoring) 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.
- Increased technology for students
- Engagement activities for students (ex. Talent Time, structured recess activities, and Noon Time League).

**2** ELAC:

During all of our ELAC 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, ELAC members and parents were informed of the following ways to support the social-emotional and academic needs of our students:

- After school tutoring for students
- SEL support for students in the form of mentoring and counseling for students.
- Increased technology for students
- Engagement activities for students (ex. Talent Time, structured recess activities, 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
- Additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

Parents were in agreement with the supports that were discussed.

**3** Staff:

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC.

- **Grade Level Planning Days**
  - 27 keeps
  - 1 reduce
  - 8 cut (Designated Days provide enough time to plan)
- **7 Teaching Fellows**
  - 16 keep
  - 15 increase (some in higher grades, since beginning of year for 1<sup>st</sup> grade)
  - 5 No Response
- **Home School Liaison Spanish**
  - 29 keep
  - 4 increase
- **Resource Counselor (Hmong)**
  - 31 keep
  - 1 increase
  - 1 reduce
- **Resource Teacher-**
  - 7 keep

- 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
- Parents also were in support of additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

- 23 cut (convert to Designated TSA),
- 1 reduce,
- 5 cut
- **Technology**
  - 22 keep (1 to 1 in all grades)
  - 10 increase (1 to 1 in all grades)
  - 1 No Response
- **Supplies and Materials-**
  - 25 keep
  - 9 increase
  - 1 reduce
  - 1 No Response
- **Additional Copy Machine**
  - 31 keep
  - 2 increase
- **After School Tutoring and Supplemental Contracts**
  - 21 keep
  - 6 increase
  - 8 cut (already working extra hours for Designated Days)
- **Online Subscriptions**
  - 23 keep
  - 6 increase (BrainPop, Reading A-Z one teacher per grade level)
  - 3 cut
  - 1 No Response
- **Family Foundations Counseling**
  - 16 keep
  - 16 increase
  - 1 NR
- **Hand in Hand Mentoring**
  - 17 keep
  - 12 increase
  - 3 cut
  - 1 NR

**Additional Feedback**

- Reduced planning days or cut days due to extra time given for designated hours.
- TF in upper grades can assist struggling students with gaps.
- Spanish Bilingual Paraprofessionals to support classroom instruction in primary grades.

## 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 procedures to inform parents of the opportunities for participation in exposure to careers.
  - Our site will promote College by having College Celebration Day

#### SMART Goal:

**By the end of the 2020/2021 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.**

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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.

Teachers, in conjunction with the Bilingual Resource Counselor and the Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.

##### 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.

##### 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.



- 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.

**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	9.038 %	9.652 %	2018-2019	7.652 %
Suspensions Per 100	4.258 %	3.79 %	2018-2019	2.79 %

**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 5 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%
- 2019-2020 - 11.76%

Actions that were implemented:

- The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant met 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 3 year trend data illustrates that the suspension rate has continued to decrease:

- 2017-2018 - 4.38%
- 2018-2019 - 3.79%
- 2019-2020 -1.18% (Through 7 months)

Actions that were implemented:

- Restorative Practices-Staff Trained and ongoing training via site PL with CCT
- Restorative Practices Counselor worked with Tier 2 and Tier 3 students, both one on one and in small groups
- The site funded Bilingual Resource Counselor coordinated the Care and Connect Center and

**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 the 3 year trend data for suspension, there has been a steady decrease in the suspension rate. After an a deep analysis of the students being suspended and the reason they are being suspended, we discovered the following:

- Students suspended often had several opportunities to correct behaviors through alternative consequences, but they continued to engage in inappropriate behaviors.
- In the past year we enrolled several students new to our school that require higher levels of behavior support.
- In looking at the data we also noticed the following sub-groups with disproportionately high rates of suspension: African America Students Female Hispanic Students.

provided strategies to our Tier 2 and Tier 3 students.

- The Care and Connect Center allowed us to be proactive in addressing the needs of our higher risk 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.
- Use of site funded Hand to Hand Mentoring to build positive connections with at-risk students (Tier 2 and Tier 3)
- Use of site funded Family Foundations Counselor to work with Tier 2 and Tier 3 students

**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 categorically funded last year and will continue to be funded this year to support continued growth.

- Home School Liaison
- Bilingual Resource Counselor
- Technology
- Subs for SST, IEPs, and Data Chats
- Materials and Supplies
- Mileage for Home School Liaison
- Babysitting
- Subs for additional planning

**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. Due to the positive impacts of these actions, we will add an additional mentor and add a day of counseling.

**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:

**2** ELAC:

**3** Staff:

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 continue to compliment our school wide growth and celebrate the work of teachers and administrators.

Parents agreed to remain with the previous investments, since they have supported the growth observed in recent years. Based on information shared by the principal and feedback from Staff Surveys, they were in support of adjusting the funds to be able to increase Social Emotional Supports (counseling and mentoring) 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.
- Increased technology for students
- Engagement activities for students (ex. Talent Time, structured recess activities, 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
- Parents also were in support of additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

During all of our ELAC 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, ELAC members and parents were informed of the following ways to support the social-emotional and academic needs of our students:

- After school tutoring for students
- SEL support for students in the form of mentoring and counseling for students.
- Increased technology for students
- Engagement activities for students (ex. Talent Time, structured recess activities, 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
- Additional support, using Teaching Fellows or bilingual paraprofessional classroom aides, to support student learning.

Parents were in agreement with the supports that were discussed.

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC and ELAC.

- **Grade Level Planning Days**
  - 27 keeps
  - 1 reduce
  - 8 cut (Designated Days provide enough time to plan)
- **7 Teaching Fellows**
  - 16 keep
  - 15 increase (some in higher grades, since beginning of year for 1<sup>st</sup> grade)
  - 5 No Response
- **Home School Liaison Spanish**
  - 29 keep
  - 4 increase
- **Resource Counselor (Hmong)**
  - 31 keep
  - 1 increase
  - 1 reduce
- **Resource Teacher-**
  - 7 keep
  - 23 cut (convert to Designated TSA),
  - 1 reduce,
  - 5 cut
- **Technology**
  - 22 keep (1 to 1 in all grades)
  - 10 increase (1 to 1 in all grades)
  - 1 No Response
- **Supplies and Materials-**
  - 25 keep
  - 9 increase
  - 1 reduce
  - 1 No Response
- **Additional Copy Machine**
  - 31 keep
  - 2 increase
- **After School Tutoring and Supplemental Contracts**
  - 21 keep
  - 6 increase
  - 8 cut (already working extra hours for Designated Days)
- **Online Subscriptions**
  - 23 keep
  - 6 increase (BrainPop, Reading A-Z one teacher per grade level)
  - 3 cut

- 1 No Response
- **Family Foundations Counseling**
  - 16 keep
  - 16 increase
  - 1 NR
- **Hand in Hand Mentoring**
  - 17 keep
  - 12 increase
  - 3 cut
  - 1 NR

**Additional Feedback**

- Reduced planning days or cut days due to extra time given for designated hours.
- TF in upper grades can assist struggling students with gaps.
- Spanish Bilingual Paraprofessionals to support classroom instruction in primary grades.

## 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:

- The District funded Saturday Academy will be implemented. Students that need to recover attendance will be targeted.
- The office staff and administration will monitor attendance and work with parents 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.
- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- 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.
- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Second Step lessons will be implemented as needed based on student needs.
- Olweus Bullying Prevention lessons will be taught and the strategies implemented.
- 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 (BRC) will supervise a Care and Connect room during morning and lunch recess. The BRC will also work with Tier 2 and Tier 3 students to provide SEL support.
- Hand in Hand Mentors will be used to make positive connections with students and provide SEL support to targeted students.
- Family Foundations Counseling will be increased from one day per week to two days per week, to address specific student needs.

Teaching Fellows will be utilized to positively interact with students and provide structured activities during recesses.

**SMART Goals:**

1. By the end of the 2020-2021 school year, the percentage of TK-6 grade students that are Chronic or Severe Chronic in attendance will decrease to 7.65% as measured by district monitoring data reports.
2. By the end of the 2020-2021 school year, the suspension rate will decrease to 2.79% as measured by district monitoring data reports.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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.
- We will contact sites that are successfully implementing "Meaningful Work" opportunities for their students, with the goal of implementing a "Meaningful Work" program for our students. Additional materials, supplies, awards, and incentives may be necessary to support this program.

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.

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 American 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.
- Parents will be encouraged to attend Back to School Night, Open House, and grade level Student Showcase Events.
- 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.

## 2020-2021 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	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Two days of Family Foundations Counseling	29,260.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Two Hand in Hand Mentors	40,000.00

**\$69,260.00**



## 2020-2021 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			Subs for SSTs, data review, goal setting, and planning.	3,500.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for teachers to attend PLC Conference.	6,824.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: New Technology and Upgrades	19,996.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Two 3.5 hour Teaching Fellows for 147 days.	20,958.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			: PLC Conference	2,127.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Three hour Spanish speaking Home School Liaison. Title I funding cannot be used for translation of mandatory items such as ELAC and IEP.	15,675.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Interpreters	224.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent Meetings	412.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL and BRCA.	100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials and Supplies	29,657.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology and Upgrades	18,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Six 3.5 hour Teaching Fellows for 147 days	62,876.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional Copy Machine	5,960.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	3,500.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for Parent Mettings	510.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Materials and Supplies - Decrease	1,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics	800.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg Hmng	0.4375		32,767.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental Contracts for After School Tutoring Center.	3,252.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Instructional Aide (3.5 hours) to support classroom interventions.	13,594.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Instructional Aide (3.5 hours) to support classroom interventions.	13,594.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Supplemental Books for EL Students (English and Spanish)	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	650.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Two 4 hour Teaching Fellows for 147 days	23,777.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings.	517.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg Hmng	0.3125		23,405.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No Food/Incentives)	250.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for grade level planning day in 3rd quarter. -	7,130.00

G1A2		Instruction	Teacher-Subs	Decrease	7,133.00
G1A4	LCFF: EL	Instruction	Teacher-Subs	Subs for English Language Review Team. Fall and Spring.	950.00
G1A4	LCFF: EL	Instruction	Teacher-Supp	Supplemental Contracts for DI Teacher Vertical Articulation.	4,333.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp	Supplemental Contracts for After School Tutoring	6,740.00
G1A4	LCFF: EL	Instruction	Direct-Other	ELPAC Assessors	5,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Food	Direct Food - ELPAC Redesignation	500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements	Family Foundation Services : Two days of Family Foundations Counseling	29,260.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements	Hand in Hand Mentors : Two Hand in Hand Mentors	40,000.00
					<b>\$403,838.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,066.00
Sup & Conc	7090	\$234,712.00
LCFF: EL	7091	\$99,060.00
<b>Grand Total</b>		<b>\$403,838.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$334,578.00
G4 - All students will stay in school on target to graduate	\$69,260.00
<b>Grand Total</b>	<b>\$403,838.00</b>