

Leavenworth Elementary

10621666111256

Principal's Name: Erica Piedra

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Erica Piedra	X				
2. Chairperson - Antonio Martinez				X	
3. Robert Spencer				X	
4. Hugo Morales				X	
5. Alicia Aleman				X	
6. Esmeralda Salcedo				X	
7. Miguel Sotelo		X			
8. Rebecca Saechao		X			
9. Fernanda Lemus		X			
10. Elia Marquez			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Leavenworth Elementary			
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.			
Title	Print Name Below	Signature Below	Date
Principal	Erica Piedra		4-7-21
SSC Chairperson	Antonio Martinez	 JUAN MARTINEZ MARTINEZ-PEREZ (Apr 7, 2021 13:59 PDT)	Apr 7, 2021

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 2021/22

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	\$74,865 *
7090	LCFF Supplemental & Concentration	\$250,470
7091	LCFF for English Learners	\$111,375
7099	School Opening Support <i>(New! One-time funds)</i>	\$28,290
TOTAL 2021/22 ON-SITE ALLOCATION		\$465,000

* 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	\$1,953
	Remaining Title I funds are at the discretion of the School Site Council	\$72,912
	Total Title I Allocation	\$74,865

Leavenworth Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		7.24 %	2019-2020	14.25 %
I-Ready ELAD2 On Level		38.32 %	2020-2021	45.32 %
I-Ready Math D2 On Level		28.05 %	2020-2021	35.05 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Leavenworth School implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards. Response to Intervention (RTI) was modified, due to virtual learning, but occurred regularly. RTI included: I-Ready, differentiated instruction by teacher, and independent practice. Classified staff and Teaching Fellows supported RTI for students grades K-3, via push in and/or pull out. Due to the necessity of virtual learning, the after school homework center was not as well attended as it was in previous years. Staff members were provided supplemental contracts for tutoring, but student attendance was low and inconsistent. Due to the necessity of having to assess students virtually, current data points may not be reliable.

An analysis of 2020-2021 I-Ready data illustrates a 15% gain, from the Fall administration to the Winter administration, in the number of students that scored On Level (green) in Reading. There has also been a 12.98% decline in the number of students in the At-Risk Tier (red).

I-Ready subgroup growth (Fall administration to Winter administration)

- Students in scoring On Level (green)
 - School wide growth: 15.98% increase

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

I-Ready ELA D2 On Level

An analysis of our most recent data (Winter administration) illustrated the following percent are On Level for our focus subgroups:

- School wide I-Ready Reading (688 students): **38.32%**
 - Hispanic (562 students): 38.61%
 - EL Students (182 students): 22.53%
 - RFEF: (106 students): 53.44%
 - Asian (71 students): 39.44%
 - African American (21 students): 47.62%
 - SPED Students
 - DIS (79 students): 12.66%
 - RSP (24 students): 12.5%
 - SDC (19 students): 0%

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

- o Hispanic:10.49% increase
- o EL Students: 8.74% increase
- o RFEP: 15.98% increase
- o Asian: 10.45% increase
- o African American: 19.05% increase
- o SPED Students
 - DIS: 0.5% decrease
 - RSP: 0.5% increase
 - SDC: 0%

While not currently a metric, it is important to note that an analysis of our historic SBAC 5 year trend data illustrated 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).

Our 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 Teacher on Special Assignment (TSA).
- An after-school tutorial homework center was provided to selected EL, Foster, and Economically Disadvantaged students to provide support and tutoring. Supplemental contracts were provided for 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, monitors, printers, ink cartridges, 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).
- Materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, were purchased to support distance learning instruction in all subject areas and intervention program needs.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD standards and framework.
- Awards 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.

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 Multi-Tiered Systems of Support (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.
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.
- The progress of all EL students will continued to be monitored by the English Learner Review Team (ELRT) and the classroom teacher.
- The ELRT will meet with each teacher, in the Fall and Spring, to review EL data and progress. Research based strategies, that move students toward reclassification, will also be reviewed. Substitutes will be provided, as needed, to facilitate teacher attendance.
- Classroom teachers will have individual Goal Setting Conferences with their EL students.
- Continued implementation of the Lab School Keystone Pedagogies.
- There will be an ongoing emphasis on SEL instruction and class meetings.
- Recognition for displaying Character Counts values, SEL competencies, and STAR Pride will be continued. We will also look for ways to expand that recognition.

I-Ready Math D2 On Level

An analysis of our most recent data illustrated the following percent are On Level for our focus subgroups:

- School wide I-Ready Reading (680 students): **28.05%**
 - Hispanic (557 students): 28.70%
 - Asian (69 students): 27.54%
 - EL Students (220 students): 19.55%
 - RFEP (114 students): 35.96%
 - SPED Students
 - DIS (77 students): 12.99%
 - RSP (24 students): 4.17%
 - SDC (18 students): 0%
 - o African American (19 students): 22.22%

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.
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.

- The Teaching Fellows, under the supervision and guidance of the TSA, provided additional interventions to identified EL students, foster students, and economically disadvantaged students.

I-Ready Math D2 On Level

An analysis of 2020-2021 I-Ready data illustrates a 6.98% gain, from the Fall administration to the Winter administration, in the number of students that scored On Level (green) in Math. There has also been a 10.23% decline in the number of students in the At-Risk Tier (red).

I-Ready subgroup growth (Fall administration to Winter administration)

- Students in scoring On Level (green)
 - School wide growth: 6.98% increase
 - Hispanic: 9.56% increase
 - EL Students: 6.44% increase
 - RFEP: 11.18% increase
 - Asian: 2.54% increase
 - African American: 14.28% increase
 - SPED Students
 - DIS: 3.9% decrease
 - RSP: 0.32% increase
 - SDC: 5% decrease

While not currently a metric, it is important to note that an analysis of our historic SBAC 5 year trend data illustrated 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 attributed to the following:

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

- The progress of all EL students will continued to be monitored by the English Learner Review Team (ELRT) and the classroom teacher.
- The ELRT will meet with each teacher, in the Fall and Spring, to review EL data and progress. Research based strategies, that move students toward reclassification, will also be reviewed. Substitutes will be provided, as needed, to facilitate teacher attendance.
- Classroom teachers will have individual Goal Setting Conferences with their EL students.
- Continued implementation of the Lab School Keystone Pedagogies.
- There will be an ongoing emphasis on SEL instruction and class meetings.
- Recognition for displaying Character Counts values, SEL competencies, and STAR Pride will be continued. We will also look for ways to expand that recognition.

EL Reclassification Rate

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 that are aligned to the grade level content and ELD standards.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.
- The progress of all EL students will continued to be monitored by the English Learner Review Team (ELRT) and the classroom teacher.
- The ELRT will meet with each teacher, in the Fall and Spring, to review EL data and progress. Research based strategies, that move students toward reclassification, will also be reviewed. Substitutes will be requested, as needed, to facilitate teacher attendance.
- Classroom teachers will have individual Goal Setting Conferences with their EL students.
- Continued implementation of the Lab School Keystone Pedagogies.
- There will be an ongoing emphasis on SEL instruction and class meetings.
- Recognition for displaying Character Counts values, SEL competencies, and STAR Pride will be continued. We will also look for ways to expand that recognition.

Teaching Fellows were under the supervision and guidance of the TSA.

- 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, monitors, 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.
- Awards and incentives were provided for academic improvement and achievement.

EL Reclassification Rate

An analysis of our 5 year EL Reclassification rate is as follows:

- **2015-2016 - 19% Reclassification rate for all grade levels**
- **2016-2017 - 13.7% Reclassification rate for all grade levels**
- **2017-2018 - 4% Reclassification rate for all grade levels**
- **2018-2019 - 16% Reclassification rate for all grade levels**
- **2019-2020 - 7.2% Reclassification rate for all grade levels (ELPAC incomplete due to pandemic)**
- **2020-2021 - results are pending.**

Key Factors that impact reclassification growth:

- 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 reclassification 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.
- Due to the pandemic, we have been unable to get consistent and reliable assessment data, on which reclassification is based.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created under the premise that we would become a Designated School. Due to changes in the district's budget, as a result of the pandemic, our opportunity to become a Designated School was postponed. This change in status significantly impacted our budget. As a result, it was necessary to modify our budget for the 2020-2021 school year. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The district provided Designated Teacher on Special Assignment (TSA), had to be funded by the site.
- The Family Foundations Counselor was reduced from two days a week to one day a week.
- The number of Hand to Hand Mentors was reduced from two mentors to one mentor.
- The Solution Tree Training for our teachers was canceled, due to the pandemic.
- Teacher planning days were canceled, due to the pandemic.
- Due to the pandemic, on campus meetings were canceled. As a result, site funded substitute teachers were reallocated for use to provide support for on-site learning cohorts.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council (SSC).

Due to the pandemic, the 2020 SBAC assessment was canceled. As a result, we do not have data for those metrics.

The pandemic also prevented the completion of the 2020 ELPAC assessment. As a result, the data used to calculate the reclassification of our EL students was also incomplete.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Due to the historic success of our identified actions, we will continue to implement the actions and strategies that have led to that success. While we will not use SBAC data as an official metric, we will still refer to our historic SBAC trend data, to aid us in determining instructional strategies and budgetary expenditures. Based on the input from staff, parents, and students, it will be important to address the specific needs of students, as they return to on-campus instruction. Resources will be allocated to address specific concerns and needs that have developed, as a result of students being involved in distance learning since March 2020. We will utilize current input and data to determine strategies, personnel, and actions, to address the anticipated academic and social emotional needs of our students. We will also utilize data and teacher input, to address the anticipated instructional needs and priorities, as we transition back to on-site learning. This focus will be reflected in all goals and actions of our SPSA.

While we will continue to maintain actions and strategies that have been historically successful, based on the feedback from staff and parents, the following will be prioritized in our SPSA:

- After school tutoring supports for students (Goal 1, Actions 1, 2, 3, and 4)
- Social emotional supports for students (Goal 1, Actions 1, 2, 3, and 4; Goal 2, Actions 1 and 2)
- We will increase the number of Teaching Fellows to provide more student support and engagement. (Goal 1, Action 1, 2, 3, and 4; Goal 2, Action 2)
- Supplemental contracts for teacher PLC planning and vertical articulation. (Goal 1, Actions 1, 2, 3, and 4)
- Increased opportunities for parent involvement and participation (Goal 1, Actions 1, 2, 3, and 4)
- Increased classroom instructional support and intervention for students (Goal 1, Actions 1, 2, 3, and 4)
- Material and supplies to replace those that were sent home during distance learning (Goal 1, Actions 1, 2, and 3)
- Technology updates and replacement (Goal 1, Actions 1, 2, 3, and 4)
- Expansion of student centered and real-world learning experiences (Goal 1, Actions 1, 2, and 3; Goal 2, Action 1)
- Health and safety supplies, as students return to campus (Goal 1, Actions 1, 2, 3; Goal 2, Actions 1 and 2; Goal 3, Action 1)
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction. (Goal 1, Actions 1, 2, 3, and 4)

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 our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

- After school tutoring for students = 4.57 stars
- Social emotional supports for students = 4.55 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.53 stars
- English Learner (EL) tutoring and instructional supports = 4.55 stars
- Engagement activities for students. (Examples include: Talent Time, Noon League Sports, structured recess activities, clubs, and other extra-curricular activities) = 4.59 stars
- Additional classroom instructional support and intervention for students. (Funding personnel such as Teaching Fellows and the site Teacher on Special Assignment.) = 4.59 stars
- Materials and supplies to support student instruction = 4.59 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: translators, babysitting for parent meetings, Home School Liaison-Spanish, and Resource Counseling Assistant-Hmong) = 4.28 stars
- Opportunities for parent involvement, to support their child's education. (Examples include: Parent Coffee Hours, parent workshops, parent volunteering, and other parent learning opportunities) = 4.24 stars

Additional SSC Input and Feedback:

The SSC was in agreement with the priorities that were reflected in the Student, Parent, and Teacher Surveys.

2 ELAC:

During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. 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.
- Access to 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, to support student learning.
- Parents were in agreement with the supports that were discussed.

Additional ELAC Input and Feedback

Parents of English Learners completed a Needs Assessment Survey where they shared the needs for:

English Learner Parents

- help with homework
- Information on how to help their child with homework and good study habits
- Parenting skills (disciplining child and/or having high expectations)
- Information on how to prepare for a successful parent teacher conference
- Information on rights and responsibilities as a parent
- information on services provided by the school and school district

English Learner Students

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- How to get involved in extra curricular activities

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.

Teacher ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

- Teaching Fellows to support instruction and intervention = 4.4 stars
- Spanish speaking Home School Liaison (3 hours/day) = 4.63 stars
- Bilingual (Hmong) Resource Counseling Assistant (6 hours/day) = 4.57 stars
- Teacher on Special Assignment = 4.83 stars
- Technology upgrades and replacement = 4.54 stars
- Materials and supplies to support instruction = 4.6 stars
- Additional Copy Machine = 4.0 stars
- Subs for teacher planning days = 4.0 stars
- Supplemental contracts for after school tutoring (certificated and classified) = 3.86 stars
- Funding for district approved online subscriptions = 4.31 stars
- Social emotional supports for students (Counseling and Mentoring) = 4.6 stars
- Subs for teachers to attend SST Meetings and Data Chats = 4.0 stars

Additional Input

- Expenditures or actions to be reduced or eliminated - None
- Continued access and investment to technology and online resources that have proved successful in the virtual environment.
- Increase opportunities for student engagement and enrichment (author visits, science experiences, art experiences, fun motivational assemblies)
- New library books

In addition to the staff feedback, we also collected feedback from

students in grades 2-6. The students rated the following as actions that helped them feel connected to the school:

- Receiving awards and special recognition = 4.27 stars
- Assemblies and performances = 4.21 stars
- Participating in performances = 4.25 stars
- Participating in Field Trips = 4.61 stars
- Participating in Talent Time = 4.38 stars
- Participating in sports, clubs, or activities = 4.17 stars
- At school, it is important to have another adult (besides your teacher) with whom to talk. = 3.87 stars

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:

- PLCs will implement a comprehensive reading program (Tier I) and provide intervention (Tier II and III) with an emphasis on early literacy in grades TK-2
- PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier I) and provide interventions (Tier II and III) to achieve our goal of all students reading by 3rd grade

Students

- 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: (Tier I and Tier II)
 - Every PLC 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.
 - 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. (Tier I)
- 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. (Tier I)
- All students in grades K-6 will take three (Beginning of Year, Midyear, and End of Year) i-Ready Benchmark Assessments. (Tier I)
- Using data, school will continue to provide and improve interventions for students with the highest need. (Tier III)
- The site will provide targeted instruction and interventions focused on foundational reading skills and phonemic awareness, to support struggling readers. (Tier II and Tier III)
- Teaching Fellows, under the direction and supervision of the site funded 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, VP, and the TSA (Tier II and Tier III)
- Teaching Fellows, under the supervision and guidance of the TSA, may also push into classes to provide instructional supports. (Tier II and Tier III)
- Classroom instruction (Tier I) will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Guaranteed and Viable Curriculum (Wonders and Maravillas).
- To address reading gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready lessons on the computer. (Tier I)
- 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. (Tier II and Tier III)
- District approved, standards based curriculum will be utilized to provide Tier II and Tier III interventions to identified students.
- Teachers, in collaboration with their PLC Teams, will continue to use identified texts to create complex tasks that are aligned to depth of the Common Core State Standards (CCSS). (Tier I)
- 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. (Tier I)
- The site based Social Emotional Support (SES) Team will be utilized to provide identified students with additional supports, to increase academic motivation and growth. The SES Team will be comprised of the Restorative

Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded) , and Family Foundations Counselor (site funded). (Tier II and Tier III)

Staff

- New staff will provided PL opportunities that focus on the implementation of site based strategies and initiatives.
- Teachers maybe provided supplemental contracts for extra PLC planning time, as determined by site administrators.
- Dual Immersion teachers may be provided supplemental contracts for PLC vertical articulation, as determined by site administrators.
- The focus of ELA instruction and PLC work in grades K-2 will address IPG (Instructional Practice Guide) tenets 2B,2C, and 3.
- The staff will continue to utilize strategies from Leading with Learning Lab School professional development; focused on the implementation of the ELA/ELD Framework.
- Subs may be provided, to allow teachers to observe best practices in other classrooms, or attend training, as determined by site administrators.
- To develop plans for Tier I, Tier 2, and Tier 3 students , substitute teachers may be provided for staff collaboration and planning, data analysis, goal setting, data chats, and SST meetings.
- Staff will deepen the implementation of site based Culturally Proficient Teaching training, to ensure instruction addresses the needs of our diverse student population.

Families

- Parents will be informed of student expectations, progress and achievement through the following: parent conferences, Back to School Night, Open House, grade level student engagements, Coffee Hours, and Principal Updates.
- Teachers will routinely communicate with parents, regarding student progress.
- Learning opportunities will be provided for parents, centered around standards based literacy strategies.
- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students to support improved attendance and participation.

SMART Goal: By the end of the 2021-2022 school year, the percentage of students in each individual grade level will increase reading proficiency as follows:

1. Fifty percent (55%) of kindergarten students will meet the i-Ready end of year grade level benchmark.
2. Fifty-five percent (57%) 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. 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) notes
6. MTSS and SES Team notes and Atlas reports
7. Atlas and district data reports
8. Parent participation in conferences and learning opportunities (sign-in sheets)
9. Staff participation in trainings that focus on site and district initiatives. (calendars, agendas, Atlas reports, and sign-in sheets.)

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. Teacher on Special Assignment (TSA)
6. Administrators, TSA, and RCA
7. Administrators
8. Teachers, TSA, parents, HSL and BRCA
9. Administrators and TSA

Timeline:

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

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

- Implementation of the District Adopted Language Arts Curriculum (GVC). Funds will be made available to purchase additional components, if deemed necessary by site leadership.
- Resources will be provided to support: Close Reading Strategies, tasks focused on Complex Text, Task, and Talk, Thinking Maps, Making Thinking Visible strategies, and student discourse strategies are utilized across the

curriculum.

- 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.
- Site funded Teaching Fellows, under the direction and supervision of the site funded 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, VP, and the TSA
- Resources to support 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 materials may be purchased to support student literacy and reading instruction, in English and Spanish.
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction.
- 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, monitors, headphones, 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: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- To support instruction, funds will be made available for equipment maintenance and installation.
- 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.
- Materials and resources that support Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Furniture may be purchased to promote deeper student discourse and engagement. (Examples include, but are not limited to: flexible seating, individual desks, etc.)
- To improve student achievement, learning opportunities will be provided for parents, centered around standards based literacy strategies. Materials and supplies, including food, may be purchased to support parent meetings, trainings, and other engagement opportunities. In addition, services, such as babysitting and translation, may be provided, to enable parents to engage in meetings and conferences.
- In support of student learning and safety, funds will be made available for the maintenance and installation of site funded equipment and technology.

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.
- Continued implementation of the Lab School Keystone Pedagogies.
- Supplemental contracts, will be provided for articulation between Dual Immersion teachers
- Teaching Fellows, under the supervision and guidance of the 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.
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs and Direct Food Services contracts may be used to provide food and refreshments, for those meetings.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Foundational reading skills instruction, as aligned to the GVC, will remain a focus in grades TK-2
- Targeted support for Tier II and Tier III 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, under the supervision and guidance of the 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. Supplemental contracts will be created, as needed.)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- The site based Social Emotional Support (SES) team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES team will be comprised of the

- Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded), and Family Foundations Counselor (site funded).
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Action 2

Title: SBAC/CAASPP ELA Meeting and Exceeding

Action Details:

SBAC/CAASPP ELA Meeting and Exceeding: Although we do not have current SBAC data, we anticipate that the state will resume the SBAC assessment. Upon the resumption of the assessment, SBAC results will once again be a significant metric to measure academic performance. 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. To accomplish this, we will implement the following:

- PLCs will implement a comprehensive reading program (Tier I) and provide intervention (Tier II and III) with an emphasis on reading, comprehending, and responding to complex text.
- PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier I) and provide interventions (Tier II and III) to achieve our goal of students meeting and exceeding standards on the SBAC.

Students

- Instruction will be grounded in the CCSS and SBAC Claims and Targets. (Tier I)
- 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: (Tier I and Tier II)
 - Every PLC 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.
 - 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. (Tier I)
- 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. (Tier I)
- To address learning gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready lessons on the computer. (Tier I)
- Teachers, in collaboration with PLC Teams will plan instruction using the learning from our Claims and Targets work in ELA (Tier I)
- Using data, school will continue to provide and improve interventions for students with the highest need, including after school tutoring (Tier III).
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI Process. (Tier II and Tier III)
- Teaching Fellows, under the direction and supervision of the 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, VP, and the TSA (Tier II and Tier III)
- Teaching Fellows, under the supervision and guidance of the TSA, may also push into classes to provide instructional supports. (Tier II and Tier III)
- Classroom instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework using the District Adopted Guaranteed and Viable Curriculum (Wonders and Maravillas). (Tier I)
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction. (Tier I and Tier II)
- Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support struggling readers. (Tier II and Tier III)
- IAB and FIAB assessments will be implemented in grades 3 - 6. Grade level PLCs will determine which IABs or FIABs to implement, based on their grade level essential standards and student needs. (Tier I)
- 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. (Tier II and Tier III)
- District approved, standards based, curriculum will be utilized to provide interventions to identified students. (Tier II and Tier III)
- Teachers, in collaboration with their PLC Teams, will continue to use identified texts to create complex tasks that are aligned to depth of the CCSS. (Tier I)

- 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 (Tier I)
- The site based Social Emotional Support (SES) Team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES Team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded) , and Family Foundations Counselor (site funded). (Tier II and Tier III)

Staff

- New staff will provided PL opportunities that focus on the implementation of site based strategies and initiatives.
- Teachers may be provided supplemental contracts for extra PLC planning time, as determined by site administrators.
- Dual Immersion teachers may be provided supplemental contracts for PLC vertical articulation, as determined by site administrators.
- The focus of ELA instruction and PLC planning, in grades K-6, will address IPG (Instructional Practice Guide) tenets 2B,2C, and 3.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- Subs may be provided, to allow teachers to observe best practices in other classrooms, or attend training, as determined by site administrators.
- To develop plans for Tier I, Tier 2, and Tier 3 students, substitute teachers may be provided for staff collaboration and planning, data analysis, goal setting, data chats, and SST meetings.
- Staff will deepen the implementation of site based Culturally Proficient Teaching training, to ensure instruction addresses the needs of our diverse student population.

Families

- Parents will be informed of student expectations, progress and achievement through the following: parent conferences, Back to School Night, Open House, grade level student engagements, Coffee Hours, and Principal Updates.
- Teachers will routinely communicate with parents, regarding student progress.
- Learning opportunities will be provided for parents, centered around standards based literacy strategies.
 - Materials and supplies, including food, may be purchased to support parent meetings and trainings.
- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students to support improved attendance and participation.

SMART Goal:

By June 2022, 51% of students, in grades 3 though 6 will meet or exceed standards on the ELA SBAC, 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
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Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. 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) notes
6. MTSS and SES Team notes and Atlas reports
7. Atlas and district data reports
8. Parent participation in conferences and learning opportunities (sign-in sheets)
9. Staff participation in trainings that focus on site and district initiatives. (calendars, agendas, Atlas reports, and sign-in sheets.)

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. Teacher on Special Assignment (TSA)
6. Administrators, TSA, and RCA
7. Administrators
8. Teachers, TSA, parents, HSL and BRCA
9. Administrators and TSA

Timeline:

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

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

- Implementation of the District Adopted Language Arts Curriculum (GVC). Funds will be made available to purchase additional components, if deemed necessary by site leadership.
- Resources will be provided to support: Close Reading Strategies, tasks focused on Complex Text, Task, and Talk, Thinking Maps, Making Thinking Visible strategies, and student discourse strategies are utilized across the curriculum.

- Students scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, RTI, or deployment.
- Site funded Teaching Fellows, under the direction and supervision of the site funded 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, VP, and the TSA.
- Resources to support 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 Homework and 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.
- To support instruction, funds will be made available for equipment maintenance and installation.
- Supplemental books and reading materials may be purchased to support student literacy and reading instruction, in English and Spanish.
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction.
- 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, monitors, headphones, 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: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- 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.
- Materials and resources that support Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Furniture may be purchased to promote deeper student discourse and engagement. (Examples include, but are not limited to: flexible seating, individual desks, etc.)
- To improve student achievement, learning opportunities will be provided for parents, centered around standards based literacy strategies. Materials and supplies, including food, may be purchased to support parent meetings, trainings, and other engagement opportunities. In addition, services, such as babysitting and translation, may be provided, to enable parents to engage in meetings and conferences.
- In support of student learning and safety, funds will be made available for the maintenance and installation of site funded equipment and technology.

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.
- Continued implementation of the Lab School Keystone Pedagogies.
- Supplemental contracts, will be provided for vertical articulation between Dual Immersion teachers
- Teaching Fellows, under the supervision and guidance of the 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.
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs and Direct Food Services contracts may be used to provide food and refreshments, for those meetings.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Targeted support for Tier II and Tier III 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, under the supervision and guidance of the 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. Supplemental contracts will be created, as needed.)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- The site based Social Emotional Support (SES) team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded), and Family Foundations Counselor (site funded).
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.

- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Action 3

Title: SBAC/CAASPS MATH Meeting and Exceeding

Action Details:

SBAC/CAASPS MATH Meeting and Exceeding: Although we do not have current SBAC data, we anticipate that the state will resume the SBAC assessment. Upon the resumption of the assessment, SBAC results will once again be a significant metric to measure academic performance. 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. To accomplish this, we will implement the following:

- PLCs will implement a comprehensive math program (Tier I) and provide intervention (Tier II and III) with an emphasis on the Mathematical Practices.
- PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide strategies that are grounded in the Standards for Mathematical Practices, Math Claims and Targets, and California Standards (Tier I) and provide interventions (Tier II and III) to achieve our goal of students meeting and exceeding standards on the SBAC.

Students

- 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. (Tier I)
- 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). (Tier 1)
- 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: (Tier I and Tier II)
 - Every PLC Team will plan instruction using Common Core Standards and the ELD Standards.
 - As needed, Designated ELD instruction in Math for English Learner Students to support building math vocabulary and concepts.
 - There will be daily Integrated ELD and Designated ELD instruction to serve EL 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.
- Teachers, in collaboration with PLC Teams, will focus on developing, implementing, and analyzing Common Formative Assessments (CFAs) to routinely monitor student learning. (Tier I)
- To address learning gaps and accelerate growth, students will spend 45 minutes per week engaging in i-Ready lessons on the computer. (Tier I)
- Teachers, in collaboration with PLC Teams will plan instruction using the learning from our Claims and Targets work in math. (Tier I)
- Using data, school will continue to provide and improve interventions for students with the highest need, including after school tutoring (Tier III).
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI Process. (Tier II and Tier III)
- Teaching Fellows, under the direction and supervision of the 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, VP, and the TSA (Tier II and Tier III)
- Teaching Fellows, under the supervision and guidance of the TSA, may also push into classes to provide instructional supports. (Tier II and Tier III)
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction. (Tier I and Tier II)
- IAB and FIAB assessments will be implemented in grades 3rd -6th. PLCs will determine which IABs or FIABs to implement, based on their grade level essential standards and student needs. (Tier I)
- Staff will deepen the implementation of site based targeted Culturally Proficient Teaching training, to ensure instruction addresses the needs of our diverse student population. (Tier I)
- 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. (Tier II and Tier III)
- Staff will implement site based targeted Culturally Proficient Teaching training to ensure instruction addresses the needs of our diverse student population. (Tier I)
- District approved, standards based, curriculum will be utilized to provide interventions to identified students. (Tier II and Tier III)
- In primary classrooms, teachers will focus on building students conceptual understanding to ensure our students have a solid foundation to build upon. (Tier 1)
- The site based Social Emotional Support (SES) team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded), and Family Foundations Counselor (site funded). (Tier II and Tier III)

Staff

- New staff will provided PL opportunities that focus on the implementation of site based strategies and initiatives.
- Teachers may be provided supplemental contracts for extra PLC planning time, as determined by site administrators.
- Dual Immersion teachers may be provided supplemental contracts for PLC vertical articulation, as determined by site administrators.
- The focus of Math instruction and PLC planning, in grades K-6, will address IPG (Instructional Practice Guide) tenets 2B,2C, and 3.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the needs of our diverse student population.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- Subs may be provided, to allow teachers to observe best practices in other classrooms, or attend training, as determined by site administrators.
- To develop plans for Tier I, Tier 2, and Tier 3 students, substitute teachers may be provided for staff collaboration and planning, data analysis, goal setting, data chats, and SST meetings.

Families

- Parents will be informed of student expectations, progress and achievement through the following: parent conferences, Back to School Night, Open House, grade level student engagements, Coffee Hours, and Principal Updates.
- Teachers will routinely communicate with parents, regarding student progress.
- Learning opportunities will be provided for parents, centered around standards based math strategies and the Mathematical Practices.
 - Materials and supplies, including food, may be purchased to support parent meetings and trainings.
- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students to support improved attendance and participation.

SMART Goal:

By June 2022, 48% of students, in grades 3 through 6, will meet or exceed standards on the Math SBAC, 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
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Explain the Progress Monitoring and data used for this Action

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. 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) notes
6. MTSS and SES Team notes and Atlas reports
7. Atlas and district data reports
8. Parent participation in conferences and learning opportunities (sign-in sheets)
9. Staff participation in trainings that focus on site and district initiatives. (calendars, agendas, Atlas reports, and sign-in sheets.)

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. Teacher on Special Assignment (TSA)
6. Administrators, TSA, and RCA
7. Administrators
8. Teachers, TSA, parents, HSL and BRCA
9. Administrators and TSA

Timeline:

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

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

- Implementation of the District Adopted Math Curriculum (GVC). Funds will be made available to purchase additional components, if deemed necessary by site leadership.
- 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
- Opportunities for deep student discourse
- Use Thinking Maps and graphic representations
- 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.
- Site funded Teaching Fellows, under the direction and supervision of the site funded 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, VP, and the TSA.
- Resources to support differentiated classroom instruction that is aligned to the Common Core State Standards, Math Framework, and ELD Standards.
- To promote growth, i-Ready will be utilized to support the individualized needs of students.
- Utilizing supplemental contracts, we will offer an After School Homework and 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.
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction.
- 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 including, but not limited to: computers, computer carts, monitors, headphones, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed.
- To support instruction, funds will be made available for equipment maintenance and installation.
- 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: manipulatives, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- 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.
- Materials and resources that support Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Furniture may be purchased to promote deeper student discourse and engagement. (Examples include, but are not limited to: flexible seating, individual desks, etc.)
- To improve student achievement, learning opportunities will be provided for parents, centered around standards based literacy strategies. Materials and supplies, including food, may be purchased to support parent meetings, trainings, and other engagement opportunities. In addition, services, such as babysitting and translation, may be provided, to enable parents to engage in meetings and conferences.
- In support of student learning and safety, funds will be made available for the maintenance and installation of site funded equipment and technology.
- Staff will deepen the implementation of site based Culturally Proficient Teaching training, to ensure instruction addresses the needs of our diverse student population. (Tier I)
- The site based Social Emotional Support (SES) Team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES Team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded), and Family Foundations Counselor (site funded). (Tier II and Tier III)

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.
- Continued implementation of the Lab School Keystone Pedagogies.
- Supplemental contracts, will be provided for articulation between Dual Immersion teachers
- Teaching Fellows, under the supervision and guidance of the 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.
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs and Direct Food Services contracts may be used to provide food and refreshments, for those meetings.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Targeted support for Tier II and Tier III 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, under the supervision and guidance of the 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. Supplemental contracts will be created, as needed.)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.

- The site based Social Emotional Support (SES) team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded) , and Family Foundations Counselor (site funded).
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Action 4

Title: English Learner Reclassification

Action Details:

English Learner Reclassification: To further support the reclassification 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. To accomplish this, we will implement the following:

- Teachers will implement a comprehensive Integrated ELD program (Tier I) and provide Designated ELD instruction (Tier II) with an emphasis on reading, comprehending, and responding to complex text.
- PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide ELD strategies (Tier I and Tier II) and provide interventions (Tier II and III) to achieve our goal of students being reclassified as Fully English Proficient (FEP).

Students

- 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: (Tier I and Tier II)
 - 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.
- Additional books and instructional resources may be purchased, to support EL students. (Tier II)
- 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. Supplemental contracts will be provided.
- The site based Social Emotional Support (SES) Team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES Team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded) , and Family Foundations Counselor (site funded). (Tier II and Tier III)

Staff

- An English Language Review Team (ELRT) consisting of: the classroom teacher, the 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 reclassification benchmarks. Substitute teachers will be provided, as needed.
- Teachers may be provided supplemental contracts for extra PLC planning time, as determined by site administrators.
- Dual Immersion teachers may be provided supplemental contracts for PLC vertical articulation, as determined by site administrators.
- New staff will provided PL opportunities that focus on the implementation of site based strategies and initiatives.
- Teachers may be provided supplemental contracts for planning time, as determined by site administrators.
- The focus of ELA instruction and PLC planning, in grades K-6, will address IPG (Instructional Practice Guide) tenets 2B, 2C, and 3.
- Resources may be purchased to support teacher development in planning and instruction. The resources may be purchased through approved vendors or FUSD Graphics.
- Subs may be provided, to allow teachers to observe best practices in other classrooms, or attend training, as determined by site administrators.
- To develop plans for Tier I, Tier 2, and Tier 3 students, substitute teachers may be provided for staff collaboration and planning, data analysis, goal setting, data chats, and SST meetings.
- Staff will deepen the implementation of site based Culturally Proficient Teaching training, to ensure instruction addresses the needs of our diverse student population.

Families

- Parents will be informed of student expectations, progress and achievement through the following: parent conferences, Back to School Night, Open House, grade level student engagements, Coffee Hours, and Principal Updates.
- Teachers will routinely communicate with parents, regarding student progress.
- Learning opportunities will be provided for parents, centered around standards based literacy strategies.
 - Materials and supplies, including food, may be purchased to support parent meetings and trainings.
- Home School Liaison and Bilingual Resource Counselor will continue to communicate with parents of target students to support improved attendance and participation.
- The families of the students that meet the reclassification criteria will be invited to a "Redesignation Breakfast."
 - Food and supplies will be provided through purchase orders and FUSD Direct Food Services

SMART Goal:

By the end of the 2021-2022 school year, the number and percentage of English Learner students that will be reclassification will increase to 14.25%, 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
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Explain the Progress Monitoring and data used for this Action

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

1. ELPAC assessment results
2. Student/teacher goal setting and monitoring (ELPAC Chats) 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 Reclassification and Student Goal Setting/Monitoring Tool
8. Parent participation in conferences and learning opportunities (sign-in sheets)
9. Staff participation in trainings that focus on site and district initiatives. (calendars, agendas, Atlas reports, and sign-in sheets.)

Owner(s):

1. Teacher on Special Assignment (TSA)
2. AC Teacher Teams/Leads and ILT
3. Students
4. ILT
5. TSA and Administrators
6. Administrators
7. Students
8. Parent, teachers, HSL, BRCA
9. Administrators and TSA

Timeline:

1. Ongoing
2. Fall and Spring
3. Fall and Spring
4. Fall, midyear, and Spring
5. Ongoing
6. Ongoing
7. Ongoing
8. Fall and Spring
9. Monthly

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

- Implementation of the District Adopted ELD Curriculum (GVC). Funds will be made available to purchase additional components, if deemed necessary by site leadership.
- Resources will be provided to support: Close Reading Strategies, tasks focused on Complex Text, Task, and Talk, Thinking Maps, Making Thinking Visible strategies, and student discourse strategies are utilized across the curriculum.
- Site funded Teaching Fellows, under the direction and supervision of the site funded 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, VP, and the TSA
- Resources to support 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.
- The TSA and ELPAC Assessors or substitute teachers (if available) will work in conjunction with teachers to administer the annual ELPAC assessment.
- 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.
- To increase student literacy and comprehension, i-Ready will be utilized to support the individualized needs of students.
- Supplemental books and reading materials may be purchased to support student literacy and reading instruction, in English and Spanish.
- To build upon the successful strategies and resources that were implemented during distance learning, district approved software, subscriptions, and/or site licenses will be purchased to support student intervention and instruction.
- Dual Immersion teachers will be provided supplemental contracts for PLC vertical articulation, as determined by site administrators.
- Utilizing supplemental contracts, we will offer an After School Homework and 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.

- To support the instruction and assessment of EL students, 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, monitors, headphones, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed.
- To support instruction, funds will be made available for equipment maintenance and installation.
- 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.
- 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 the following: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention programs.
- Resources may be purchased to support teacher development in planning and instruction, for EL students. The resources may be purchased through approved vendors or FUSD Graphics.
- The TSA will monitor ELPAC growth to identify, plan, and facilitate appropriate interventions for EL students.
- Materials and resources that support Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Rewards and incentives may be provided for academic improvement and achievement.
- Prior to the start of the school year, teachers may be provided supplemental contracts for planning time, to address the needs of their EL students.
- Furniture may be purchased to promote deeper student discourse and engagement for EL students. (Examples include, but are not limited to: flexible seating, individual desks, etc.)
- To improve student achievement, learning opportunities will be provided for parents, centered around standards based literacy strategies. Materials and supplies, including food, may be purchased to support parent meetings, trainings, and other engagement opportunities. In addition, services, such as babysitting and translation, may be provided, to enable parents to engage in meetings and conferences.

Specify enhanced services for EL students:

- The 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.
- Reclassified students will be invited to participate in a Reclassification Awards Breakfast. (POs and Direct Food Services contracts may be used to provide food and supplies.)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. Purchase Orders and Direct Food Services contracts may be used to provide food and refreshments, for those meetings.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Targeted support for Tier II and Tier III 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, under the supervision and guidance of the 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. (Supplemental contracts will be created, as needed.)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- The site based Social Emotional Support (SES) team will be utilized provide identified students with additional supports, to increase academic motivation and growth. The SES team will be comprised of the Restorative Practices Counselor, Bilingual Resource Counselor (site funded), Hand in Hand Mentor (site funded), and Family Foundations Counselor (site funded).
- To increase student achievement, we will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional materials and supplies. ** NO FOOD OR INCENTIVES **	742.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology upgrades and replacement	20,204.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 at 4 hrs/day for 167 days)	14,105.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6500	Leavenworth Site TSA	81,363.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs and teacher data chats. (12 days)	7,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies.	7,480.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (7 at 3.5 hrs/day for 162 days)	84,489.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional staff copy machine.	6,974.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	500.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental classified contracts for after school tutoring. (2 contracts.	7,531.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3500	Leavenworth Site TSA	43,811.00
G1A1	One-Time School	Instruction	Teacher-Supp			August planning time for teachers. (6 hrs.)	9,816.00
G1A1	One-Time School	Instruction	Bks & Ref			: Books, site licenses (TBD) , subscriptions (TBD)	800.00
G1A1	One-Time School	Instruction	Mat & Supp			: Instructional materials and supplies.	17,674.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team. (4 days)	702.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC assessment.	4,040.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs to support instruction of EL students	3,065.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Vertical articulation for DI (6 hrs/year)	3,610.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental contracts for after school EL tutoring	3,765.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies for EL students.	4,061.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (2 at 4 hrs/day for 167 days)	28,210.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			Food for EL reclassification celebration.	500.00

\$351,742.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

As a site, Leavenworth will expand student centered and real-world learning experiences through the following:

- Continue to offer experiences that engage students in arts, activities, and athletics.
- Promote student participation in district offered experiences that expose students to careers.
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students.
- Develop opportunities to promote a variety of career options, though the scheduling of assemblies and guest speakers. Special efforts will be made to invite parents and members of the Leavenworth community to present to the students.

Previous data aligned to Student-centered real world learning experiences:

Exposure to Careers Participation

Prior to the pandemic, students in grades 3, 4, and 6 were provided the opportunity to participate in district provided trips and experiences that exposed students to careers. Due to the closing of schools last Spring, we do not have completed data for the 2019-2020 school year. The participation data for the 2018-2019 school year is as follows:

- Grade 3: 95.7%
- Grade 4: 96.4%
- Grade 6: 90.2%

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, Bilingual Resource Counselor, and teachers connect with families to encourage and increase participation. They will also encouraged parents to make sure their students were at school daily.

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

Student-centered real world learning experience - Site Defined

An analysis of our 4 year trend data, prior to the pandemic, illustrates the participation rate of students that engaged in arts, activities, and athletics increased. Our goal of increasing the participation percentage will assist in making sure all significant subgroups are engaged in activities, therefore, continuing to decrease disproportionality. Our historical participation rates are follows:

- 2015/2016-77%
- 2016/2017-79%
- 2017-2018-82%
- 2018-2019 - 97%

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 are not consistent in attending the activity
- Some parents were unwilling to allow their student to participate
- Absenteeism on the day of the activity (The fact that not all students participated in the exposure to career trips was 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, mentor, and teachers connect with families to encourage and increase participation rates, for all students.)

Participation rate for students engaged in arts, activities, and athletics

An analysis of our historic trend data illustrates the number of students who are engaged in arts, activities, or athletics is as follows:

- 2015/2016-77%
- 2016/2017-79%
- 2017-2018-82%
- 2018-2019 - 97%
- 2019-2020 - 86.5% (Data incomplete, due to school closure.)

Historic participation rates are attributed 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., were 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 participation in arts, activities, and athletics.
- The Bilingual Resource Counselor worked with the district provided Restorative Practices Counselor to meet with identified students to provide positive behavior strategies and interventions.
- Our site funded mentor positively interacted with students during their breaks.
- Six week long "Talent Time" elective sessions were held in the third quarter, for students in grade 1-6. Staff members, Teaching Fellows, and community volunteers taught the classes.
- Activities were planned to engage students in art, activities, and athletics.
- Subs or supplemental contracts were provided, as needed, to allow teachers to attend activities, events, and competitions with the participating students.
- The Home School Liaison and Bilingual Resource Counselor worked with teachers to promote participation in student centered and real-world learning experiences.
- Awards, rewards, and incentives were provided to promote student connection to the school.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created under the premise that we would become a Designated School. Due to changes in the district's budget, as a result of the pandemic, our opportunity to become a Designated School was postponed. This change in status significantly impacted our budget. As a result, it was necessary to modify our budget for the 2020-2021 school year. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The district provided Designated Teacher on Special Assignment (TSA), had to be funded by the site.
- The Family Foundations Counselor was reduced from two days a week to one day a week.
- The number of Hand to Hand Mentors was reduced from two mentors to one mentor.
- Due to the pandemic, in person Field Trip experiences were replaced with Virtual Field Trips.
- Due to the pandemic, we were unable to implement Talent Time, Noon League Sports, and athletics.
- Due to the pandemic all arts and activities were done virtually.

- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

To expand student centered and real-world learning experiences, the following actions will occur in the 2021-2022 school year:

- Develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers. (Goal 2, Action 1)
- Special efforts will be made to invite parents and members of the Leavenworth community to be guest presenters. (Goal 2, Action 1)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Action 1, 2, 3, and 4; Goal 2, Action 1)
- We will increase the number of Teaching Fellows to provide more student support and engagement. (Goal 1, Action 1, 2, 3, and 4; Goal 2, Action 2)
- We will utilize our Home School Liaison, mentor, Teaching Fellows, and Bilingual Resource Counselor to encourage and increase participation for all students. (Goal 2, Action 1)

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

- Additional Teaching Fellows will organize and supervise structured activities, during recesses. (Goal 2, Action 2)
- The staff will continue to look for opportunities for parents and members of the community to be engaged in activities at our site. (Goal 2, Actions 1 and 2)
- Work with the ILT, CCT, and PLC Teams to identify ways to increase engagements opportunities for TK and Kindergarten students. (Goal 2, Action 2)

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 our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

- After school tutoring for students = 4.57 stars
- Social emotional supports for students = 4.55 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.53 stars
- English Learner (EL) tutoring and instructional supports = 4.55 stars
- Engagement activities for students. (Examples include: Talent Time, Noon League Sports, structured recess

2 ELAC:

During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. 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.
- Access to 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, 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.

Teacher ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important
- Teaching Fellows to support instruction and intervention = 4.4 stars
- Spanish speaking Home School Liaison (3 hours/day) = 4.63 stars
- Bilingual (Hmong) Resource Counseling Assistant (6 hours/day) = 4.57 stars
- Teacher on Special Assignment = 4.83 stars
- Technology upgrades and replacement = 4.54 stars

activities, clubs, and other extra-curricular activities) = 4.59 stars

- Additional classroom instructional support and intervention for students. (Funding personnel such as Teaching Fellows and the site Teacher on Special Assignment.) = 4.59 stars
- Materials and supplies to support student instruction = 4.59 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: translators, babysitting for parent meetings, Home School Liaison-Spanish, and Resource Counseling Assistant-Hmong) = 4.28 stars
- Opportunities for parent involvement, to support their child's education. (Examples include: Parent Coffee Hours, parent workshops, parent volunteering, and other parent learning opportunities) = 4.24 stars

Additional SSC Input and Feedback:

The SSC was in agreement with the priorities that were reflected in the Student, Parent, and Teacher Surveys.

Additional ELAC Input and Feedback

Parents of English Learners completed a Needs Assessment Survey where they shared the needs for:

English Learner Parents

- help with homework
- Information on how to help their child with homework and good study habits
- Parenting skills (disciplining child and/or having high expectations)
- Information on how to prepare for a successful parent teacher conference
- Information on rights and responsibilities as a parent
- information on services provided by the school and school district

English Learner Students

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- How to get involved in extra curricular activities

- Materials and supplies to support instruction = 4.6 stars
- Additional Copy Machine = 4.0 stars
- Subs for teacher planning days = 4.0 stars
- Supplemental contracts for after school tutoring (certificated and classified) = 3.86 stars
- Funding for district approved online subscriptions = 4.31 stars
- Social emotional supports for students (Counseling and Mentoring) = 4.6 stars
- Subs for teachers to attend SST Meetings and Data Chats = 4.0 stars

Additional Input

- Expenditures or actions to be reduced or eliminated - None
- Continued access and investment to technology and online resources that have proved successful in the virtual environment.
- Increase opportunities for student engagement and enrichment (author visits, science experiences, art experiences, fun motivational assemblies)
- New library books

In addition to the staff feedback, we also collected feedback from students in grades 2-6. The students rated the following as actions that helped them feel connected to the school:

- Receiving awards and special recognition = 4.27 stars
- Assemblies and performances = 4.21 stars
- Participating in performances = 4.25 stars
- Participating in Field Trips = 4.61 stars
- Participating in Talent Time = 4.38 stars
- Participating in sports, clubs, or activities = 4.17 stars
- At school, it is important to have another adult (besides your teacher) with whom to talk. = 3.87 stars

Action 1

Title: Exposure to Careers Participation

Action Details:

Exposure to Careers - 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.

- PLCs will develop opportunities and student activities throughout the year to promote the expectation and path of being College and Career Ready. (Tier I)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Tier I)

Students

- Student input will be solicited, to determine career interests. (Tier I)
- Efforts will be made to provide opportunities for students to participate in activities and engagements that promote career exposure. (Coding, E-Sports, STEM activities, etc.) (Tier I)
- A site funded mentor will provide activities and experiences to targeted students, to further expose them to career options. (Tier II and Tier III)

Staff

- Teachers will promote and encourage student participation in district offered experiences that expose students to careers.
- The TSA, Instructional Leadership Team (ILT), and Climate and Culture Team (CCT) will work together to develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers.

Families

- Special efforts will be made to invite parents and members of the Leavenworth community to present to the students.
- 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.
- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents of target students to support improved attendance and participation.

SMART Goal:

By the end of the 2021-2022 school year, all students in grades TK-6, will be provided opportunities to participate in activities that provide exposure to careers, as measured by site and district data reports and calendars.

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

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

1. Monitor and capture the attendance of students that are attending the Exposure to Careers experiences.
2. Log student participation in site based events.
3. Events for Career Day presentations will be planned and calendared.
4. Survey parents to determine potential participation in site based career events
5. Student input will be solicited, to determine career interests. (Surveys, class meetings and conversations.)

Owner(s):

1. VP or TSA
2. VP, TSA and Teachers
3. Administrators, TSA, PLCs
4. Administrators, TSA, and parents
5. VP, TSA, ILT, CCT, teachers, students

Timeline:

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

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

- To support the increase student exposure to careers; 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, monitors, headphones, 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 materials that will support the increased student exposure to careers.
- Classroom materials and supplies including, but not limited to the following: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to increased student exposure to careers..
- Materials and supplies that support activities and engagements that promote exposure to careers.

Specify enhanced services for EL students:

- 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.
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- 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.
- The Home School Liaison, Bilingual Resource Counselor, and mentors will communicate with parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.

- Efforts will be made to utilize guest speakers that reflect the diversity of our school community.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Action 2

Title: Student Engagement in Activities

Action Details:

To increase student engagement in activities and build on the student's sense of school connectedness, the following actions will be implemented:

- Safe and Civil Schools procedures, Olweus Bullying Prevention lessons, SEL lessons, class meetings, and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture. (Tier I)
- The Climate and Culture Team (CCT) will work with staff and students to identify, promote, and implement additional engagement opportunities. (Tier I)
- The Restorative Practices Counselor (RPC), mentor, Teaching Fellows, and Bilingual Resource Counseling Assistant will work with staff and students to promote positive relationships and activities, for targeted students. (Tier II and Tier III)

Students

- Talent Time elective sessions will be offered in the spring, for all students in grade 1 through 6. (Tier I)
- Our Bilingual Resource Counselor will supervise a Care and Connect room during morning and lunch recess. (Tier II and Tier III)
- Teaching Fellows will manage a Noon Sports League, plan and implement structured recess activities, and positively interact with students. (Tier I)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors. (Tier I, Tier II, and Tier III)
- We will contract with Hand in Hand Mentors to provide a role model that will positively interact with students and encourage participation in engagement activities. (Tier II and Tier III)
- The RPC, mentor, Teaching Fellows, and Bilingual Resource Counselor will work with students in TK-6, to promote positive relationships and activities. (Tier II and Tier III)
- The CCT will work with TK and Kindergarten teachers to explore ways of involving TK and Kindergarten students in engagement activities. (Tier I)

Staff

- Teachers, in collaboration with Culture and Climate Team, will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- The Restorative Practices Counselor, Hand in Hand Mentor, Teaching Fellows, Family Foundations Counselor, and Bilingual Resource Counselor will collaborate with staff, to promote positive relationships and activities.
- Supplemental contracts will be offered to staff who sponsor after school, during lunch, or before school engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of the site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Families

- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents of target students to support improved attendance and participation.
- Efforts will be made to recruit community volunteers to lead student engagements.
- Family members will be invited to grade level performances, when possible.

SMART Goal:

By the end of the 2021-2022 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, Administrators, 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):

- Activities and events will be planned that reflect the diversity of our school community.
- Supplemental contracts will be offered to staff to facilitate clubs, activities, and engagements.
- Purchase orders and funds will be used to purchase the following:
 - athletic gear
 - materials and supplies needed for clubs, activities, and engagements
 - transportation to accommodate higher numbers of student participation
 - Direct Food Services
 - student awards and incentives
 - food for celebrations and incentives
- Materials and supplies may be purchased to support students that report to the Care and Connect room.

Specify enhanced services for EL students:

- 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.
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- EL Students will be encouraged to participate in arts, activities, and athletics.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- 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.
- The Home School Liaison, Bilingual Resource Counselor, and mentors will communicate with parents of target students to support improved attendance and participation.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The mentor and Teaching Fellows will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		20.75 %	2020-2021	18.75 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

We understand that to address the established goal of increasing student engagement in their school and community, we need to institute actions that promote student attendance. As a result many of our actions are designed to boosting student attendance through providing engagements that connect students to the school.

An analysis of our 5 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows:

- 2016/2017 - 8.29%
- 2017-2018 - 9.16%
- 2018-2019 - 9.8%
- 2019-2020 - 11.76%
- 2020-2021 - 20.75%

As evident in our data, distance learning has had a major impact on the percentage of students that had chronic absenteeism.

To address this issue, an attendance team, consisting of the following personnel: the Office Assistant, the Home School Liaison, the Bilingual Resource Counseling Assistant, and the site administrators, contacted families that had Chronic Absenteeism to reinforce the importance of attendance and offers supports, as necessary. Staff has been able to support several families in addressing technology issues, that had interfered with the student logging on consistently.

We were also able to include many struggling students, in the small on-site learning cohorts, following district health and safety guidelines. For these cohorts, priority was given to homeless students, foster youth, and EL students.

Teachers also reached out to parents during the designated Family Connection Time and Office Hours, to

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

Chronic Absenteeism

Parents have shared the following factors that contribute to chronic absenteeism and poor attendance:

- Students are chronically sick and have to miss school.
- Technology issues prevented students from accessing online learning.
- Lack of a stable internet connection.
- Students did not log-in to online lessons, due to lack of supervision at home.

Due to the pandemic, students were unable to participate in many of the activities and engagements that traditionally boost attendance rates. The absence of engagements, had a negative impact on attendance. Some of these activities are as follows:

- Talent Time
- Noon League Sports
- Field Trips
- Grade level performances
- Assemblies
- Clubs
- Athletics

Suspensions students with 1 or more

Due to the fact that we did not suspend any students, there are no resource inequities to report.

promote positive attendance and offer supports. Teachers monitored attendance and rewarded outstanding attendance at quarterly awards assemblies.

In cases where attendance did not improve, despite the supports that were offered, district resources were utilized, to follow up with the family.

Suspensions students with 1 or more

Due to distance learning, we did not have any students on campus, for much of the year. As a result, we did not suspend any students, during the 2020-2021 school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created under the premise that we would become a Designated School. Due to changes in the district's budget, as a result of the pandemic, our opportunity to become a Designated School was postponed. This change in status significantly impacted our budget. As a result, it was necessary to modify our budget for the 2020-2021 school year. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The district provided Designated Teacher on Special Assignment (TSA), had to be funded by the site.
- The Family Foundations Counselor was reduced from two days a week to one day a week.
- The number of Hand to Hand Mentors was reduced from two mentors to one mentor.
- Due to the pandemic, we were unable to implement Talent Time, Noon League Sports, and athletics.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Additional Teaching Fellows will organize and supervise structured activities, during recesses. (Goal 3, Action 1)
- The staff will continue to look for opportunities for parents and members of the community to be engaged in activities at our site. (Goal 2, Actions 1 and 2; Goal 3, Action 1)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Actions 1, 2, 3, and 4; Goal 2, Action 1; Goal 3, Action 1)
- Work with the ILT, CCT, and PLC Teams to identify ways to increase engagements opportunities for all students. (Goal 2, Action 2; Goal 3, Action 1)
- We will continue to explore ways to increase the inclusion of our SPED students. (Goal 1, Actions 1, 2, and 3; Goal 2, Actions 1 and 2; Goal 3, Action 1)
- Staff will deepen implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. (Goal 1, Actions 1, 2, 3 and 4; Goal 2, Actions 1 and 2; Goal 3, Action 1)
- Staff work to create engagement activities that reflect the diverse interests of our student population. (Goal 2, Action 2, Goal 3, Action 1)

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 our SSC meetings this year we have routinely reviewed

2 ELAC:

During our ELAC meetings this year we have routinely reviewed

3 Staff:

To provide input and feedback, all teachers were provided with the

During our SSC meetings and year we have reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
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- After school tutoring for students = 4.57 stars
- Social emotional supports for students = 4.55 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.53 stars
- English Learner (EL) tutoring and instructional supports = 4.55 stars
- Engagement activities for students. (Examples include: Talent Time, Noon League Sports, structured recess activities, clubs, and other extra-curricular activities) = 4.59 stars
- Additional classroom instructional support and intervention for students. (Funding personnel such as Teaching Fellows and the site Teacher on Special Assignment.) = 4.59 stars
- Materials and supplies to support student instruction = 4.59 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: translators, babysitting for parent meetings, Home School Liaison-Spanish, and Resource Counseling Assistant-Hmong) = 4.28 stars
- Opportunities for parent involvement, to support their child's education. (Examples include: Parent Coffee Hours, parent workshops, parent volunteering, and other parent learning opportunities) = 4.24 stars

Additional SSC Input and Feedback:

The SSC was in agreement with the priorities that were reflected in the Student, Parent, and Teacher Surveys.

During our ELAC meetings and year we have reviewed budget, SPSA actions, and student data. 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.
- Access to 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, to support student learning.
- Parents were in agreement with the supports that were discussed.

Additional ELAC Input and Feedback

Parents of English Learners completed a Needs Assessment Survey where they shared the needs for:

English Learner Parents

- help with homework
- Information on how to help their child with homework and good study habits
- Parenting skills (disciplining child and/or having high expectations)
- Information on how to prepare for a successful parent teacher conference
- Information on rights and responsibilities as a parent
- information on services provided by the school and school district

English Learner Students

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- How to get involved in extra curricular activities

To provide parental feedback, all teachers were provided 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.

Teacher ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

- Teaching Fellows to support instruction and intervention = 4.4 stars
- Spanish speaking Home School Liaison (3 hours/day) = 4.63 stars
- Bilingual (Hmong) Resource Counseling Assistant (6 hours/day) = 4.57 stars
- Teacher on Special Assignment = 4.83 stars
- Technology upgrades and replacement = 4.54 stars
- Materials and supplies to support instruction = 4.6 stars
- Additional Copy Machine = 4.0 stars
- Subs for teacher planning days = 4.0 stars
- Supplemental contracts for after school tutoring (certificated and classified) = 3.86 stars
- Funding for district approved online subscriptions = 4.31 stars
- Social emotional supports for students (Counseling and Mentoring) = 4.6 stars
- Subs for teachers to attend SST Meetings and Data Chats = 4.0 stars

Additional Input

- Expenditures or actions to be reduced or eliminated - None
- Continued access and investment to technology and online resources that have proved successful in the virtual environment.
- Increase opportunities for student engagement and enrichment (author visits, science experiences, art experiences, fun motivational assemblies)
- New library books

In addition to the staff feedback, we also collected feedback from students in grades 2-6. The students rated the following as actions that helped them feel connected to the school:

- Receiving awards and special recognition = 4.27 stars
- Assemblies and performances = 4.21 stars
- Participating in performances = 4.25 stars
- Participating in Field Trips = 4.61 stars
- Participating in Talent Time = 4.38 stars

- Participating in sports, clubs, or activities = 4.17 stars
- At school, it is important to have another adult (besides your teacher) with whom to talk. = 3.87 stars

Action 1

Title: Chronic Absenteeism and Suspension Rate

Action Details:

To reduce Chronic Absenteeism and the Suspension Rate:

- Professional Learning Communities (PLCs) will implement comprehensive instruction based on the Social Emotional Learning (SEL) components and Safe and Civil Schools strategies and procedures (Tier I) and utilize appropriate interventions and supports (Tier II and III) for identified students.
- Using the MTSS Team, identified students (Tier II and III) will be offered site based, district, or community based supports, to improve attendance and provide behavior and social-emotional supports.

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:

Students

- Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement. (Tier II and Tier III)
- Engagement activities will be provided to further connect students to school with the goal of improving attendance through increased engagement. (Tier 1)
- Promote student participation in district offered experiences that expose students to careers. (Tier 1)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors. (Tier 1)
- Promote student participation in district offered experiences that expose students to careers. (Tier 1)

Staff

- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Families

- 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.

Suspension Rate

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

Students

All students will participate in class meetings on a weekly basis, to foster and build positive relationships between students and adults.

- Safe and Civil Schools strategies will be taught and implemented. (Tier I)
- Second Step lessons will be implemented as needed based on student needs. (Tier I)
- Olweus Bullying Prevention lessons will be taught and the strategies implemented. (Tier I)
- Assemblies, awards, and incentives will be offered to promote and reward positive student behaviors. (Tier I)
- Character Counts will be promoted monthly to build the character competencies. (Tier I)
- 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 and Restorative Practices Counselor (RPC)

will also work with students to provide SEL support (Tier II and III).

- All teachers will establish and implement clear classroom behavior expectations (CHAMPS or MAC), Utilizing Safe and Civil Schools strategies. (Tier I) If needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning. (Tier II and III)
- A Hand in Hand Mentor will be used to make positive connections with students and provide SEL support to targeted students. (Tier II and III)
- Family Foundations Counseling will be provided, to address specific student needs. (Tier III)
- Teaching Fellows will be utilized to positively interact with students and provide structured activities during recesses. (Tier I)
- Promote student participation in district offered experiences that expose students to careers. (Tier I)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Tier I)
- Positive behavior assemblies will be implemented by VP and Principal to review school wide behavior expectations and encourage good attendance. (Tier I)

Staff

- Class meeting verification forms will be collected by the VP. Both the Principal and VP will monitor class meeting implementation through walk through observations.
- 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.
- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- To implement class meetings and restorative conferences, the Restorative Practices Counselor will provide teacher and classroom support, as requested,

Families

- Teachers will communicate with parents, regarding student behavior.
- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents of target students to support improved attendance and participation.

SMART Goals:

By the end of the 2021-2022 school year, the school wide Chronic Absenteeism rate will decrease to 18.75%, as measured by district monitoring data reports.

By the end of the 2021-2022 school year, the suspension rate will not exceed 2%, 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
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Explain the Progress Monitoring and data used for this Action

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

1. 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 attendance meetings will be logged into ATLAS.
4. Participation in engagement activities will be entered into ATLAS.
5. Weekly class meetings will be logged.
6. Office Referral Data

Owner(s):

1. Office Staff, HSL, CWAS, Bilingual Resource Counselor (BRC)
2. Administrators, TSA
3. Administrators, HSL, CWAS, Bilingual Resource Counselor
4. VP, TSA
5. Teachers, VP, TSA
6. Administrators

Timeline:

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

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

- The Principal, VP, Home School Liaison, or 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.
- Engagement activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend engagement 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.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Specify enhanced services for EL students:

- 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.
- A site funded Home School Liaison (Spanish), mentor, and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- To improve attendance, EL Students will be encouraged to participate in arts, activities, and athletics activities.

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Conduct re-entry conference with students after suspensions
- We will target students with multiple suspensions and develop support services.
- The Home School Liaison, Bilingual Resource Counselor, and mentors will communicate with parents of target students to support improved attendance and participation.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- A mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will work to create engagement activities that reflect the diverse interests of our student population.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand in Hand Mentor	23,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counselor (1 day)	14,630.00

\$37,630.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		95.41 %	2019-2020	98 %
Staff Goal - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Survey – Overall Positive in Belonging Domain

To promote a sense of belonging amongst the staff, Leavenworth elementary utilized a variety of collaborative teams, in order to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team (CCT). Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2016 Staff Survey - 95%
- 2017 Staff Survey - 95%
- 2018 Staff Survey - 97%
- 2019 Staff Survey - 99%
- 2020 Staff Survey - 95%*

*NOTE: The FUSD questions within this domain were updated in 2020 so change over time data should be reviewed with caution between Spring 2019 and Spring 2020.

Staff Goal - Site Defined

Deepen implementation of Cultural Proficiency Training

Leavenworth staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse student population. As a staff, we will deepen our understanding and implementation of the Cultural Proficiency training that we received. This will be accomplished through the following:

- Teachers will participate in Year 2 DEI trainings, as provided by the district.
- Classified staff will participate in DEI trainings, as offered by the district.
- Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training.

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

Staff Survey – Overall Positive in Belonging Domain

While the percentage of staff members that feel a high sense of belonging remains high, we did see a 3.5% drop in positive responses in the Overall Positive Belonging Domain. This drop may be attributed to the fact that the questions within this domain were updated in 2020. Due to the pandemic, schedules were modified, thus limiting PLC time. We feel this diminished PLC time, along with the fact that meetings were held virtually, impacted the staff's sense of belonging. As a result, the change over time data should be reviewed with caution between Spring 2019 and Spring 2020. Therefore, we will interpret these results accordingly.

Staff Goal - Site Defined

Deepen implementation of Cultural Proficiency training

The Staff Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created under the premise that we would become a Designated School. Due to changes in the district's budget, as a result of the pandemic, our opportunity to become a Designated School was postponed. This change in status significantly impacted our budget. As a result, it was necessary to modify our budget for the 2020-2021 school year. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The district provided Designated Teacher on Special Assignment (TSA), had to be funded by the site.
- The Family Foundations Counselor was reduced from two days a week to one day a week.
- The number of Hand to Hand Mentors was reduced from two mentors to one mentor.
- The Solution Tree Training for our teachers was canceled, due to the pandemic.
- Teacher planning days were canceled, due to the pandemic.
- Due to the pandemic, on campus meetings were canceled. As a result, site funded substitute teachers were reallocated for use to provide support for on-site learning cohorts.
- Meetings and trainings were all done virtually, due to the pandemic.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Books, materials, and supplies will be made available to support ongoing Cultural Proficiency training. (Goal 1 Actions 1, 2, 3, 4; Goal 4, Action 1)
- Teachers will be encouraged to participate in leadership roles and committees. (Goal 4, Action 1)
- Teachers will be encouraged to participate in engagements, activities, and events that connect them to the greater school community. (Goal 2, Action 1 and 2, Goal 3, Action 1; Goal 4, Actions 1)
- Efforts will be made to plan school-wide activities that are Culturally Proficient and reflect the diversity of our community. (Goal 2, Actions 1 and 2; Goal 3, Action 1; Goal 4, Actions 1)
- To strengthen PLCs, additional planning time will be provided for PLC planning time and vertical articulation. (Goal 1 Actions 1, 2, 3, 4; Goal 4, Action 1)

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 our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following descriptors:
 1 star = not important at all
 2 stars = not very important
 3 stars = somewhat important
 4 stars = important

2 ELAC:

During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. 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.
- Access to technology for students.
- Engagement activities for students (ex. Talent Time ,

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.

Teacher ratings were based on the following descriptors:
 1 star = not important at all
 2 stars = not very important
 3 stars = somewhat important
 4 stars = important

5 stars = very important

- After school tutoring for students = 4.57 stars
- Social emotional supports for students = 4.55 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.53 stars
- English Learner (EL) tutoring and instructional supports = 4.55 stars
- Engagement activities for students. (Examples include: Talent Time, Noon League Sports, structured recess activities, clubs, and other extra-curricular activities) = 4.59 stars
- Additional classroom instructional support and intervention for students. (Funding personnel such as Teaching Fellows and the site Teacher on Special Assignment.) = 4.59 stars
- Materials and supplies to support student instruction = 4.59 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: translators, babysitting for parent meetings, Home School Liaison-Spanish, and Resource Counseling Assistant-Hmong) = 4.28 stars
- Opportunities for parent involvement, to support their child's education. (Examples include: Parent Coffee Hours, parent workshops, parent volunteering, and other parent learning opportunities) = 4.24 stars

Additional SSC Input and Feedback:

The SSC was in agreement with the priorities that were reflected in the Student, Parent, and Teacher Surveys.

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, to support student learning.
- Parents were in agreement with the supports that were discussed.

Additional ELAC Input and Feedback

Parents of English Learners completed a Needs Assessment Survey where they shared the needs for:

English Learner Parents

- help with homework
- Information on how to help their child with homework and good study habits
- Parenting skills (disciplining child and/or having high expectations)
- Information on how to prepare for a successful parent teacher conference
- Information on rights and responsibilities as a parent
- information on services provided by the school and school district

English Learner Students

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- How to get involved in extra curricular activities

5 stars = very important

- Teaching Fellows to support instruction and intervention = 4.4 stars
- Spanish speaking Home School Liaison (3 hours/day) = 4.63 stars
- Bilingual (Hmong) Resource Counseling Assistant (6 hours/day) = 4.57 stars
- Teacher on Special Assignment = 4.83 stars
- Technology upgrades and replacement = 4.54 stars
- Materials and supplies to support instruction = 4.6 stars
- Additional Copy Machine = 4.0 stars
- Subs for teacher planning days = 4.0 stars
- Supplemental contracts for after school tutoring (certificated and classified) = 3.86 stars
- Funding for district approved online subscriptions = 4.31 stars
- Social emotional supports for students (Counseling and Mentoring) = 4.6 stars
- Subs for teachers to attend SST Meetings and Data Chats = 4.0 stars

Additional Input

- Expenditures or actions to be reduced or eliminated - None
- Continued access and investment to technology and online resources that have proved successful in the virtual environment.
- Increase opportunities for student engagement and enrichment (author visits, science experiences, art experiences, fun motivational assemblies)
- New library books

In addition to the staff feedback, we also collected feedback from students in grades 2-6. The students rated the following as actions that helped them feel connected to the school:

- Receiving awards and special recognition = 4.27 stars
- Assemblies and performances = 4.21 stars
- Participating in performances = 4.25 stars
- Participating in Field Trips = 4.61 stars
- Participating in Talent Time = 4.38 stars
- Participating in sports, clubs, or activities = 4.17 stars
- At school, it is important to have another adult (besides your teacher) with whom to talk. = 3.87 stars

Action 1

Title: Increase Staff Sense of Belonging

Action Details:

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which teachers feel appreciated, supported, and valued. To meet this goal, the following actions will be taken:

- Efforts will be made to plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
- The staff will work to create engagement activities that deepen positive connections with students.
- Teachers will be encouraged to participate in leadership roles and committees.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- Staff will deepen implementation of Cultural Proficiency (DEI) training.
 - Teachers will participate in Year 2 DEI trainings, as provided by the district.
 - Classified staff will participate in DEI trainings, as offered by the district.
 - Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training.
- The site will fund additional staff (Teaching Fellows, Bilingual Resource Counselor, Home School Liaison, mentor, counselor) to support classroom instruction and provide interventions.
- The Restorative Practices Counselor, mentor, counselor, Teaching Fellows, and Bilingual Resource Counseling Assistant will collaborate with staff, to promote positive behaviors, relationships, and activities.
- Monthly NTA meetings will be held to review practices, address concerns, and provide opportunities for staff input.
- Opportunities will be provided to strengthen PLCs through additional planning time and vertical articulation.
- Teachers will be encouraged to participate in engagements, activities, and events that connect them to the greater school community.
- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents of target students to support improved attendance and participation..
- Families will be invited to engage in activities that will foster and deepen positive relationships with the staff.

SMART Goal: By the end of the 2021-2022 school year, the percentage of staff that report a Positive Sense of Belonging, as measured by the FUSD Staff Survey, will increase to 98%.

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

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

1. Office behavior referral data will be monitored
2. Power BI and Panorama data
3. Teacher input and voice to be gathered through PLCs, ILT, CCT, and surveys
4. Staff survey responses will be analyzed by the CCT and ILT
5. NTA meetings to address concerns and create action plans based on data and feedback
6. ILT and CCT meetings to address concerns and create action plans based on data and feedback.
7. Meeting and training agendas, notes, and sign-in sheets

Owner(s):

1. Administrators, ILT, CCT
2. Administrators, ILT, CCT
3. Teachers, PLCs, ILT, CCT
4. CCT, ILT
5. Administrators, NTAs
6. Administrators, ILT, CCT
7. Administrators, TSA, PLCs

Timeline:

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

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Supplemental contracts will be provided for additional PLC planning time.
- Supplemental contracts will be provided to our Dual Immersion teachers for vertical articulation.
- Activities and events will be planned that reflect the diversity of our school community.
- Support staff, including Teaching Fellows, mentor, Bilingual Resource Counselor, Home School Liaison, and the TSA, will be funded to support improved students attendance, participation, and behavior.

- Purchase orders and funds will be used to purchase the following:
 - materials and supplies needed for celebrations, engagements, and team building
 - materials and supplies to support classroom instruction and school safety
 - contracts for student engagement experiences
 - food for celebrations, engagements, and team building

Specify Professional Development or Staff Services to support EL students:

- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents of target students to support improved attendance, participation and behavior.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The English Language Review Team, facilitated by the TSA, will meet twice each year to provide teachers with tools and strategies, to support their EL students.

Specify Professional Development or Staff Services to support low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Support staff, including Teaching Fellows, mentor, Bilingual Resource Counselor, Home School Liaison, and the TSA, will be funded to support improved students attendance, participation, and behavior, in the targeted groups.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- A mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our school community

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.98 %	2019-2020	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Increase opportunities for families to engage in activities that promote student success.

Parent Survey - Respected and welcomed

To create an environment that made parents feel welcomed and respected, Leavenworth has historically provided several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Parent Teacher Conferences
- Grade level performances
- Open House
- Fall Festival
- Coffee Hours
- Grade level performances
- PTO
- Parent volunteer opportunities
- Chaperones for field trips

Our historical results of positive responses on our Parent Survey regarding feeling welcome and respected are as follows:

- 2016 Parent Survey: 96%
- 2017 Parent Survey: 95%
- 2018 Parent Survey: 98%
- 2019 Parent Survey: 96%
- 2020 Parent Survey: 98%

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

Family Goal - Site Defined

The Family Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

Parent Survey - Respected and welcomed

The percentage of parents that feel welcomed and respected remains high. Since opportunities for parent engagement have been significantly impacted by the school closure that occurred due to the pandemic, we will continue to monitor the responses we receive from upcoming surveys.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created under the premise that we would become a Designated School. Due to changes in the district's budget, as a result of the pandemic, our opportunity to become a Designated School was postponed. This change in status significantly impacted our budget. As a result, it was necessary to modify our budget for the 2020-2021 school year. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The Family Foundations Counselor was reduced from two days a week to one day a week.
- The number of Hand to Hand Mentors was reduced from two mentors to one mentor.
- Due to the pandemic, on campus parent meetings were canceled.
- Due to the pandemic, all parent engagements were virtual. This included parent teacher conferences and Back to School Night.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will utilize site created surveys to gather input on ways to increase parent engagement in their students' education. (Goal 2, Actions 1 and 2; Goal 3, Action 1; Goal 5, Action 1)
- Increased opportunities for parent involvement and participation will be established. POs and Direct Food Services contracts may be used to provide materials, supplies, food, and refreshments for those meetings. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Actions 1 and 2; Goal 5, Action 1)
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure engagement opportunities are created that reflect the diversity of our community. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Action 1; Goal 4, Action 1; Goal 5, Action 1)
- Materials, supplies, and incentives may be provided for parent classes, trainings, and engagements. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 5, Action 1)
- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with parents, in their primary language, to promote parent engagement opportunities. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Actions 1 and 2; Goal 5, Action 1)
- Babysitting and translation may be provided for designated parent meetings and classes. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 5, Action 1)

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 our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

2 ELAC:

During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. 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.
- Access to technology for students.
- Engagement activities for students (ex. Talent Time, structured recess activities, and Noon Time League).

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.

Teacher ratings were based on the following descriptors:

- 1 star = not important at all
- 2 stars = not very important
- 3 stars = somewhat important
- 4 stars = important
- 5 stars = very important

- After school tutoring for students = 4.57 stars
- Social emotional supports for students = 4.55 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.53 stars
- English Learner (EL) tutoring and instructional supports = 4.55 stars
- Engagement activities for students. (Examples include: Talent Time, Noon League Sports, structured recess activities, clubs, and other extra-curricular activities) = 4.59 stars
- Additional classroom instructional support and intervention for students. (Funding personnel such as Teaching Fellows and the site Teacher on Special Assignment.) = 4.59 stars
- Materials and supplies to support student instruction = 4.59 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: translators, babysitting for parent meetings, Home School Liaison-Spanish, and Resource Counseling Assistant-Hmong) = 4.28 stars
- Opportunities for parent involvement, to support their child's education. (Examples include: Parent Coffee Hours, parent workshops, parent volunteering, and other parent learning opportunities) = 4.24 stars

Additional SSC Input and Feedback:

The SSC was in agreement with the priorities that were reflected in the Student, Parent, and Teacher Surveys.

- 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, to support student learning.
- Parents were in agreement with the supports that were discussed.

Additional ELAC Input and Feedback

Parents of English Learners completed a Needs Assessment Survey where they shared the needs for:

English Learner Parents

- help with homework
- Information on how to help their child with homework and good study habits
- Parenting skills (disciplining child and/or having high expectations)
- Information on how to prepare for a successful parent teacher conference
- Information on rights and responsibilities as a parent
- information on services provided by the school and school district

English Learner Students

- Encouragement to be successful academically
- High expectations from school personnel
- Additional learning opportunities (summer school, tutoring, before or after school programs)
- How to get involved in extra curricular activities

- Teaching Fellows to support instruction and intervention = 4.4 stars
- Spanish speaking Home School Liaison (3 hours/day) = 4.63 stars
- Bilingual (Hmong) Resource Counseling Assistant (6 hours/day) = 4.57 stars
- Teacher on Special Assignment = 4.83 stars
- Technology upgrades and replacement = 4.54 stars
- Materials and supplies to support instruction = 4.6 stars
- Additional Copy Machine = 4.0 stars
- Subs for teacher planning days = 4.0 stars
- Supplemental contracts for after school tutoring (certificated and classified) = 3.86 stars
- Funding for district approved online subscriptions = 4.31 stars
- Social emotional supports for students (Counseling and Mentoring) = 4.6 stars
- Subs for teachers to attend SST Meetings and Data Chats = 4.0 stars

Additional Input

- Expenditures or actions to be reduced or eliminated - None
- Continued access and investment to technology and online resources that have proved successful in the virtual environment.
- Increase opportunities for student engagement and enrichment (author visits, science experiences, art experiences, fun motivational assemblies)
- New library books

In addition to the staff feedback, we also collected feedback from students in grades 2-6. The students rated the following as actions that helped them feel connected to the school:

- Receiving awards and special recognition = 4.27 stars
- Assemblies and performances = 4.21 stars
- Participating in performances = 4.25 stars
- Participating in Field Trips = 4.61 stars
- Participating in Talent Time = 4.38 stars
- Participating in sports, clubs, or activities = 4.17 stars
- At school, it is important to have another adult (besides your teacher) with whom to talk. = 3.87 stars

Action 1

Title: Increase Opportunities for Parent Involvement and Engagement

Action Details:

Increase Opportunities for Parent Involvement and Engagement: An analysis of our Parent Survey data and SSC feedback shows that we need to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education. To meet this goals, the following actions will be taken:

- The site will continue to provide several opportunities for parents to engage on activities and events. Examples include the following:
 - Back to School Night
 - Parent Teacher Conferences
 - Grade level performances
 - Open House
 - Fall Festival
 - Coffee Hours
 - Grade level performances
 - PTO
 - Parent volunteer opportunities
 - Chaperones for field trips
- Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
- For student presentations, special efforts will be made to invite parents and members of the Leavenworth community to present to the students.
- SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns. To facilitate multiple meetings, subs will be provided, as available.
- Teachers, in conjunction with the Bilingual Resource Counselor and the Home School Liaison, will communicate with parents to ensure that they are kept up to date regarding events and student progress.
- The Home School Liaison, Bilingual Resource Counselor, and mentor will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
- Site based and district surveys will be utilized to solicit parent input and voice.

SMART Goal: By the end of the 2021-2022 school year, the percentage of parents that feel respected and welcomed, as measured by the FUSD Parent Survey, will increase to 100%.

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. Parent input and voice to be gathered through parent meetings and surveys
2. Parent survey feedback and input will be monitored and reviewed
3. Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets

Owner(s):

1. Administrators, HSL, BRC
2. ELAC, SSC, Administrators, ILT, CCT
3. Teachers, Administrators, HSL, BRC

Timeline:

1. Ongoing
2. Ongoing
3. Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Materials and supplies may be purchased to support parent meetings and trainings.
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected parent meetings.
- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.
- Babysitting and interpreters will be provided for specified parent meetings.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs, and Direct Food Services contracts may be used to provide

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African

food and refreshments, for those meetings. Interpreters and babysitting will also be provided for those events.

- Using their home language, the site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, to promote parent participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- A site funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will continue to communicate with the parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- We will continue to explore ways to increase the inclusion of our SPED students and their families.
- A mentor will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translators for parent meetings	208.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings	405.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	16,151.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits.	50.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings.	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000		38,203.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Parent/Teacher Conferences	508.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500		19,103.00

\$75,628.00

2021-2022 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	Mat & Supp			Instructional materials and supplies. ** NO FOOD OR INCENTIVES **	742.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology upgrades and replacement	20,204.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow (1 at 4 hrs/day for 167 days)	14,105.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6500	Leavenworth Site TSA	81,363.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs and teacher data chats. (12 days)	7,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies.	7,480.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (7 at 3.5 hrs/day for 162 days)	84,489.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional staff copy machine.	6,974.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	500.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental classified contracts for after school tutoring. (2 contracts.	7,531.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3500	Leavenworth Site TSA	43,811.00
G1A1	One-Time School	Instruction	Teacher-Supp			August planning time for teachers. (6 hrs.)	9,816.00
G1A1	One-Time School	Instruction	Bks & Ref			: Books, site licenses (TBD) , subscriptions (TBD)	800.00
G1A1	One-Time School	Instruction	Mat & Supp			: Instructional materials and supplies.	17,674.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for English Language Review Team. (4 days)	702.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC assessment.	4,040.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs to support instruction of EL students	3,065.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Vertical articulation for DI (6 hrs/year)	3,610.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental contracts for after school EL tutoring	3,765.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies for EL students.	4,061.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (2 at 4 hrs/day for 167 days)	28,210.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			Food for EL reclassification celebration.	500.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand in Hand Mentor	23,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counselor (1 day)	14,630.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translators for parent meetings	208.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings	405.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	16,151.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage for home visits.	50.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings.	1,000.00

G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000	38,203.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Translators for Parent/Teacher Conferences		508.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500	19,103.00
						\$465,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,865.00
Sup & Conc	7090	\$250,470.00
LCFF: EL	7091	\$111,375.00
One-Time School	7099	\$28,290.00
Grand Total		\$465,000.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$351,742.00
G3 - Increase student engagement in their school and community	\$37,630.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$75,628.00
Grand Total	\$465,000.00