



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 10/26/2021

Elmwood Elementary School

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	School site Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550	Ver 1 – 05/04/2020 Ver 2 – N/A Ver 3 – 10/11/2021	Ver 1 – 05/21/2020 Ver 2 – 02/17/2021 Ver 3 – 10/13/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 10/26/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Elmwood Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Elmwood Elementary school's plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Elmwood Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 3, 2018 and obtained board approval on April 10, 2018.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Elmwood Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 3) culminating the document 2019-2020 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the February 27, 2020 School Site Council meeting.

In school year 2019-2020, also Year 3, Elmwood Elementary initiated a needs assessment utilizing the Decision-Making Model (DMM) process that included a review of the school's mission and educational expectation, data, assessments, and gaps. These meetings with stakeholders included the School Site Council, ELAC, parent workshops, teaching staff and the principal's student advisory committee. In summary, the DMM process identified a gap in Instructional Rigor in English Arts and Math across the grade levels. In addition, gaps were noted in Vocabulary Instruction, Language Acquisition Strategies for English Learners, Number Operations and Geometry skills.

Resource Inequities

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

This section is not applicable for Elmwood Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, to increase the ELA Proficiency for All Students by 15 points to reach the California Assessment of Student Performance and Progress (CAASPP) Green Performance Level.

School Goal for Math: (Must be a SMART Goal)

By June 2021, to increase the Math Proficiency for All Students by 15 points to reach the California Assessment of Student Performance and Progress (CAASPP) Green Performance Level.

Identified Need

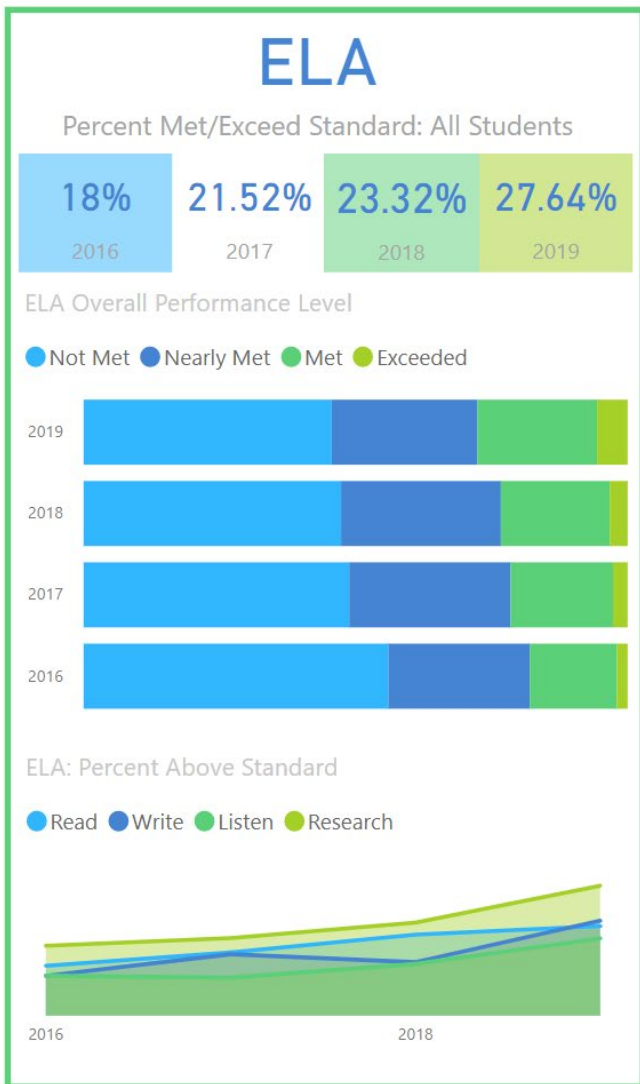
- Be sure English Learner data is reviewed and included.

ELA/ELD: SBAC ELA: (Yellow) increased 5.5 points.

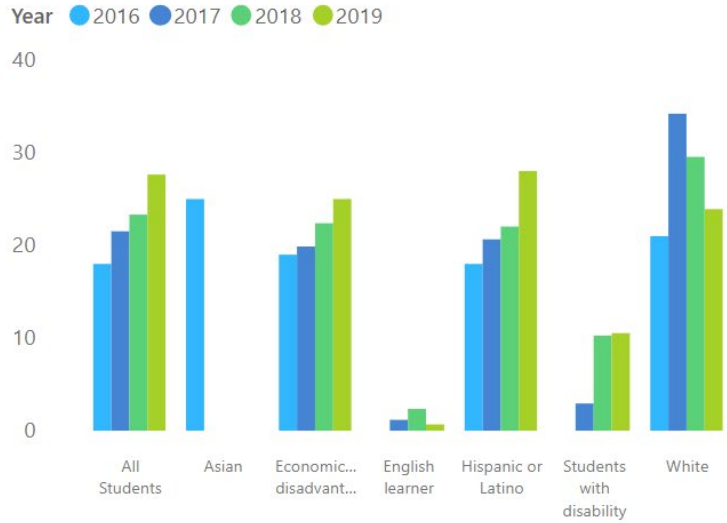
English Learner Progress:

44.5% of our English Learners are making progress towards English Language Proficiency.

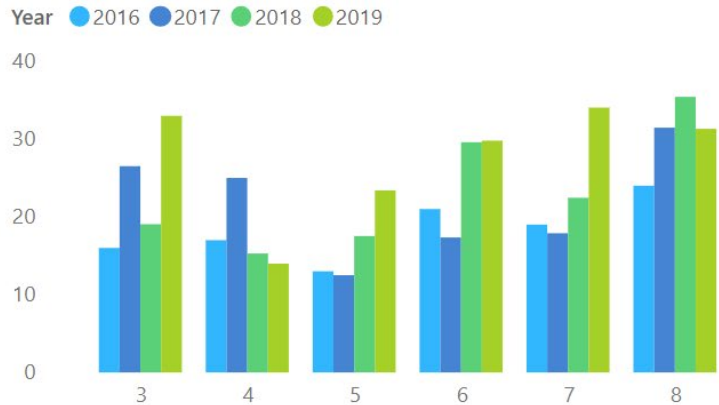
SBAC Math: (Red) Maintained 0 Points



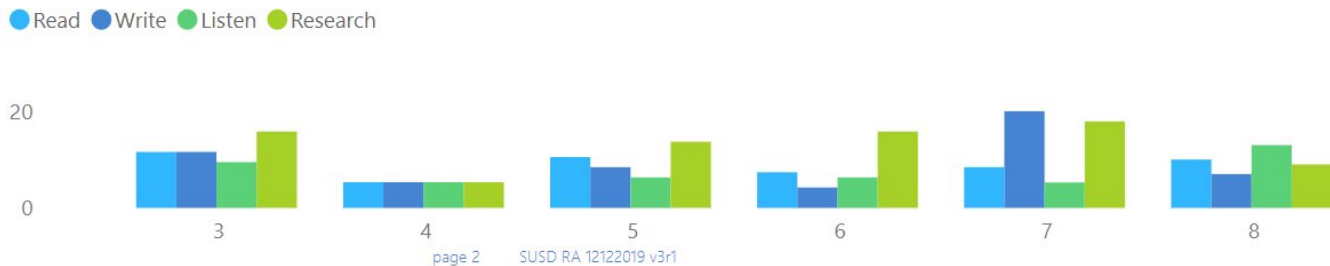
ELA CAASPP: Percent Met/Exceed Standard



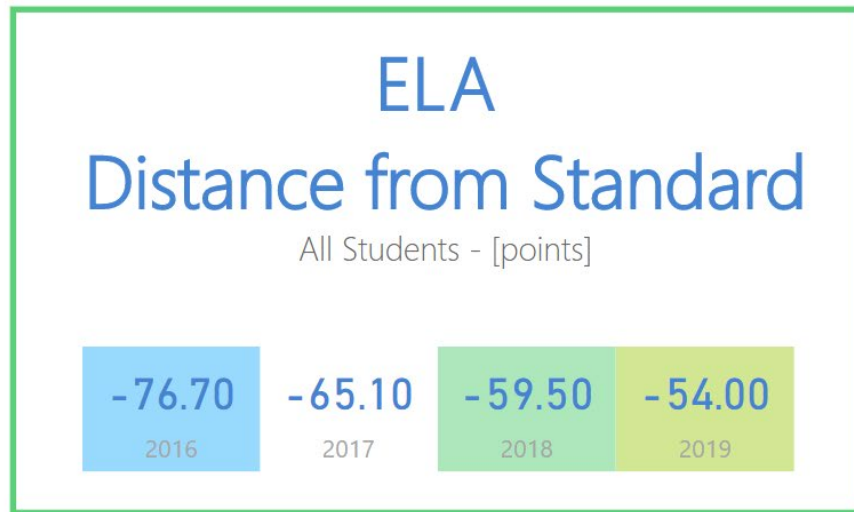
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



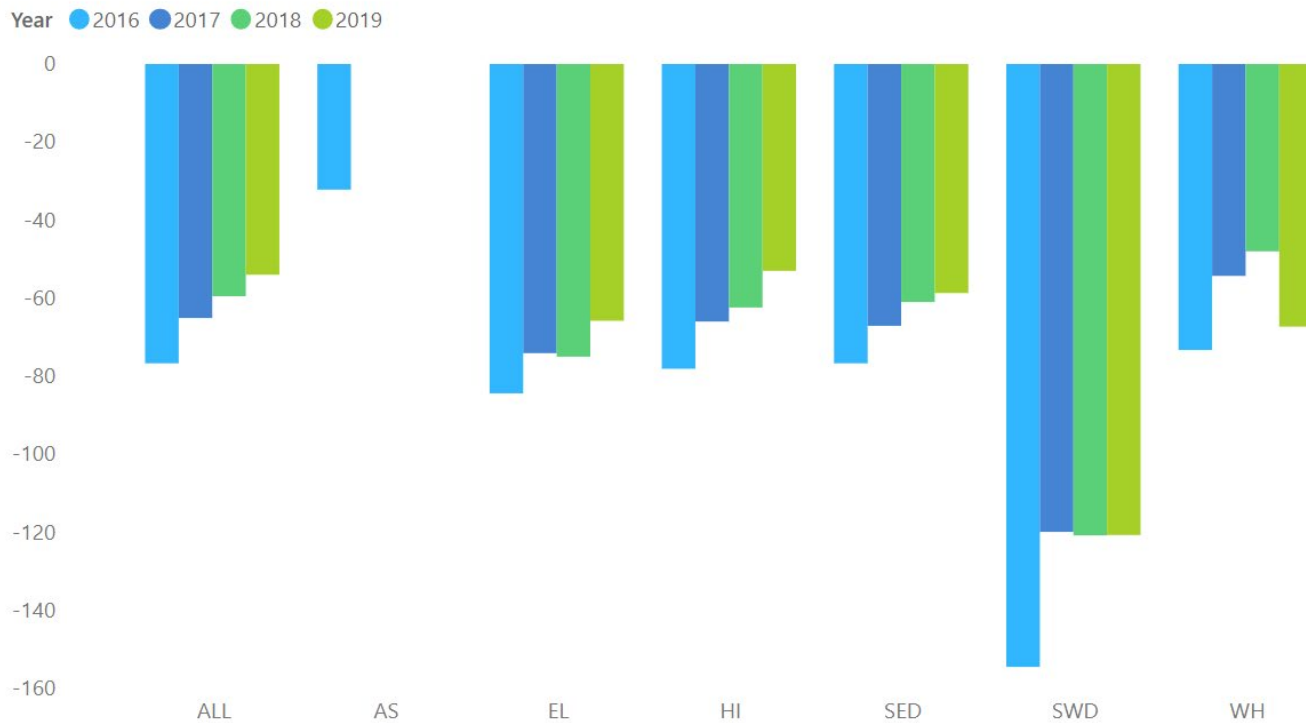
2019 Prelim ELA CAASPP: Area - Percent Above Standard



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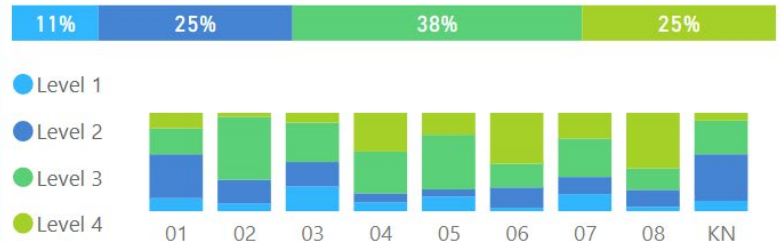


ELA Distance from Standard [points]

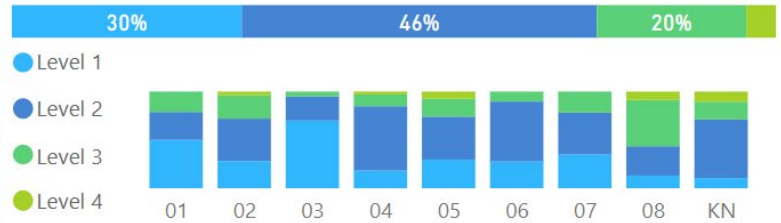




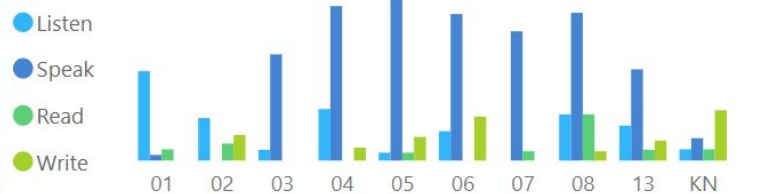
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress Reclassification Rates



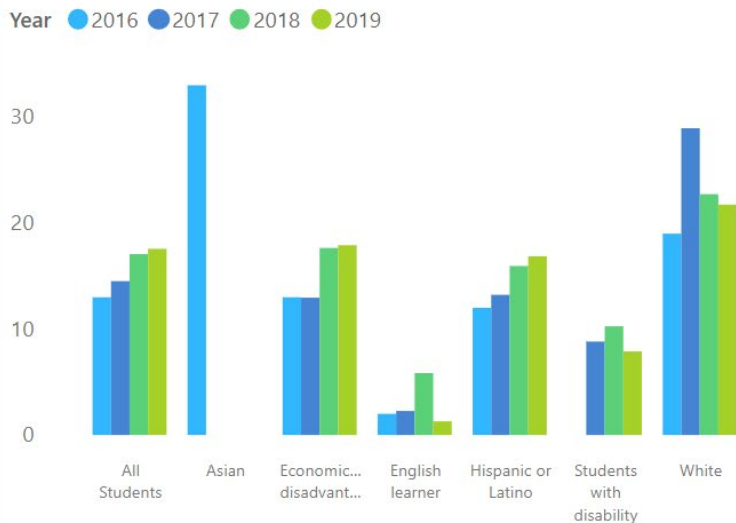
English Learner Progress Indicator (ELPI)

44.5%

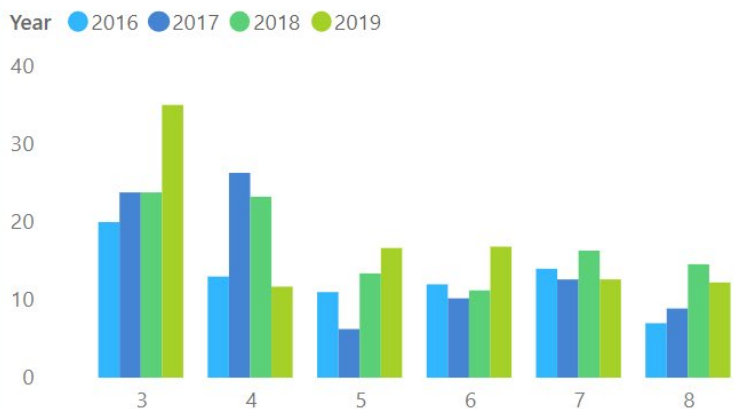
ELPI 2019



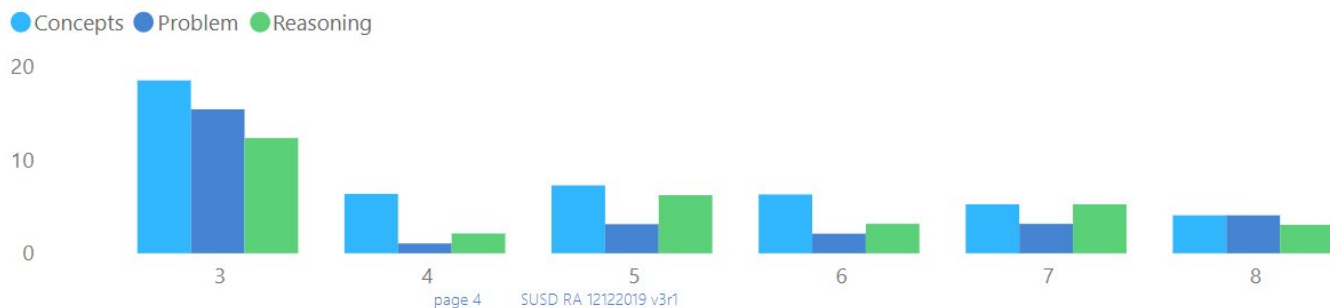
Math CAASPP: Percent Met/Exceed Standard

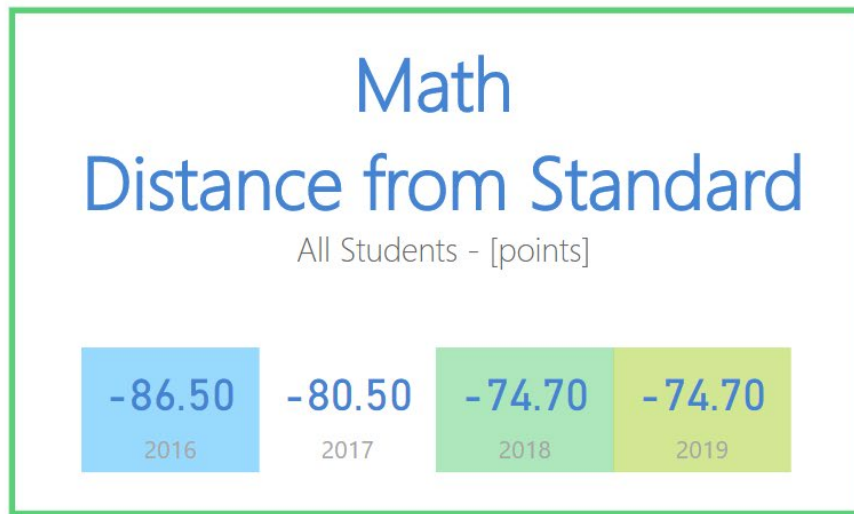


Math CAASPP: Percent Met/Exceed Standard by Grade Level

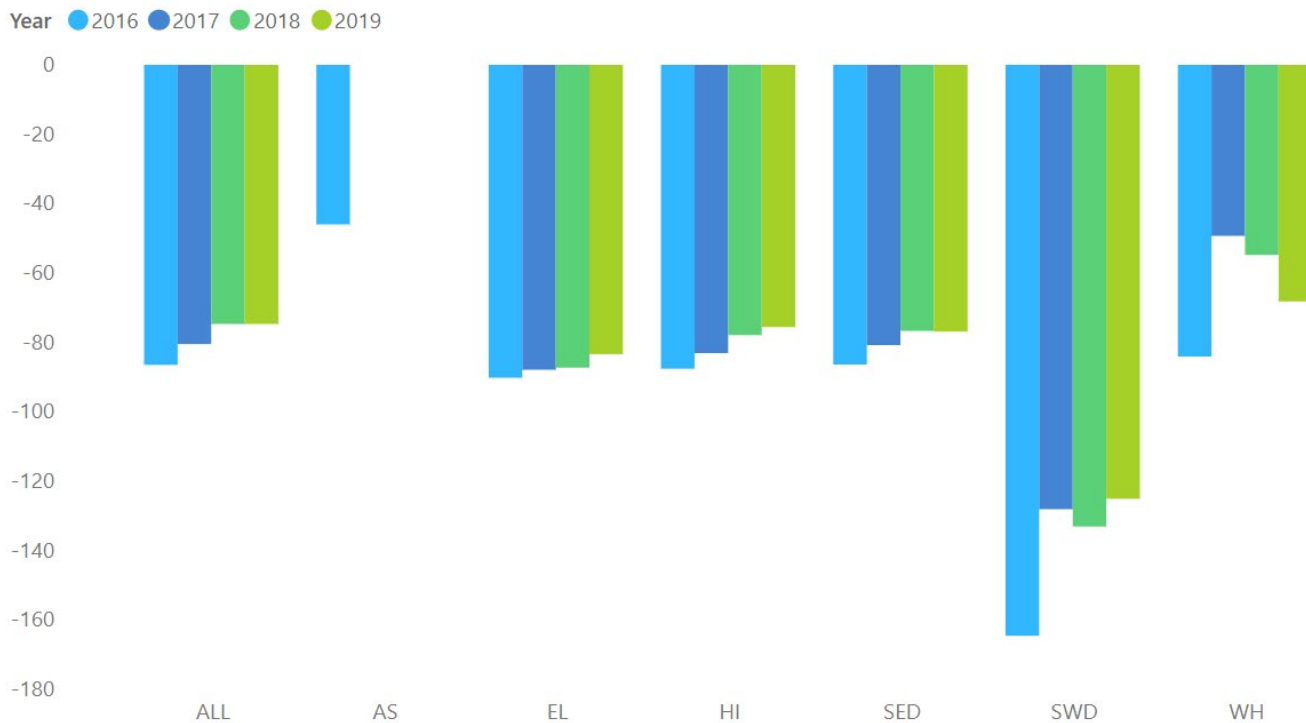


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

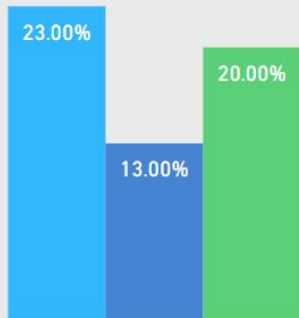
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

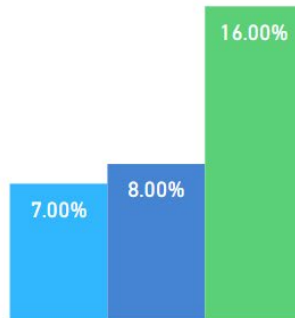
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018



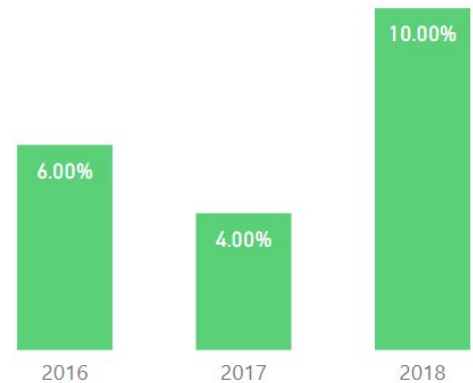
Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



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Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	54 Points below standard	39 Points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	74.7 Points below standard	59.7 Points below standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Subgroups: English Learners

Strategy/Activity*Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District's ELA/ELD Curriculum, integration of AVID strategies, and addressing educational equity in our instructional practices to improve student instruction.

*Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District's ELA/ELD Curriculum, integration of AVID strategies, and addressing educational equity in our instructional practices to improve student instruction.

*Substitute Pay Calculation - 150 days X \$200 = \$30,000

*Workshops: AVID – 20/21 School Year - administrators, instructional coach, teachers *Substitute Pay Calculation - 20 days X \$200 = \$4,000

*Intensive Instructional Coaching in ELA will be provided to assist Teachers in instructional improvement.

*Program Specialist will assist with the analysis of data, support of AVID strategy implementation.

*To provide ELA supplementary material to enhance instruction, such as AVID specific project materials, whiteboard, classroom novels/books.

*Bilingual Aides to assist with English Learner ELA Instruction, following teacher lesson plans that emphasize individual and small group instruction.

*To promote literacy for all students using Accelerated Reader as it monitors reading fluency, volume, and comprehension on a weekly basis.

*Library Media Assistant will provide literacy support to students to support teaching students to properly use the library and modeling with read alouds.

*Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

*To provide/update supplemental equipment to be utilized in classrooms by teachers to provide equitable access to technology for English Language Arts as outlined under Common Core Standards and District adopted curriculum including research and technology skills needed for 21st century learning.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

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\$ Amount(s)	Object Code	Description
\$15,000	11700	Title 1 – 50643 - Substitutes
\$15,000	11700	Title 1 – 50650 - Substitutes
\$100,960	19101	Title 1 – 50643 – Program Specialist (salary and benefits)
\$1,000	42000	Title 1 – 50643 – Books
\$1,000	42000	Title 1 – 50650 – Books
\$12,446	43110	Title 1 – 50643 – Instructional Materials
\$12,446	43110	Title 1 – 50650 – Instructional Materials
\$5,000	43200	Title 1 – 50643 – Non-Instructional Materials
\$5,000	43200	Title 1 – 50650 – Non-Instructional Materials
\$1,500	56590	Title 1 – 50643 – Maintenance Agreements
\$1,500	56590	Title 1 – 50650 – Maintenance Agreements
\$7,500	58450	Title 1 – 50643 – License Agreement
\$7,500	58450	Title 1 – 50650 – License Agreement

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$43,269	19101	LCFF – 23030 – Program Specialist (salary and benefits)
\$55,857	21101	LCFF – 23020 – (2) Bilingual Assists
\$18,113	22601	LCFF – 23030 – Library Media Clerk
\$18,113	22601	LCFF – 23020 – Library Media Clerk
\$500	42000	LCFF – 23030 – Books
\$500	42000	LCFF – 23020 – Books
\$23,164	43110	LCFF – 23030 – Instructional Materials
\$23,164	43110	LCFF – 23020 – Instructional Materials
\$4,000	43200	LCFF – 23030 – Non-Instructional Materials
\$4,000	43200	LCFF – 23020 – Non-Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District's Math Curriculum, integration of AVID strategies, and addressing educational equity in our instructional practices to improve student instruction.

*Intensive Instructional Coaching in Math will be provided to assist Teachers in instructional improvement. *Math supplementary material to enhance instruction.

*Workshops: AVID – 20/21 School Year - administrators, instructional coach, teachers *Substitute Pay Calculation - 20 days X \$200 = \$4,000

*Intensive Instructional Coaching in Math will be provided to assist Teachers in instructional improvement.

*Program Specialist will assist with the analysis of data, support of AVID strategy implementation.

*To provide Math supplementary material to enhance instruction, such as AVID specific project materials, whiteboard, classroom novels/books.

*Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

*To provide/update supplemental equipment to be utilized in classrooms by teachers to provide equitable access to technology for Math as outlined under Common Core Standards and District adopted curriculum including research and technology skills needed for 21st century learning.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1 – Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup; Preschool

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the library, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

Analysis

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

2018-2019 (Year 2)

Implementation

Each Grade Level continued to receive 1 release day a month. Grade Levels would work with the Instructional Coach on developing Common Formative Assessments (CFA) that provide accurate data to enhance student achievement. They created/developed instructional strategies to support student gaps in learning. Teachers were trained in collaboration techniques, thoroughly assessing data, and using data to drive instruction. As mentioned, the Instructional Coach was an integral part of the collaborative team process and lead and facilitate each grade level meeting that occurred once a month. Resources and assistance were provided with activities to improve instructional strategies. The Instructional coach facilitates the data analysis process from the administration of CFAs at each grade level. The Instructional Coach, as a member of the COST team, provided feedback on the instruction seen during classroom visits. The Coaching cycle is focused on the PLC collaboration process. Both Bilingual Aides are focused on primary grades to better impact the learning of ELs. They are on schedules that rotate through K-3 grades. Focus on supporting ELA concepts in each classroom using small group primarily and some one-on-one support. Support Staff provided specific PD for teachers in the WICOR strategies in targeted grades. Monitoring monthly through the AVID site team and classroom visitations to monitor the implementation of the WICOR strategies. Debriefed during the monthly AVID Site Team meeting and School-wide Innovation Team meeting.

Effectiveness

Monitoring of effectiveness: 1) administration participation in the collaborative meeting days. 2) Grade Level notes that were taken during the process. 3) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conducted classroom visitations to observe instructional strategies and CFA implementation. Coordination of Services Team meeting (COST) met bi-monthly and debriefed the classroom observations and implementation of instructional strategies. There was improvement in the instructional strategies aligned to the Common Core Standards that were given in the classrooms. There was also improvement in the amount of Teacher reflective thinking and collaboration as observed by COST members. Uptick in MAP scores. Evident in the uptick of the EL MAP scores. The number of re-designated students have increased at the primary grades. Uptick in MAP scores and much more focused and reflective implementation of strategies within the classrooms. Teachers in the targeted grades are becoming more proficient in the implementation of the strategies.

2019-2020 (Year 3)**Implementation**

We have continued the practice of providing each Grade Level 1 release day a month for intense Grade Level Collaboration. Grade Levels, working with the Instructional Coach, have developed, and implemented effective Common Formative Assessments (CFA) that assess student learning and drive Instructional Strategies. These Instructional strategies are focused on student gaps in learning. Teachers continue to be trained monthly in collaboration techniques and effective data assessment. At least 50% of our Instructional Coach's monthly schedule is devoted to collaborative team processes and facilitating each grade level's full day Collaboration Meeting. Resources and assistance are provided with activities to improve instructional strategies. The Program Specialist and Instructional coach facilitates the data analysis process from the administration of CFAs at each grade level. The Program Specialist and Instructional Coach, as members of the COST team, provide feedback on the instruction seen during classroom visits. The Coaching cycle is focused on the PLC collaboration process. Both Bilingual Aides are now focused on grades K-4 to better impact the learning of ELs. They are on schedules that rotate through K-4 grades. Focus on supporting ELA concepts in each classroom from classroom teacher using small group primarily and some one-on-one support. Provided specific PD for teachers in the WICOR strategies in targeted grades. There is also monitoring monthly through the School-wide Innovation Team Leadership Walks to monitor the implementation of the classroom Instructional Strategies and WICOR strategies. The AVID Site Team and School-wide Innovation Team have combined to form one team to become more efficient and effective in the monitoring of instruction and implementation of AVID Strategies.

Effectiveness

Monitoring of effectiveness: 1) Administration participation in the collaborative full release meeting days. 2) Grade Level notes that were taken during the process. 3) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conducted classroom visitations to observe instructional strategies and CFA implementation. 4) School-wide Innovation Team conducts monthly Leadership Walks to monitor Instructional Strategies in all classroom. Coordination of Services Team meeting (COST) continues to meet bi-monthly and debrief the classroom observations and implementation of instructional strategies. An analysis of observation data recorded during our monthly Leadership Walks has shown that instructional strategies in ELA and Math are not as rigorous and Text Complexity is not strong across grade levels. In addition, Support Staff, School-wide Innovation Team, and Grade Level Teams' analysis of i-Ready and CFA data has shown a weakness in the following domains: 1) Vocabulary skills. 2) Number Operations 3) Geometry skills. There continues to be improvement in the amount of Teacher reflective thinking and collaboration as observed by COST and School-wide Innovation Team members. The number of re-designated students has again increased at the primary grades. However, teaching staff expertise regarding language acquisition and effective strategies for developing academic language in English Learners is a concern.

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

Material Changes

2018-2019 (Year 2)

None

2019-2020 (Year 3)

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

2018-2019 (Year 2)

After analysis and discussion of our strategies/activities by the School-wide Innovation Team, Grade Level Innovation Teams, Coordination of Services Team and School Site Council, it was decided to implement monthly Leadership Walks conducted by the School-wide Innovation Team to better monitor the implementation and effectiveness of Instructional Strategies across all grade levels. It was also decided to provide more AVID Professional Development opportunities for staff members who have not yet been trained.

2019-2020 (Year 3)

Provide Professional Development for Teachers on research based AVID and English Learner instructional strategies to assist with vocabulary development, listening, process writing and rigor. Investigate and add more Tutoring Support for struggling students in Reading and Math. It was also decided to combine the AVID Site Team and the School-wide Innovation Team into one to effectively monitor instructional and AVID strategies.

Goal 2 – Equitable Learning Environments

School Goal for Suspension:

By June 2021, reduce suspensions for All Students by 2% to 5% schoolwide.

School Goal for Attendance/Chronic Truancy:

By June 2021, reduce chronic absenteeism for All Students by 5% to 10.1%.

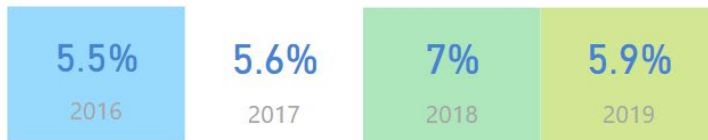
Identified Need

Suspension – 7% suspended at least once (Yellow Performance Level)

Attendance/Chronic Truancy – 15.1% Chronic Absenteeism (Orange Performance Level)

Suspension Rate

All Students
percent of unduplicated suspension

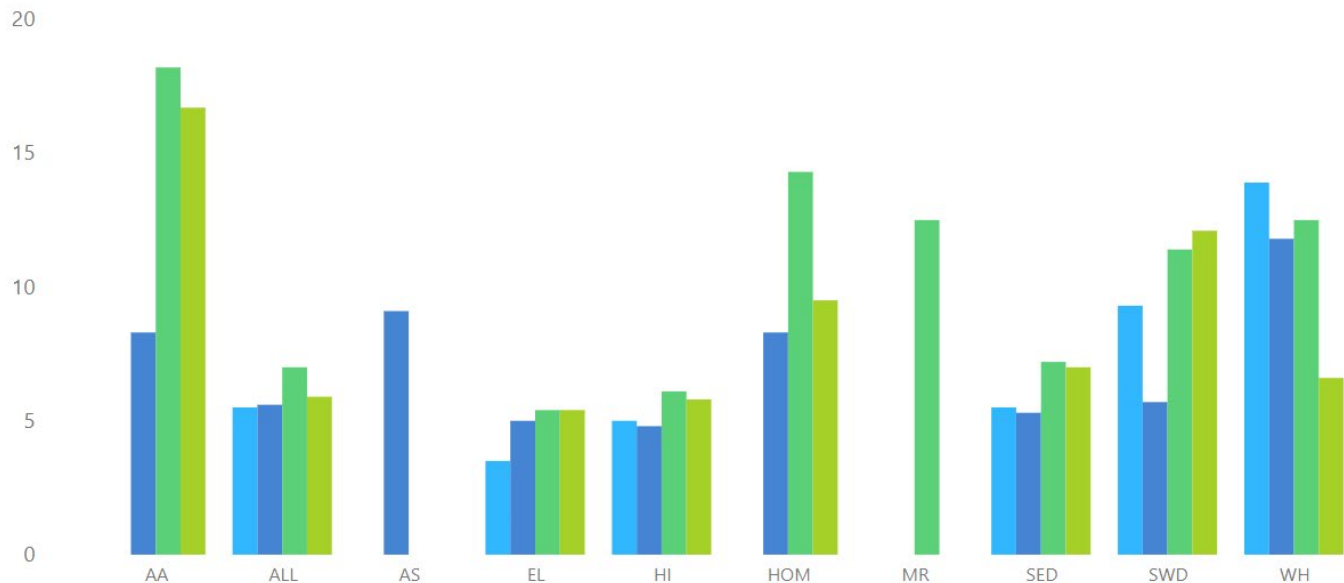


Expulsion

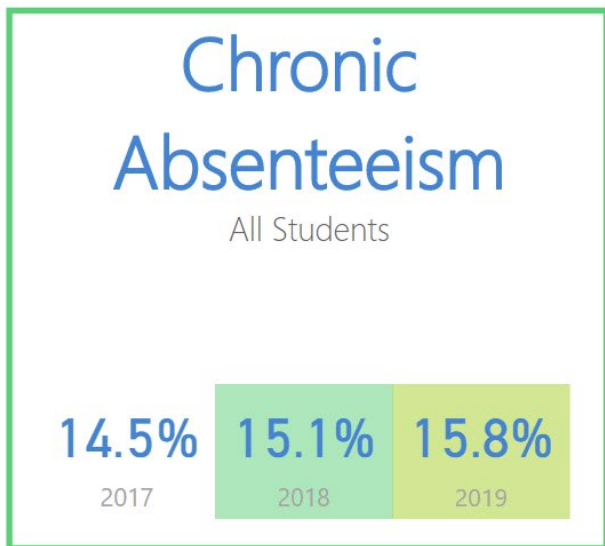
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

Suspension Rate: Student Group

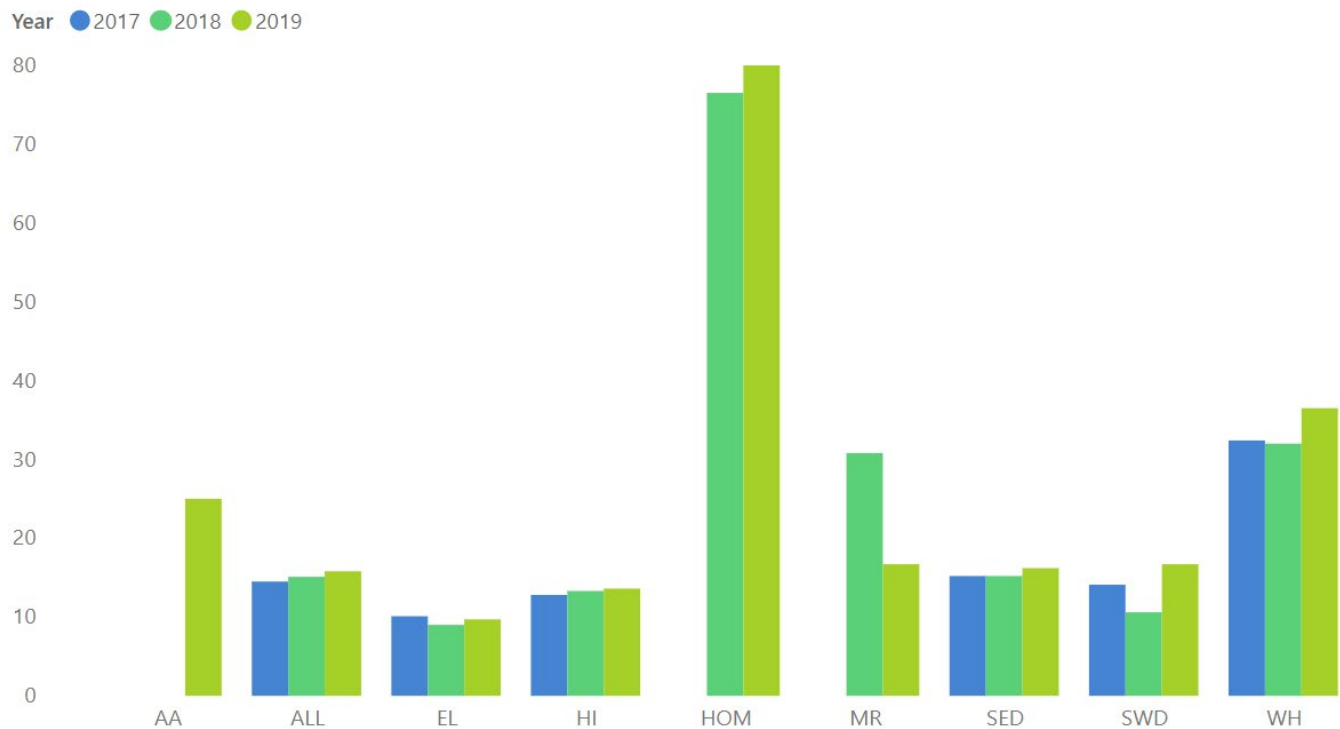
Year ● 2016 ● 2017 ● 2018 ● 2019



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Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7%	5%
Chronic Absenteeism (All Students)	15.1%	10.1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Continued emphasis on the importance of daily, on-time student attendance will occur during Classroom Meetings, Elmwood Bear Talk Morning/Afternoon Announcements, Citizen of the Month Assemblies, Principal's Honor Roll Assemblies, Student Advisory Committee Meetings, Parent Meetings and Workshops, AVID Parent Afternoon Events and Annual Back to School Night Event.

*Excellent and improved student attendance will continue to be recognized and incentivized at Classroom Meetings, Citizen of the Month Assemblies, Principal Honor Roll Assemblies, School Dances, Elmwood Parent Meetings and Workshops, and End of the Year Perfect Attendance Field Trip.

*Elmwood counselling program will provide the following services to support and enhance our school climate: participation in suspension conferences, Threat Risk Assessments, Mental Health referrals, culture building school-wide activities and attendance conferences.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Continued implementation of the Peer Leaders Uniting Students (PLUS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Elmwood School.

*Continued implementation of the Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

Analysis

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

2018-2019 (Year 2)

Implementation

At every monthly assembly, good student attendance is recognized and rewarded. Principals Student Advisory Committee, which is made up with 6-8th grade students is tasked with coming up with strategies/activities to increase student attendance. Parent meetings/workshops – attendance is always discussed including the importance. PLUS students are nominated by teachers and go through an interview process. Impactful student leaders are chosen to meet weekly to work on strategies to encourage more positive participation – academic and co-curricular. The PLUS Students also encourage regular student attendance with their peers. PLUS Students with the assistance of Counselors and Administration facilitate grade level forums on targeted grades (chosen because of attendance issues).

Effectiveness

Attendance rates improved; however, our chronic absenteeism rate needs to be reduced. There always is a significant number of students who want to be part of the PLUS team. The PLUS Team is viewed as a positive influence on the campus and student behavior. Principals Student Advisory Committee and PLUS Team are participating members of our school community and provide input for student life at Elmwood School.

2019-2020 (Year 3)

Implementation

Positive student attendance is recognized and incentivized at every monthly Citizen of the Month assembly. Principals Student Advisory Committee, which is made up with 6-8th grade students, regularly recommends different types of strategies/activities to increase student attendance. The importance of regular student attendance is always discussed at every monthly Parent Workshop and other parent events. Our PLUS Program continues to be strong as evidenced by the impact that PLUS students have on the entire student population. They continue to meet weekly to work on strategies to encourage more positive participation – academic and co-curricular. On a monthly basis, our PLUS Students also encourage regular student attendance with their peers. PLUS Students with the assistance of Counselors and Administration continue to facilitate grade level forums on targeted grades (chosen because of attendance issues).

Effectiveness

Attendance rates improved; it seems our ability to incentivized good attendance has make an impact on our students. However, our chronic absenteeism rate has only reduced a bit. The rate does rise during the winter months. There continues to be a significant number of students who want to be part of the PLUS team. The PLUS Team continues to be viewed as a positive influence on the campus and with student behavior. Principals Student Advisory Committee and PLUS Team members are coordinating and participating in student life activities at Elmwood School. Increased counselor intervention has helped keep our suspension rate low when compared to schools of similar size and population.

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

Material Changes

2018-2019 (Year 2)

None

2019-2020 (Year 3)

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

2018-2019 (Year 2)

More emphasis on helping parents understand the importance of regular school attendance for their children. Increase incentives for regular student attendance.

2019-2020 (Year 3)

Recognize and provide incentives for families that have students with good school attendance. Continue to educate parents on the importance of regular school attendance, especially during the winter months when families take extended vacations.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase parent participation in parent activities by 10% as evidenced by all Elmwood Parent Activity Sign-in Sheets.

Identified Need

Meaningful Partnerships:

Lack of parent participation from targeted families in activities to support Elmwood student learning. Satisfaction Survey Data from Elmwood families. Feedback for School Site Council (SSC) and English Learner Advisory Committee (ELAC) members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total Number of Parents Participating in all Parent Activities associated with Elmwood School during the school year.	19/20 School Year: 869 parents	20/21 School Year: 956 parents

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Elmwood will continue to provide monthly Parent Workshops to empower and train parents in supporting the learning of their children.

*Books and materials aligned to parent workshop topic will be provided to parents attending the workshops to help support their children's learning.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	42000	Title 1 - Books
\$1,000	43110	Title 1 – Instructional Materials
\$1,705	43400	Title 1 – Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Elmwood School will continue to offer AVID Parent Afternoon Events to increase parent knowledge of AVID Strategies utilized by Elmwood students in all grades.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Continued establishment of the Elmwood Principal's Student Advisory Committee in order to give students in the 6th through 8th grades (14 students total) the opportunity to provide input to the administration on current student issues and concerns.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

Analysis

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

2018-2019 (Year 2)

Implementation

Provided monthly parent workshops on various topics based on a parent survey given at the beginning of the school year and input from Elmwood staff to help enhance parent support of our school. Topics: Attendance, Supporting ELA and Math Instruction at home, Nutritional Guidance, Recognizing and Preventing Gang Influence, College/Career readiness. Students nominated by the 6th – 8th Grade Teachers to serve on the Principal's Advisory Committee to provide input on instructional and co-curricular activities. Used AVID Strategies and Socratic Seminars with the Principal's Student Advisory Committee.

Effectiveness

Number of parents attending an Elmwood Meeting averages 35-45 parents. We are also seeing that we have more parents that are becoming involved with their child's teacher through questioning and inquiry of where their student stands academically. Because it is emphasized monthly, students are communicating the importance of attendance to their parents. However, attendance continues to be a concern at the Kindergarten through 2nd grades.

2019-2020 (Year 3)

Implementation

Monthly parent workshops continue to be offered on various topics based on a parent survey given at the beginning of the school year. Topics: Analyzing State Testing Results, School Attendance, supporting ELA and Math Instruction at home, Social Media Training, Drug/Alcohol Abuse, College/Career readiness. Students continue to be nominated by the 6th – 8th Grade Teachers to serve on the Principal's Advisory Committee and provide input on instructional and co-curricular activities. Continue usage of AVID Strategies and Socratic Seminars with the Principal's Student Advisory Committee.

Effectiveness

The number of parents attending an Elmwood Meeting continues to average 35-45 parents. That are even more parents that are communicating with their child's teacher regarding their child's academic standing through Class DoJo. School-wide events, like Back to School Night, AVID Parent Afternoon Events, Fall/Spring Festivals, etc., average about 200 parents. The Elmwood PTA group has become very active in supporting school-wide events. There is a core group of parents that are now more actively involved in supporting the school.

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

2018-2019 (Year 2)

Material Changes

None

2019-2020 (Year 3)

Material Changes

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2018-2019 (Year 2)

Future Changes

Encourage and promote parent participation in the Elmwood PTA group.

2019-2020 (Year 3)

Future Changes

None

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$189,557
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$380,237

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$189, 557

Subtotal of additional federal funds included for this school: \$189,557

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

State or Local Programs	Allocation (\$)
LCFF	\$190, 680

Subtotal of state or local funds included for this school: \$190,680

Total of federal, state, and/or local funds for this school: \$380,237

Budget Spreadsheet Overview – Title I

ELMWOOD

Preliminary Budget Allocation - TITLE I FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 185,852
TOTAL BUDGET DISTRIBUTED BELOW	\$ 185,852
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,705
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,705
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							\$ -
11700	Teacher Substitute		\$ 15,000	\$ 15,000				\$ 30,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.7000	\$ 100,960					\$ 100,960
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 115,960	\$ 15,000	\$ -	\$ -	\$ -	\$ 130,960
Books & Supplies								
42000	Books		\$ 1,000	\$ 1,000			\$ 1,000	\$ 3,000
43110	Instructional Materials		\$ 12,446	\$ 12,446			\$ 1,000	\$ 25,892
43200	Non-Instructional Materials		\$ 5,000	\$ 5,000				\$ 10,000
43400	Parent Meeting						\$ 1,705	\$ 1,705
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 18,446	\$ 18,446	\$ -	\$ -	\$ 3,705	\$ 40,597
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 1,500	\$ 1,500				\$ 3,000
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 7,500	\$ 7,500				\$ 15,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	\$ 18,000
GRAND TOTAL			\$ 143,406	\$ 42,446	\$ -	\$ -	\$ 3,705	

Budget Spreadsheet Overview – LCFF

ELMWOOD

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 190,680
TOTAL BUDGET DISTRIBUTED BELOW	\$ 190,680
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.3000	\$ 43,269				\$ 43,269
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	1.0625		\$ 55,857			\$ 55,857
24101	Library Media Clerk	0.3125	\$ 18,113	\$ 18,113			\$ 36,226
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 61,382	\$ 73,970	\$ -	\$ -	\$ 135,352
Books & Supplies							
42000	Books		\$ 500	\$ 500			\$ 1,000
43110	Instructional Materials		\$ 23,164	\$ 23,164			\$ 46,328
43200	Non-Instructional Materials		\$ 4,000	\$ 4,000			\$ 8,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 27,664	\$ 27,664	\$ -	\$ -	\$ 55,328
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 89,046	\$ 101,634	\$ -	\$ -	\$ 190,680

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Elmwood's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Elmwood's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$30,000 – 11700 – Teacher Substitute: Reduced funds due to the school closure and Distance Learning, full day teacher collaboration days were not able to be scheduled and implemented.

\$15,000 – 58450 – License Agreements: Reduced funds from as the purchase of Accelerated Reader (license agreement) was not able to be completed due to Distance Learning. Students do not have the same access to books in the Accelerated Reader system at home as they do when we are in person. It was determined the usage would not justify the spending.

\$30,000 – 11500 – Teacher Additional Comp: Reallocated funds to support teacher professional development that will strengthen teachers' ability to support students' reading comprehension skills. Teachers would participate in six, two-hour professional development sessions after the contracted workday. Teachers would be compensated their hourly rate for a total of 12 hours of professional development. $\$52.19 \times 12 \text{ hours} = \$626.28 \times 28 \text{ teachers} = 17,535.84$. Monitoring of effectiveness: 1) Administration participation in professional development. 2) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conduct classroom visitations to observe instructional strategies. 3) Coordination of Services Team (COST) continues to meet bimonthly and debrief the classroom observations and implementation of instructional strategies. In addition, Support Staff, School-wide Innovation Team, and Grade Level Teams' analysis of i-Ready and CFA data.

\$15,000 – 58100 – Consultant Instructional: Reallocated funds to support virtual professional development for all teachers provided by a consultant on Identifying Essential Learning and Response to Intervention at Work: Scheduling Time for Interventions and Enrichment. Monitoring of effectiveness: 1) Administration participation in professional development. 2) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conduct classroom visitations to observe instructional strategies. 3) Coordination of Services Team (COST) continues to meet

bimonthly and debrief the classroom observations and implementation of instructional strategies. In addition, Support Staff, School-wide Innovation Team, and Grade Level Teams' analysis of i-Ready and CFA data.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Elmwood is receiving additional monies in Parent Involvement (Cost Center: 50647). Elmwood's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books for the to purchase books for literacy workshops providing parents with techniques to help their student at home.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
ELMWOOD	811	681	84.0%	\$ 185,852	\$ 4,137	\$ 189,989	\$ 3,705.00	\$ 432.00

\$1,000 – 43110 – Instructional Materials/Supplies: Reduced funds to correct object code reference associated with goal.

\$1,705 – 43400 – Parent Meeting: Reduced funds to due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings were not conducted.

\$2,705 – 43200 – Non-Instructional Materials: Reallocated funds to correct object code reference associated with goal.

Elmwood Elementary School – Amendments

ELMWOOD #221

ELMWOOD #221		As of 01/21/2021 jls				06/18/2020 jls		INITIAL BUDGET/DATE				3/9/2021		REVISED BUDGET/DATE		50647 inc by \$432	
TITLE I		TOTAL ALLOCATION		\$ 185,852		LCFF		TOTAL ALLOCATION		\$ 190,680		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 4,137	
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 185,852				TOTAL BUDGET DISTRIBUTED BELOW		\$ 190,680				TOTAL BUDGET DISTRIBUTED BELOW		\$ 4,137	
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0	
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT		PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENT S		
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)		\$ 30,000														\$ 30,000
11700	Teacher Substitute (incl benefits)		\$ -			\$ -											\$ -
12151	Counselor																\$ -
30000	Statutory Benefits																
12500	Counselor-add Comp (incl benefits)																
13201	Assistant Principal																\$ -
30000	Statutory Benefits																
19101	Program Specialist	0.700	\$ 71,162	0.300	\$ 31,376											1.000	\$ 102,538
30000	Statutory Benefits		\$ 29,798		\$ 12,919												\$ 42,717
19500	Prog Spec-Add Comp (incl benefits)																
19101	Instructional Coach																\$ -
30000	Statutory Benefits																
19500	Instr Coach-Add Comp (incl benefits)																\$ -
21101	Instructional Asst/CAI																\$ -
30000	Statutory Benefits																
21500	Instr Asst/CAI-Add Compl(incl benefits)																
21101	Bilingual Assistant(6250/ 4375)						1.063	\$ 38,398								1.063	\$ 38,399
30000	Statutory Benefits							\$ 18,905									\$ 18,905
21500	Bl Asst-Add Comp (incl benefits)																
22601	Library Media Assistant			0.313	\$ 11,594		0.313	\$ 11,596								0.625	\$ 23,191
30000	Statutory Benefits				\$ 6,519			\$ 6,517									\$ 13,036
22500	Lib Med Asst-Add Comp (incl benefits)																
22901	Community Assistant																\$ -
30000	Statutory Benefits																
22500	Comm Asst-Add Comp (incl benefits)																
29101	Parent Liaison																\$ -
30000	Statutory Benefits																
29500	Par Lia-Add Comp (incl benefits)																\$ -
Sub Total - Personnel/Benefits		\$	130,960	\$	62,408	\$	-	\$ 75,416	\$	-	\$	-	\$	-	\$	-	\$ 268,786
Books & Supplies																	
42000	Books	\$	1,000	\$	500	\$	1,000	\$ 500							\$	1,000	\$ 4,000
43110	Instructional Materials	\$	12,446	\$	22,944	\$	12,446	\$ 20,912									\$ 68,748
43200	Non-Instructional Materials	\$	5,000	\$	4,000	\$	4,950	\$ 4,000							\$	3,137	\$ 21,087
43400	Parent Meeting														\$	-	\$ -
44000	Equipment																\$ -
Sub Total - Books & Supplies		\$	18,446	\$	27,444	\$	18,396	\$ 25,412	\$	-	\$	-	\$	-	\$	4,137	\$ 93,835
Services																	
57150	Duplicating					\$ 50											\$ 50
57250	Field Trip-District Trans																\$ -
56590	Maintenance Agreement	\$	1,500			\$ 1,500											\$ 3,000
52150	Conference																\$ -
58450	License Agreement	\$	-			\$ -											\$ -
58720	Field Trip-Non-District Trans																\$ -
58920	Pupil Fees																\$ -
58100	Consultants-Instructional	\$	15,000														\$ 15,000
58320	Consultants-Noninstructional																\$ -
Sub Total - Services		\$	16,500	\$	-	\$ 1,550	\$	-	\$	-	\$	-	\$	-	\$	-	\$ 18,050
GRAND TOTAL		\$	165,906	\$	89,852	\$ 19,946	\$	100,828	\$	-	\$	-	\$	-	\$	4,137	

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2020-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

After not meeting the previous goal of 15% increase in ELA and Math in grades 3-8, our new projected goal for 2021-22 will be to increase proficiency by 5% in ELA and Math to be displayed on the upcoming California Assessment of Student Performance and Progress (CAASPP).

We will also utilize iReady scores, in ELA (currently 42%) and Math (currently 36%), using the 3rd (Spring Diagnostic) to measure a decrease of 5% in the category of 2 or More Grade Levels Below in K-8. Our aim is to achieve a Spring score of 37% in ELA and 31% in Math.

By the end of the school year (2022), per ELPAC, and iReady (Cut Scores), Reclassification of ELLs will increase from 13 last year to 20.

Strategy Adjustments

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

\$8,000 11500 Teacher Additional Comp.-

Nine teachers will receive 8 additional compensation hours for preparing to attend the AVID Digital XP Conference and 8 additional compensation hours for planning after attending the AVID Digital XP Conference.

\$52.19 hourly rate x 16 hours = \$835.04 x 9 teachers=\$7,515.36

\$5,000 52150 Conference-

Five teachers will attend the AVID Digital XP conferences in June 2021.

\$850 registration fee x 5 teachers = \$4,520

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning:

32 teachers X 3 hours X \$60 = \$5,760 (Allocating \$5,782)

2021-2022 Strategy Update

Literacy/Math and ELL Core Support and Focus

Professional Development and Collaboration

Teachers, admin, program and instructional specialists will meet monthly to discuss data and strategies/activities that enhance student achievement including AVID implementation. In addition, teachers will receive professional development to address student ELD and math proficiencies through Number Talks and other critical thinking activities. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement.

Teacher Substitutes (\$29,400 T1) for PD and Collaboration for Math/Number Talks, Common Formative Assessments and ELL Strategies

- a. 10 intermediate teachers x 4days x \$200 = \$8,000
- b. 13 primary teachers x2days x \$200= \$5,000
- c. 9 middle school teachers x2 days x \$200 =\$3,600
- d. Academic Conferences/CFA Work (32 teachers) x2 days x \$200 = \$12,800

Teacher Additional Comp (\$22,260 T1) for PD and Collaboration for Literacy/Math/ ELL Focus i.e Number Talks, CFA, writing program, ELL Strategies

30 teachers x 4 hours x \$53.00 = \$6360 (CFA work, Number Talks, ELL)

30 teachers x 10 hours x \$53.00 = \$15,900 (writing program)

*In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.

Program Specialist (144,000) will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA. The program specialist assists with the facilitation of academic conferences (twice this upcoming year) which includes goal setting and RTI identification. While the program specialist will coordinate all state and

district assessments such as ELPAC and CAASPP. The program specialist also serves as the Bilingual Paraprofessional coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through AVID and other program models.

Program Specialist – (70/30) \$110,000 T1 and \$34,000 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
161,660	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
34,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Literacy/Math and ELL Core Support and Focus

AVID

Elmwood implements AVID school wide strategies to all students. Students in grades 7 and 8 have the opportunity to select AVID as an elective course. Students in K-6 are learning AVID strategies that are integrated into content and instructional delivery. Elmwood's SIT (Schoolwide Innovation Team, grade level leaders), will plan and coordinate AVID work at their grade levels. AVID Summer Institute and ongoing AVID Digital Elevate and XP courses will be made available for PD opportunities in June 2022 and throughout the 2021-22 school year. Teachers, especially new teachers to the site, will be invited to participate in these PD opportunities. The site will pay for up to 5 participants matching district allocated funds (typically up to 5).

Currently, only 4 teachers signed up to participate in the October Elevate/XP training offered in Lodi. These will be covered by district funds.

The site will cover up to 5 teachers and up to 8 participants for AVID Summer Institute in Dallas, TX, June 13-15: \$20,000 (including air, hotel and conference) LCFF

5 teachers; 1 Program Specialist, 1 Admin and 1 Parent Liaison

Teacher Additional Comp to focus on AVID strategies (32 teachers) x2 days x \$200 = \$12,800 – T1

We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc. AVID Materials: \$7,620 T1, \$4,408 - LCFF

AVID Fieldtrip to Colleges to include all 8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses x2 UOP/Delta \$11,474 T1

Instructional Coach (2 @ .5 FTE Instructional Coach - Centralized Service) will provide professional development in AVID, ELL, and other global literacy/math/science related instructional strategies. The Instructional Coach will provide co-teaching, demo lessons, lesson study and instructional rounds opportunities in addition to supporting teachers through academic conferences and GIT (Professional Learning Communities) when analyzing student data. The coach will work with individual teachers as well as with grade levels after schools in addition to during school.

Maintenance Agreements (\$3,000) - LCFF Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

1 @ .6250 FTE and 1 @ .4375 FTE - Bilingual Paraprofessionals (\$57,307 - LCFF) work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support.

Additional Comp:

Bilingual Paraprofessionals will be compensated for additional hourly classroom support not to exceed 10 hours, \$20 x20 \$400, LCFF.

AVID Strategies will be evident through student artifacts and reading levels as evident in their ELPAC reading/writing scores, walk- throughs/observations, bilingual logs, and PLC documentation.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
12,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
7,620	4000 Series	Books & Supplies
11,474	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
57,707	2000 Series	Classified Personnel Costs (including benefits)
4,408	4000 Series	Books & Supplies
23,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers and students in grades 5-8 will enhance NGSS (Science curriculum) through hands-on science experiments integrating Project Lead the Way and Science Technology Engineering Mathematics projects to include project materials.

PLTW modules will be purchased in the VEX Robotics series. Equipment to complete a VEX Robotics playing field. \$5,000, LCFF.

STEM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives \$500 LCFF.

Student work/grades, and surveys will be used to rate effectiveness.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,500	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Literacy Writing Focus for K-8

It is believed that children who know how to read do not necessarily know how to write, but children who know how to write, know how to read. "Writing is the highest form of thinking." While reading comprehension scores have shown small increments of growth, most of our students struggle enormously with writing. Based on iReady Diagnostics, approximately 56% of our students in grades 3-8 are performing 2+ more grade levels below in ELA. Grade Level PLC (GIT) have identified vocabulary, phonemic awareness and phonics as skills needed for drastic improvement. Based on ELPAC scores, overall writing percentages are lower amongst our Ltels. 1/3 of our 7th graders are Ltels. 1/3 of our 8th graders are also Ltels. In conclusion, over 60 of our current 7/8 graders are not ready for 9th grade writing compositions. Along with AVID WICOR strategies, a more comprehensive writing component allowing children to learn vocabulary and word family patterns will be used to increase overall reading comprehension through writing. Writing Program is a writing system

designed to teach students structure, organization and methods for writing narrative, expository, and argumentation text. In addition to training, the program will include Composition Guides in various domains (Elementary Response to Literature, Personal & Fictional Narrative), and Expository/Informational Writing Across the Curriculum for grades 3-8 or \$19,842 (LCFF) - Consultant.

The customary training is \$200 per teacher module (x20 teachers in grades 3-8) plus additional comp time to attend from 4-6pm or after hours. A total of 9 after hour meetings @ 2 hours each at a rate of \$53 is \$19,080 LCFF - Additional Comp. Future plans will include customized modules in the remaining topics in: Writing for ELL (K-8), Opinion (3-5) and Argumentation (6-8) in 2022-23.

Students will apply learned structure from the Jane Schaffer program to publish their own books. Every child in grades 2-8 will be able to create and illustrate their narratives or expository writing using the online program. Students will have access to StoryJumper Online. Student books (first copy) will be purchased and provided to each child for \$12.99 or \$13 per student at 650 \$8500, LCFF - 43200 Non-Instructional Materials Kinder and 1st will write and publish a classroom book.

Writing process will be evident in narrative/expository text written by students through their Story Jumper publications. We will track how many students are meeting or exceeding writing domains in grade level rubric scales, SBAC and ELPAC writing sections.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
19,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
28,342	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

According to the CA Dashboard, Elmwood had a 7% suspension rate between 2020-21. Although COVID and Distance Learning allowed students to be home for the most part, suspension rates were notably lower than the previous year. Now that we have returned from Distance Learning, we plan on maintaining or decreasing our suspension rate by 2%. Furthermore, we aim to decrease chronic absenteeism by 5%.

Elmwood has an incredible support staff made up of positions that relate and assist in addressing chronic absenteeism, attendance, and students' social emotional wellbeing. Together these members of the team help to support the school climate in general. Currently, we have 2 counselors, a mental health technician, an assistant principal and a parent liaison.

While the PBIS team, made up of staff and students, coordinates and creates ways for Elmwood Bears to integrate data, systems, and practices that affect student outcomes in terms of behavior, other activities are needed to incentivize a love for learning by attending school regularly.

In addition, as per our most recent 2020-21, School Climate data, 60% of our students reported if they knew there was going to be a fight on campus they would report it to a teacher or administrator. 67% of our students claim that they felt that their voice mattered to teachers and administrators on campus. To address behaviors of advocacy, peer relations, and increase school attendance, student leaders who are empowered to guide their peers will create an environment of inclusion giving students a voice and an opportunity to establish positive and meaningful relationships amongst each other and the adults. This will be done by implementing the following strategies/activities: Bear Student Leader Recess Clubs, Bear Cub Book Club, Zen Room, Zen Classroom Corners and Challenge Day.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Bear Student Leader Recess Club, Bear Cub Book Club, Zen Room, Zen Classroom Corners ...

We will establish a student leader group to facilitate the Bear Student Leader Recess Club. These students will utilize social leadership qualities through activities that connect students on campus. These activities conducted by students or peer mentors create communication, connections, and empathy amongst our Elmwood student body. As requested by our students, and to address the need to have something other than 'balls' to play with, critical thinking board games, and book club activities would be spearheaded by our Bear Student Leader team. Additional Comp for up to 3 adults (classified or certificated; not to exceed 24hrs, or \$3,816/\$4,000) (11500 - \$3,000; 2XXXX \$1,000) would be used to teach our BSL team how to play the board games selected for the year; and in turn, these BSL students will teach their peers, on a weekly, rotating bases, during lunch periods. Board games considered for this year such as: Pictionary, Taboo, 5 Second Rule, Chess, Cribbage, Dominoes, Blokus, Azul, Splendor, Catan, El Dorado, Carcassonne; (\$2750) and 3 game tables/chairs set (\$85) not to exceed \$255;

An Elmwood Bear Cub Book Club will also be facilitated by the student leaders allowing children in grades K-6 to read during their recesses. Students would have an opportunity to debrief what they've read with their club members. 10 book titles will be purchased, selected by teachers, in grade spans (K-2), (3-5), (6-8) for a totals of 30 books x \$25 or not to exceed \$750 LCFF

This year, with the onset of In Person learning, and after Covid Distance Learning, many of our students have reported feeling anxious and concerned about being at school. To mediate some of the anxiety, and ensure more student attendance as well as correct some challenging behaviors, a Zen corner will be created in classrooms. The main Bear Zen Room (converted counseling office) will help students decompress and alleviate more extreme negative behaviors and is located in the Counselor's Office.

We will analyze School Climate surveys, student attendance and suspension data.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
1,000	2000 Series	Classified Personnel Costs (including benefits)
3,755	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Challenge Day is a nonprofit organization committed to building empathy and compassion in our communities. These consultants come in and help youth and adults unlearn harmful habits, experience vulnerability as a pillar to restore strength, and enable them to experience the freedom of full expression through the lens of compassion, connection, and diversity. Due to Covid restrictions, the consultants can offer a 1-day retreat-like experience for our 7th graders and another day for our 8th graders by Zoom or in person. Some of the students will experience: practicing mindfulness, taking action, active listening, the power of vulnerability, learning to responsibly manage emotions, developing self-confidence, offering compliments and sharing gratitude, speaking out and using their voice. 2 sessions \$3795 @ not to exceed \$8,000, LCFF

Student participation and exit survey will be used to track effectiveness.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
8,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 30, 2022, to increase parent engagement opportunities and participation rate by 10%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Latino Literacy

The literacy program and training workshops are designed to establish family reading routines for Spanish speaking and English speaking parents and their children. The Project introduces the teachers to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children, with a bi-literacy approach for language development. This would be the first implementation of the Project at Elmwood. Several teachers will need to be trained in the delivery model. We will implement a 10-week session.

Up to 5 (Pre K-1 grade) teacher training \$250 @ or \$1,250 - T1 - 50647 - license agreement/conference.

Additional Comp to implement the program 10 x 1.5hrs (to include ½ hr prep) x \$53 x 2 cycles, \$1,590 - T1 - 50647

Supplemental Material/Supplies - \$1,199 - T1 - 50647: Latino Literacy project supplies (\$449) and headsets (\$25 x 30)

Effectiveness will be tracked by attendance, survey and final product completion per family.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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1,590	1000 Series	Certificated Personnel Costs (including benefits)
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\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
1,199	4000 Series	Books & Supplies
1,250	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

There is no doubt that student achievement is at its highest when parents are directly involved in their children's education. When families are engaged, students do better in school, attend school more often and overall enjoy learning. In the past, parent engagement opportunities, through school wide, classroom and PTA activities have existed at Elmwood, however with low participation rates for some of the activities such as ELAC and parent driven workshops. In order to develop and sustain meaningful parent and community relationships, a parent liaison (district funded, this year) was hired to increase parent engagement opportunities and participation rate by 10% especially in our ELAC.

Currently, Elmwood has 229 ELLs or approximately 32%. There are at least 21 ELLs in a grade level requiring us to have an ELAC. With a Parent Liaison on board, family engagement opportunities will be possible.

Elmwood would like to retain and eventually pay for the Parent Liaison for the next SPSA 3 Year Cycle. Additional support from the district currently will be required to kick off an effective program.

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc.

Parent Meetings - \$478 - LCFF: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Equipment - 9,000 - LCFF: Computer Cart with 30 computers in addition to teaching parents the basics of technology literacy they will learn alongside their children, log into events, and / or workshops, training and empowerment opportunities.

Other Non-Instructional Materials/Supplies - \$9,000 - LCFF: Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, Literacy Night, and Science and STEM/CTE Nights. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

of meetings coordinated

of parents attending

of college readiness activities for parents

of college readiness activities for students

of college fields trips

of parents attending college and career readiness informational events

Conference: \$15,000 - LCFF

Offers professional development for district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals on researched based strategies and effective practices.

CABE Conference (San Francisco March 30th-April 2) for 5 parents and 2 site members to cover the conference.

Registration: 7 attendees x \$900 = \$6,300

Conference/hotel/transportation: 7 attendees x \$375 night x 3 nights = \$7875

#of parents attending

#of after training parents provide to other parents

(In the upcoming year, the following areas will need additional support: Parent Liaison \$95,000)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
18,478	4000 Series	Books & Supplies
15,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to Spanish speaking parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community.

Cost of manual \$375 x 30 participants \$11,250 - 58100 - LCFF

Effectiveness will be tracked through attendance, survey and completion of course.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
11,250	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

06/18/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISD BUDGET/DATE

50647 inc by \$432

School Plan for Student Achievement| SY 2020-2021

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
ELMWOOD - 221 - E3
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$	217,634	LCFF	TOTAL ALLOCATION				\$	213,440	TITLE I - PARENT - 50647	TOTAL ALLOCATION				\$	4,039
		TOTAL BUDGET DISTRIBUTED BELOW				\$	217,634		TOTAL BUDGET DISTRIBUTED BELOW				\$	213,440		TOTAL BUDGET DISTRIBUTED BELOW				\$	4,039
		TO BE BUDGETED (Should be \$0.)					0		TO BE BUDGETED (Should be \$0.)					0		TO BE BUDGETED (Should be \$0.)					0
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET		
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
*	11500 Teacher - Add Comp (incl benefits)	0.000	\$ 54,140	0.000		0.000		0.000		0.000		0.000	\$ 3,000	0.000		0.000		0.000	\$ 1,590	0.000	\$ 58,730
	11700 Teacher Substitute (incl benefits)	0.000	\$ 29,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 29,400
	12151 Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	12500 Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	13201 Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	13201 Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	19101 Program Specialist (incl benefits)	0.700	\$ 110,000	0.300	\$ 34,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 144,000
	19500 Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	19101 Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	19500 Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	21101 Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000	\$ 57,307	0.000		0.000		0.000		0.000		0.000		0.000	\$ 57,307
	21500 Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	\$ 400	0.000		0.000		0.000		0.000		0.000		0.000	\$ 400
	21101 Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	21500 Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22601 Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22500 Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22901 Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	22500 Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	29101 Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	29500 Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,000	0.000		0.000		0.000		0.000	\$ 1,000
Sub Total - Personnel/Benefits			\$ 193,540		\$ 34,000		\$ -		\$ 57,707		\$ -		\$ 4,000		\$ -		\$ -		\$ 1,590		\$ 290,837
Books & Supplies																					
**	43110 Books/Supplies/Materials (less than \$500 per item)		\$ 7,620		\$ 9,908		\$ -					\$ 3,755				\$ 9,000			\$ 1,199		\$ 58,730
	43400 Parent Meeting															\$ 478			\$ 1,199		\$ -
	44000 Equipment (\$500 - \$4999.99 per item)															\$ 9,000					\$ -
Sub Total - Books & Supplies			\$ 7,620		\$ 9,908		\$ -		\$ -		\$ -		\$ 3,755		\$ -		\$ 18,478		\$ 1,199		\$ 58,730
Services																					
	57150 Duplicating																				\$ 58,730
***	57250 Field Trip-District/Non-District Trans		\$ 11,474																		\$ 29,400
	56590 Maintenance Agreement				\$ 3,000																\$ -
****	52150 Conference		\$ 5,000		\$ 20,000											\$ 15,000					\$ -
	58450 License Agreement																		\$ 1,250		\$ -
	58920 Pupil Fees																				\$ -
*****	58100 Consultants-Instructional/Non-Instructional				\$ 28,342							\$ 8,000				\$ 11,250					\$ -
Sub Total - Services			\$ 16,474		\$ 51,342		\$ -		\$ -		\$ -		\$ 8,000		\$ -		\$ 26,250		\$ 1,250		\$ 57,307
GRAND TOTAL			\$ 217,634		\$ 95,250		\$ -		\$ 57,707		\$ -		\$ 15,755		\$ -		\$ 44,728		\$ 4,039		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: E3

ELMWOOD K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	27200007	PROGRAM SPEC	0090	12303021E3	19101	0.3000	0.3000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	27200007	PROGRAM SPEC	3010	15064321E3	19101	0.7000	0.7000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169496	LIBRARY MEDIA ASSISTANT	0091	12302024E3	22601	0.3125	0.5000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169496	LIBRARY MEDIA ASSISTANT	0090	12303024E3	22601	0.3125	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71255214	BILINGUAL ASST/SPANISH	0091	12302010E3	21101	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71251877	BILINGUAL ASST/SPANISH	0091	12302010E3	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 221										2.6875	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On JAN. 20, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21/22 school year.

Site Administrator's Approval:



DATE:

1/21/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \Accounting\State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 7

2020-2021 SPSA Evaluation

Comprehensive School Profile Data:

<p>Chronic Absenteeism:</p> <p>2017 14.5%</p> <p>2018 15.1%</p> <p>2019 15.8%</p> <p>2020 16.9%</p> <p>2021 26.08%</p> <p>Attendance:</p> <p>17-18 P1 95.79%</p> <p>18-19 P1 95.50%</p> <p>19-20 P1 95.22%</p> <p>20-21 P1 88.30%</p> <p>Suspension Rate:</p> <p>2016 5.5%</p> <p>2017 5.6%</p> <p>2018 7%</p> <p>2019 5.9%</p> <p>2020 0</p>	<p>Keeping students engaged and connected through distance learning has been challenging.</p> <p>Suspension rate data is zero due to distance learning.</p>	<p>Distance Learning is problematic in decreasing chronic absenteeism. Parent support is not consistent in ensuring students are online and participating in distance learning.</p> <p>Full time counselors and AP supporting Tier 1, 2 & 3 support for behavior. Mental Health Clinician supporting Tier 3 students.</p>	<p>Allocate PBIS funds to support attendance incentives for multiple years. Continue systems for admin, counselor, and CWA to support students at risk for low attendance.</p> <p>Emphasis on building Resiliency and Community when students return on site.</p> <p>Continue in-class presentations, restorative practices, and targeted, on-line Tier 2 & 3 behavior support students.</p>	<p>PBIS funds aligned with attendance goals and incentive program.</p> <p>Full-time counselors, AP, mental health clinician to support positive behavior culture.</p>	<p>Monitor and evaluate monthly attendance rates. Hold weekly attendance meetings with CWA, counselor, Principal and AP to discuss strategies and develop action plans.</p> <p>Monitor and evaluate monthly suspension rates, PLUS surveys, and office referrals. N/A for 20-21 year. Monitor schedule and implementation of in-class presentations.</p>
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SBAC ELA Data: 2016 18% 2017 22.52% 2018 23.32% 2019 27.64% SBAC Math Data: 2016 13% 2017 14.52% 2018 17.07% 2019 17.57% Reclassification Rate: 2016 9.20% 2017 21.50% 2018 17.30% 2019 30.40% i-Ready ELA: Winter 2019 Tier 1 10% Tier 2 37% Tier 3 53 Winter 2020: Tier 1 23% Tier 2 31% Tier 3 46% i-Ready Math: Winter 2019 Tier 1 7% Tier 2 49% Tier 3 44%	Consistently making slow progress in ELA. Consistently making slow progress in math, with a very insignificant increase in 2019. Consistently making strong gains in our RFEP rate. Increase in Tier 1 ELA from 2019 to 2020. Tier 1 increased in math from 2019 to 2020.	Teacher focus on effective ELA/Math instructional strategies. Teachers work weekly within their PLC to analyze data and plan lessons/reteach to support their students in ELA and math. Bilingual assistants provide support to K-3 EL students. Program Specialist provided support in math to 6 th -8 th grade students.	Instructional Coach support in utilizing effective instructional strategies. Intervention strategies of students in ELA/Math. Enhance curriculum through updating technology and purchasing classroom supplies. Conduct monthly classroom walkthroughs, gather data, analyze instructional strategies, and develop teacher PD. Provide targeted support to K-3 students in reading and math. Provide Tier 3 support in reading and math for K-2 students daily, throughout the year. Monitor ELD implementation and develop targeted PD.	Continue to support the Instructional Coach position at Elmwood. Reading and Math Corp Tutors to provide small group support for students with learning gaps. Purchase equipment; technology: doc cams, LCD projectors, printers, headphones, etc. Purchase classroom supplies and materials. Continue to utilize AVID Strategies to support classroom instruction and actively provide AVID PD. Bilingual assistants will provide targeted student support in grades K-3. Program Specialist will provide Tier 3 support in reading and math. Program Specialist will monitor and support ELD program.	Monitor GIT Meeting notes from collaboration and our PLC. Monitor budget on a weekly basis. Review i-Ready data, PLC notes, and PD feedback. Review RFEP rates and ELPAC scores. Monitor targeted students' i-Ready data. Monitor and evaluate identified students i-Ready and classroom assessments. Monitor (review Grade level Innovation Team
---	---	---	--	--	--

Winter 2020: Tier 1 17% Tier 2 41% Tier 3 17%			Grade Level Full Day Collaboration time to review/enhance instructional strategies in ELA and Math.	Program Specialist will continue to support RFEP rate and ELPAC administration. Provide substitute funding for Full Day Grade Level release days for collaboration time.	meeting notes) and participate in Grade Level Full Day Collaboration meetings and review assessment data in ELA/Math.
---	--	--	--	---	---

Continuous Improvement: Decision Making Model -- Essential Questions

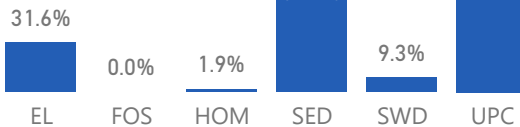
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



789

Enrollment



December

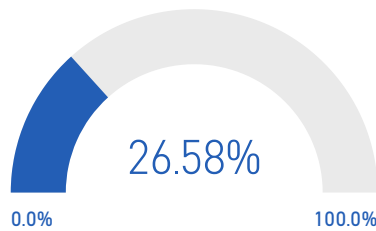


CWA

116

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

96%

ELA: K-11

On-Track

28%

Percent



Participation

95%

Math: K-8

On-Track

19%

Percent



Participation

(Blank)

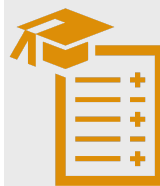
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

33

Total Tested

Reclassification



RFEF ● Complete ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

479

Total Test Count

Ready Class

2008

Total Test Count

Saavas

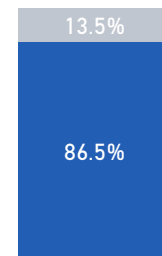
(Blank)

Total Test Count

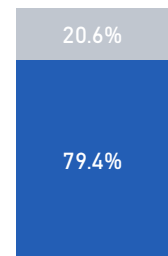


Plus Survey

School Climate



I feel like I am part of this school.



At my school, there is a teacher or other adult who really cares about me.



Enrollment

school search

Elmwood Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

780

Enrollment

06-Jan

787

Enrollment

02-Sep

787

Enrollment

03-Oct

789

Enrollment

04-Nov

792

Enrollment

05-Dec

789

Enrollment

SUSD RA v1.1

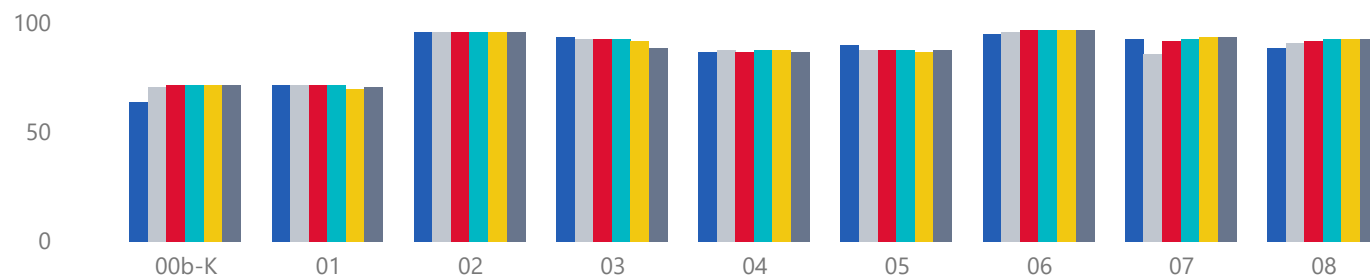
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

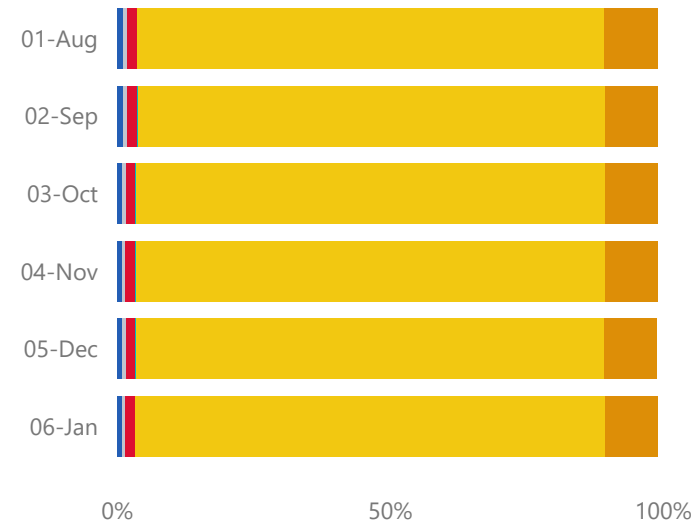
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



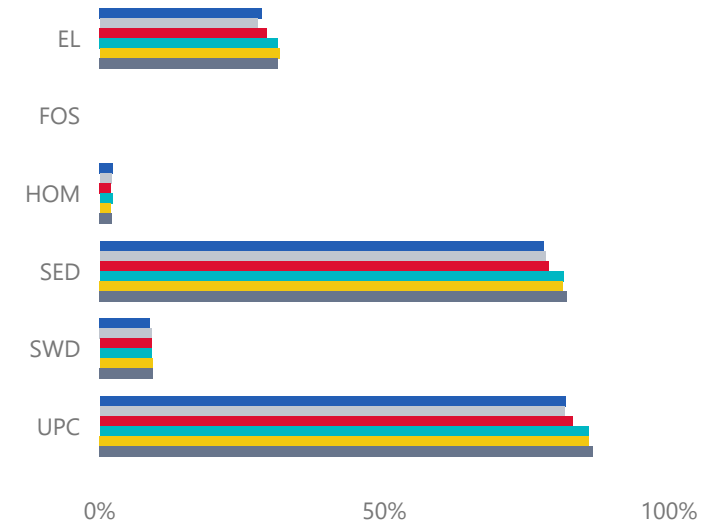
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Elmwood Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

01-Aug

27.92%

Rate

01-Aug

220

Count

02-Sep

24.59%

Rate

02-Sep

196

Count

03-Oct

30.22%

Rate

03-Oct

243

Count

04-Nov

26.40%

Rate

04-Nov

212

Count

05-Dec

26.58%

Rate

05-Dec

214

Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

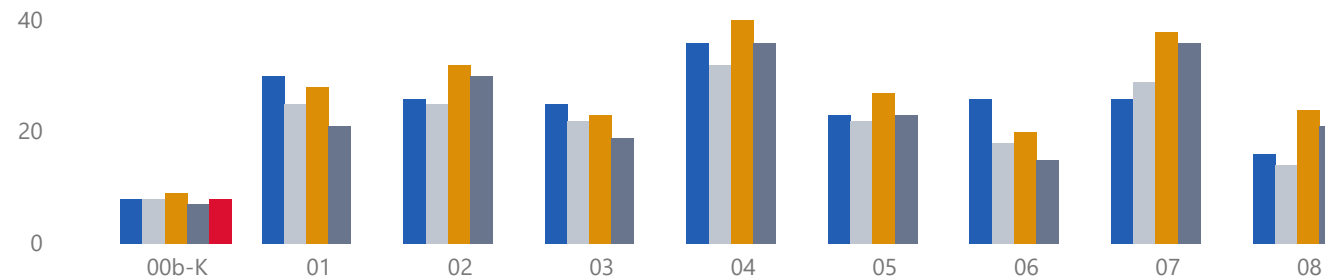
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

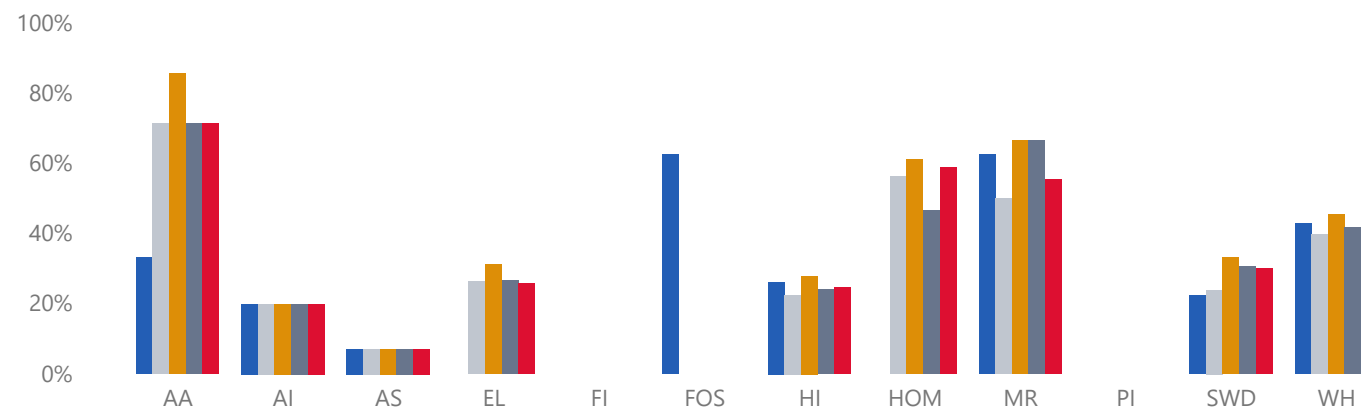
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



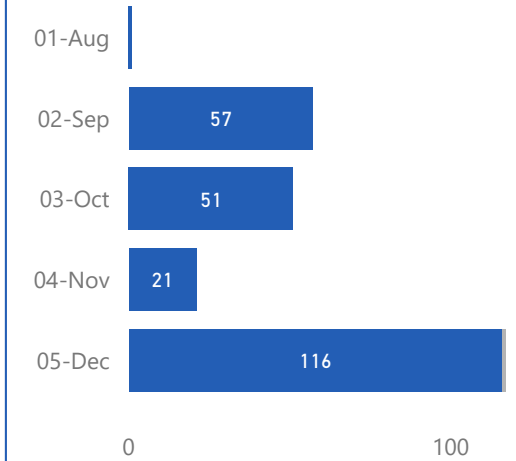
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

90%

Fall

96%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

33%

Fall

28%

Winter

Spring

2+ Below

51%

Fall

46%

Winter

Spring

No Gro...

37%

All

28%

Winter

Spring

iReady Percent On-Track

Category	01-Fall	02-Winter
00	81%	55%
01	40%	30%
02	33%	22%
03	21%	
04	27%	24%
05	31%	35%
06	22%	
07		
08	36%	39%
AA		
AI		
ALL	33%	28%
AS	36%	43%
EL		
FI		
HI	33%	28%
MR	29%	22%
SBAC	25%	26%
SED	28%	25%
SWD		
WH	34%	28%

iReady Percent Two or More Years Below Grade Level

Category	01-Fall	02-Winter
01		
02	48%	43%
03	62%	52%
04	45%	44%
05	64%	51%
06	75%	69%
07	79%	71%
08	64%	59%
AA	86%	71%
AI	80%	100%
ALL	51%	46%
AS	36%	36%
EL	72%	58%
FI		100%
HI	51%	45%
MR	57%	67%
SBAC	65%	58%
SED	51%	49%
SWD	63%	64%
WH	50%	45%

iReady Percent No Growth (since Winter 2019)

Category	01-Fall	02-Winter
01		
02	19%	
03	38%	22%
04	32%	37%
05	39%	24%
06	44%	33%
07	64%	52%
08	52%	38%
AA	17%	33%
AI	40%	40%
ALL	37%	28%
AS	27%	18%
EL	39%	25%
FI		
HI	38%	27%
MR	33%	50%
SBAC	45%	35%
SED	38%	27%
SWD	37%	28%
WH	33%	37%

F-W Growth

46%

All

F-S Growth

iReady F-W Typical Growth

Category	Typical Growth
00	22%
01	36%
02	32%
03	52%
04	42%
05	64%
06	47%
07	60%
08	57%
AA	43%
AI	0%
ALL	46%
AS	43%
EL	45%
FI	0%
HI	46%
MR	43%
SBAC	54%
SED	46%
SWD	50%
WH	50%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

2008

Total Test Count

Saavas

(Blank)

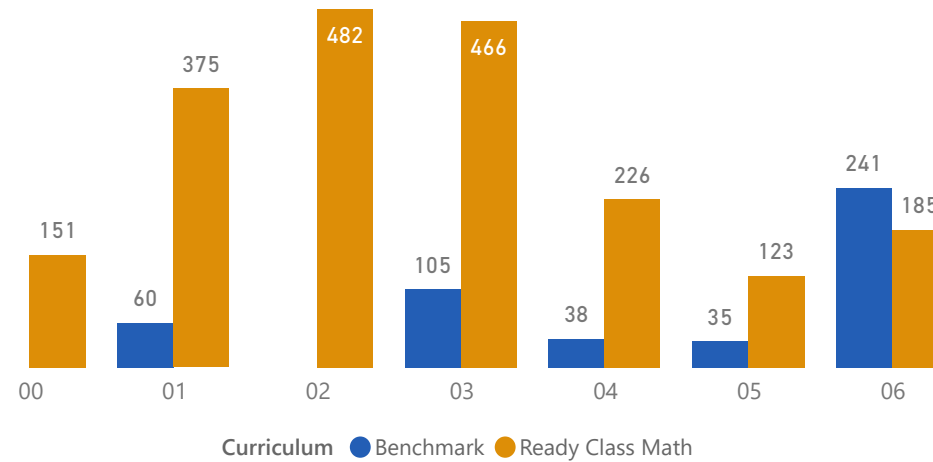
Total Test Count

Benchmark

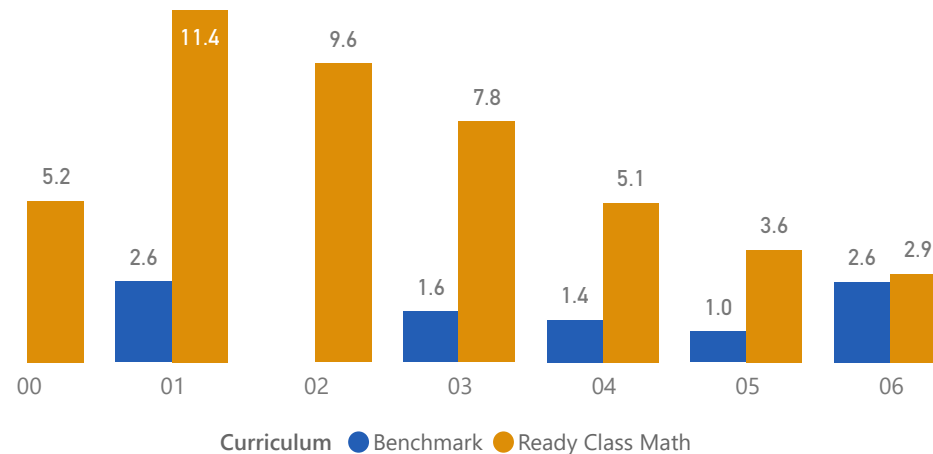
479

Total Test Count

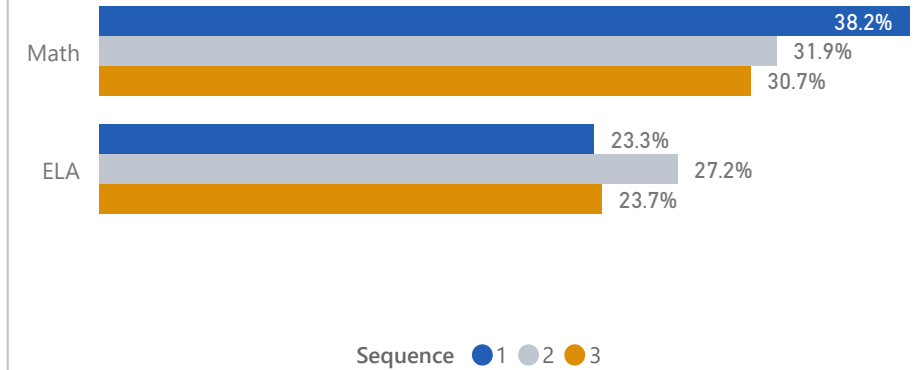
Curriculum: Test Count



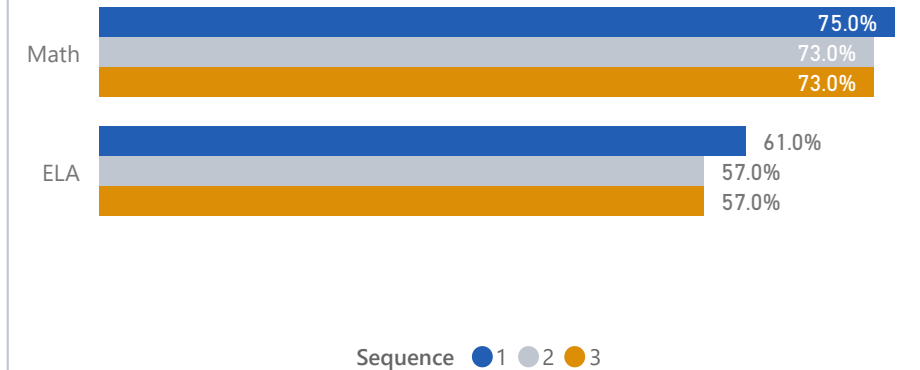
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

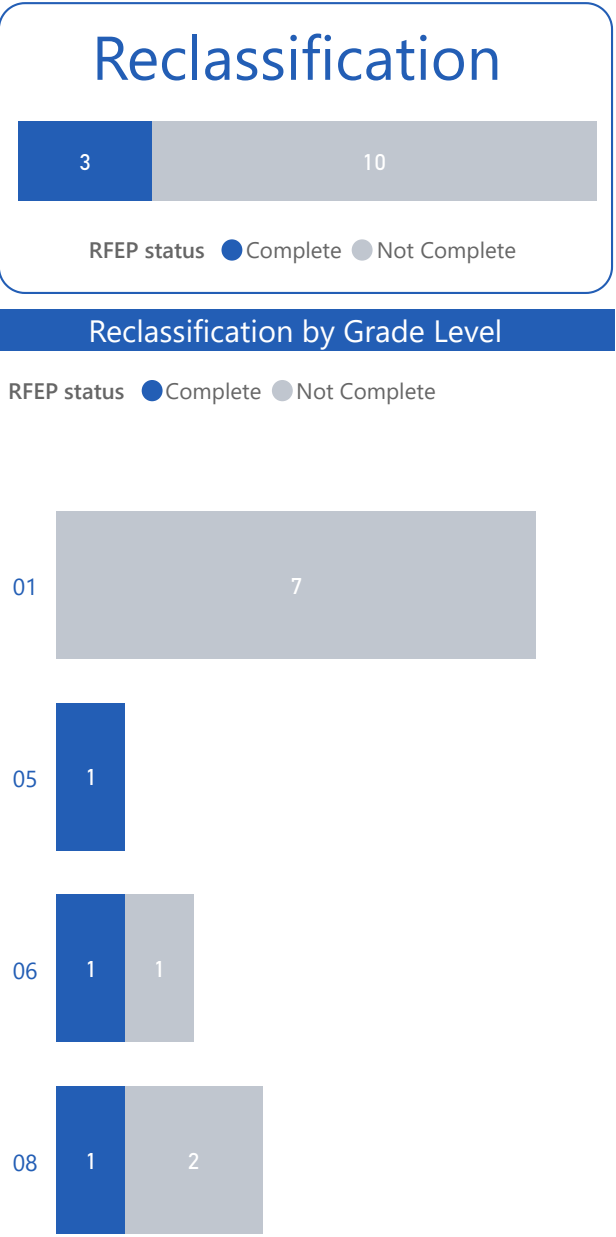
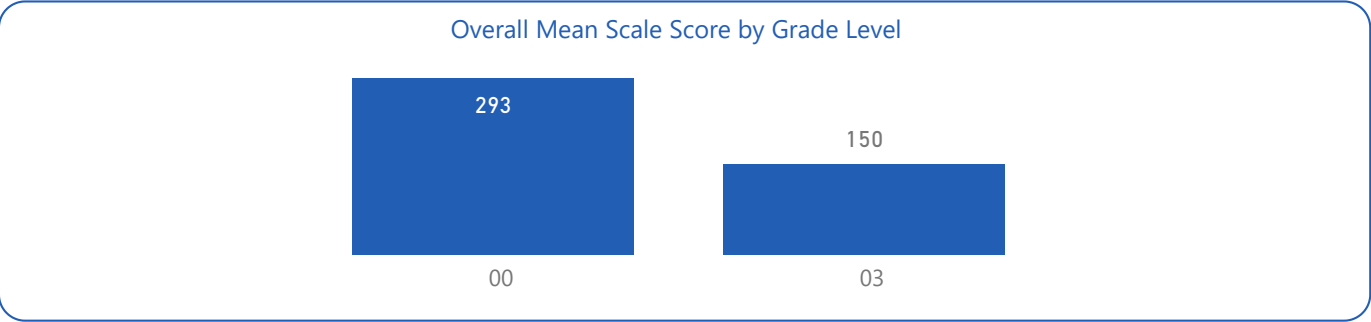
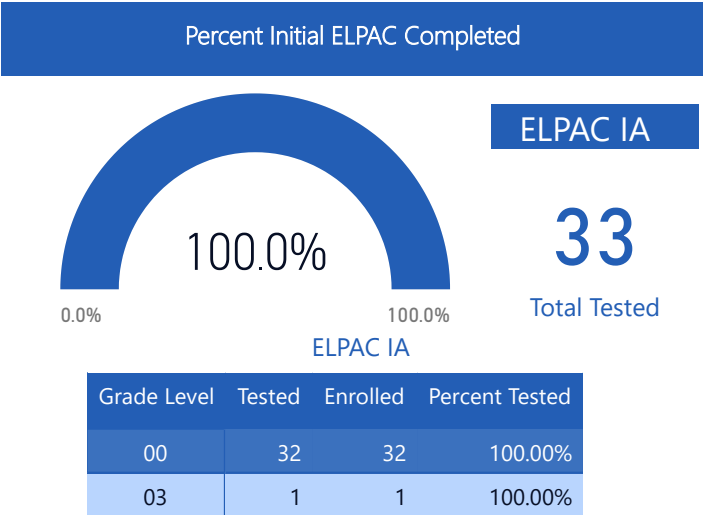
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



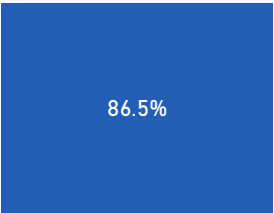
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

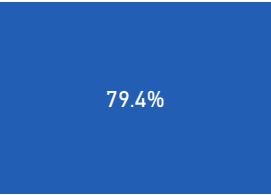
Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020

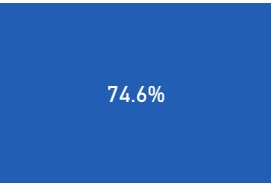
All Responses



I feel like I am part of this school.



At my school, there is a teacher or other adult who really cares about me.



I feel like my voice matters to adults at my school.



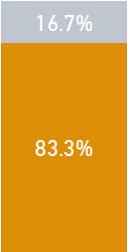
There is a lot of tension at my school between different cultures, races, or ethnicities.



I have been cyberbullied in the last 30 days.

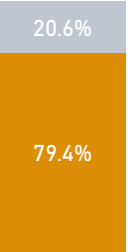
Count	Count	Count
(Bla...	126	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

At my school, there is a teacher or other adult who believes that I will be a success.



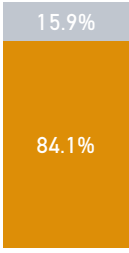
6-8

At my school, there is a teacher or other adult who really cares about me.



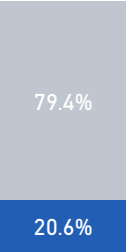
6-8

I feel safe in my school.



6-8

There is a lot of tension at my school between different cultures, races, or ethnicities.



6-8

Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: **Updated:** January 2021

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

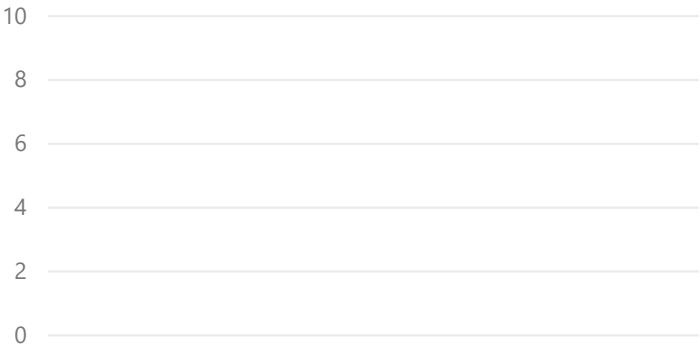
All

MDTP: Fall Diagnostic

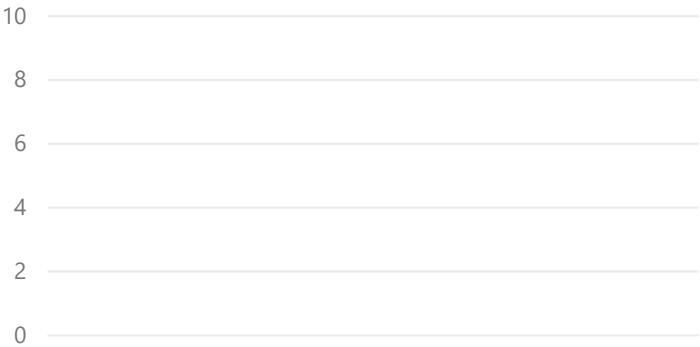
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

89%

Fall

95%

Winter

Spring

On Track

26%

Fall

19%

Winter

Spring

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Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

2+ Below

44%

Fall

41%

Winter

Spring

No Gro...

33%

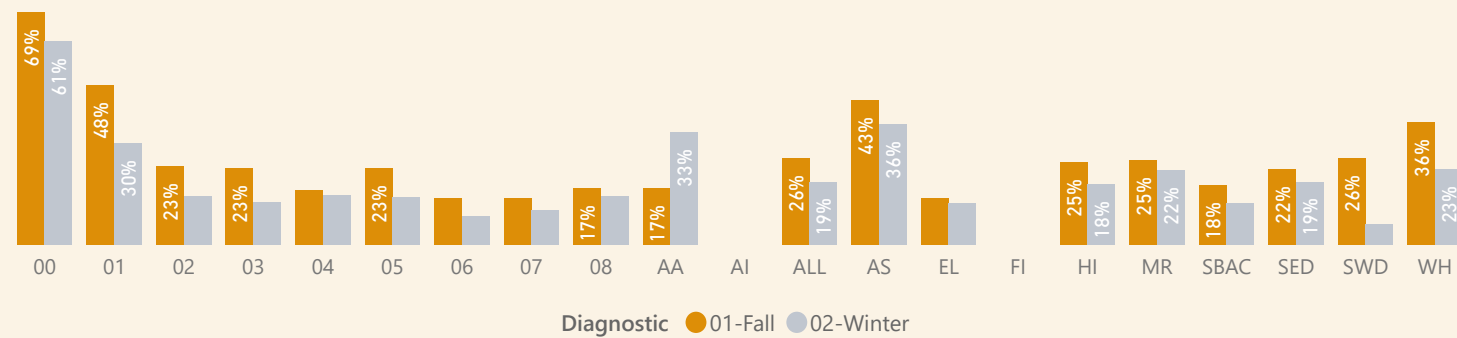
All

31%

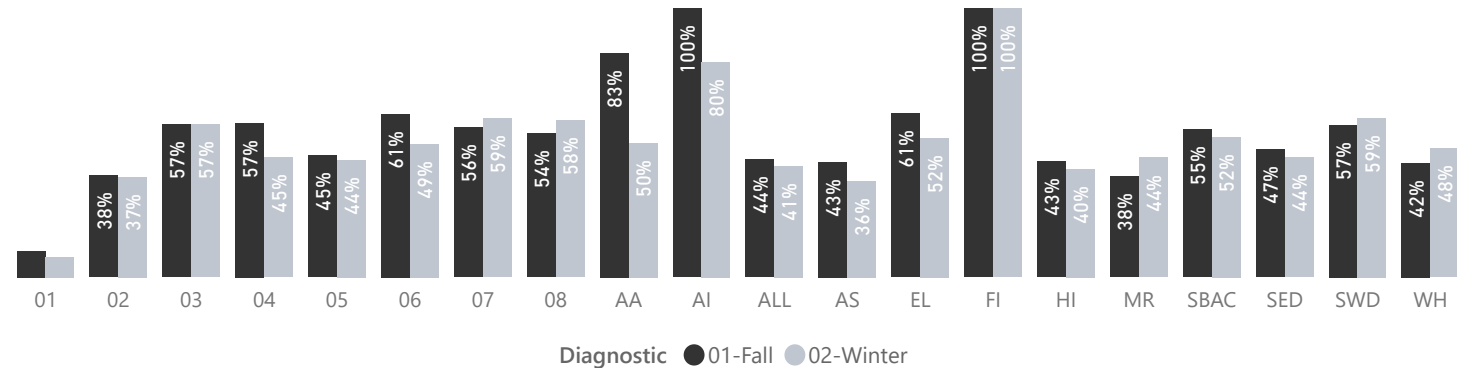
Winter

Spring

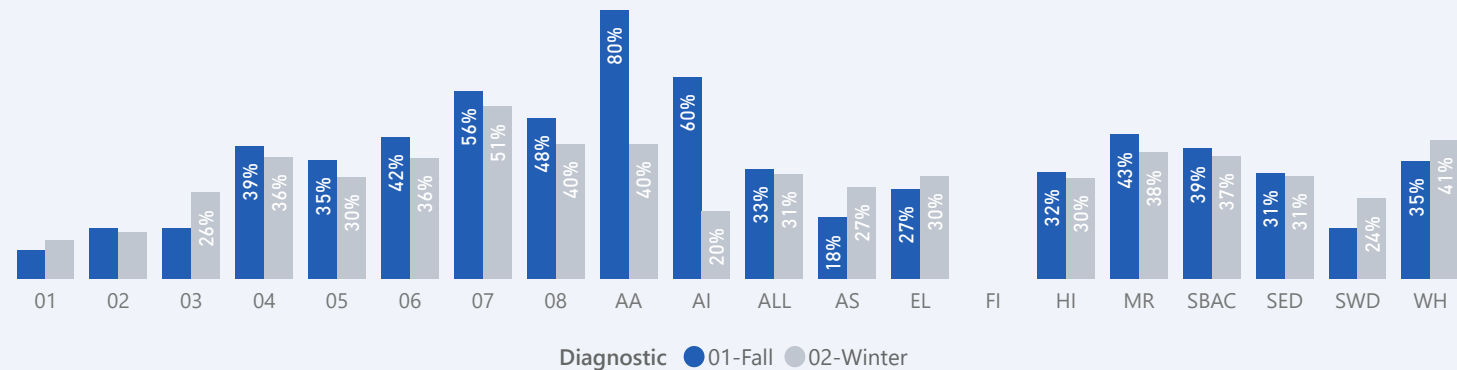
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



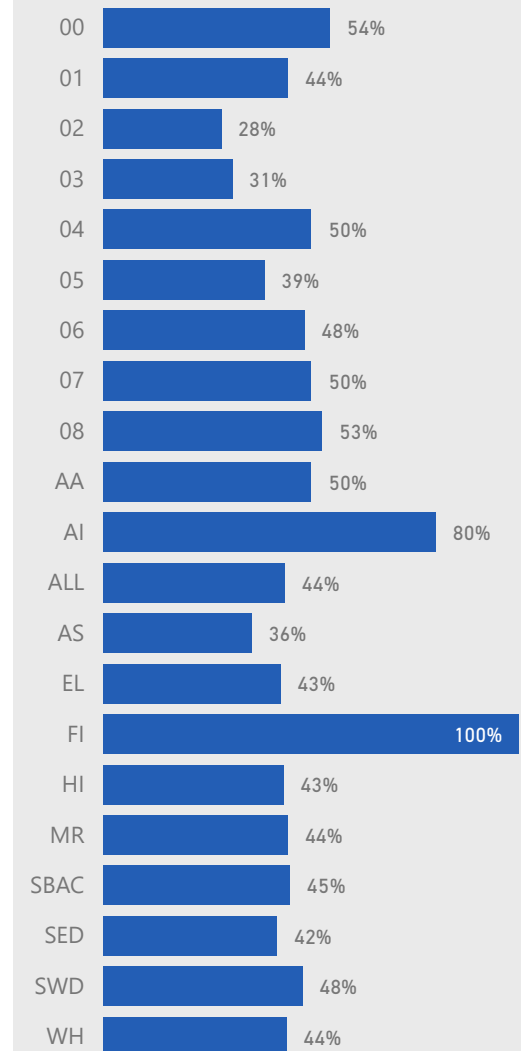
F-W Growth

44%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Elmwood Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Language Advisory Committee (ELAC)
English Learner Parent Involvement Committee

10/11/21

Date of Meeting

Other committees established by the school or district (list): _____

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/13/21

Date of Meeting

Attested:

Dara Dalmau

Typed Name of School Principal

Dan

Signature of School Principal

10/14/21

Date

Lisa Ostrom

L

10/14/2021