



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

HENRY ELEMENTARY

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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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry Elementary	39686760111344	Ver 1 – 05/14/2020	Ver 1 – 06/17/2020	Ver 1 – 07/28/2020

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)

Henry Elementary is implementing a Schoolwide Program.

Henry Elementary has been identified as Additional Targeted Support and Improvement (ATSI) school for students with disabilities.

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.

Henry Elementary's school 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

Throughout the 2019-20 school year, the School Site Council, ELAC, and parent's groups reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. The school SSC also reviewed the completed DMM. Student achievement data, student attendance data, and student suspension data were reviewed in the preparation of the DMM in the areas of continuous improvement-chronic absenteeism, continuous improvement-achievement in ELA, continuous improvement-achievement in mathematics, and continuous improvement-school climate. Additionally, team discussed use and effectiveness of the support of teachers in the development and understanding of the new curriculum and effective teaching strategies. The team discussed how this would lead to school climate and suspension reduction and student attendance.

As a result of the stakeholder involvement and data reviews, Henry Elementary has been able to complete the Decision Making Model identifying the barriers and additional supports to address the barrier

1.0 FTE program specialist to oversee ELD program, state standardized testing, school-wide AVID program implementation, use of school library, and curriculum implementation support
.4375 library media assistant to oversee the library, circulation of books, and support school-wide reading and literacy

Resource Inequities

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

During the Decision Making Model Henry identified:

1. Professional Development for teachers aligned with the district adopted curriculum, AVID, PLTW, MTSS, high quality teaching strategies, illuminate, technology support, SBAC, ELPAC, priority standards aligned with the district adopted curriculum, etc...
2. A library clerk- .437 library media assistant to oversee the library and support school-wide reading and literacy
3. A program specialist- 1.0 FTE program specialist to oversee ELD program, state standardized testing, school-wide AVID program implementation, and curriculum implementation support

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 reduce the distance from standard in ELA for all students by 3 points to 62.5 points.

By June 2021, to reduce the distance from standard in ELA for White subgroup by 3 points to 79.9 points.

By June 2021, to reduce the distance from standard in ELA for English Learners by 3 points to 77 points.

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

By June 2021, to reduce the distance from standard in Math for all students by 3 points to 76.3 points.

By June 2021, to reduce the distance from standard in Math for Asian subgroup by 3 points to 69 points.

By June 2021, to reduce the distance from standard in Math for White subgroup by 3 points to 102.6 points.

Identified Need

- Be sure English Learner data is reviewed and included.

According to the California Dashboard

ELA	2017	2018	2019
All Students	80.7 points	74.4 points	65.5 points
Indicator	-Red	-Orange	-Yellow
Change	Decreased 12 points	Increased 6.2 points	Increased 8.1 points
English Learners	84.9 points	88 points	80 points
Indicator	-Red	-Red	-Orange
Change	Decreased 8.6 points	Decreased 3.1 points	Increased 8.1 points
African American	87.1 pts	NA	NA
Indicator	-NA	-NA	-NA
Change	Increased 8.4 points	NA	NA
Asian	NA	42 points	34.8 points
Indicator	-NA	NA	NA
Change	NA	NA	Increased 7.2 points
Hispanic	81.4 points	76 points	66.3 points
Indicator	-Red	-Orange	-Yellow
Change	Decreased 12.5 points	Increased 5.4 points	Increased 9.2 points
SED	83.2 points	76.4 points	66.9 points
Indicator	-Red	-Orange	-Yellow
Change	Decreased 14.5 points	Increased 6.9 points	Increased 8.8 points
SWD	135 points	161.9 points	100.7 points
Indicator	-Red	-Red	-Orange
Change	Decreased 16.5 points	Decreased 27 points	Increased 37.1 points
White	98 points	72.8 points	82.9 points
Indicator	NA	NA	NA
Change	Decreased 4.6 points	Increased 25.2 points	Decreased 18.4 points

According to the California Dashboard

English Learner	English Learner Progress 2016-2017	English Learner Progress 2017-2018	English Learner Progress 2018-2019
English Learner Progress Indicator -% of current EL making progress towards proficiency or maintaining			46%
Reclassification Rates	23.1%	13.8%	29.7%
ELPAC Overall Performance Level- Level 4			9.87 points
ELPAC Overall Performance Level- Level 3			43.95 points
ELPAC Overall Performance Level- Level 2			31.85 points
ELPAC Overall Performance Level- Level 1			14.33 points

Henry Elementary – Goal 1

Math	2017	2018	2019
All Students	89.5 points	80.9 points	79.3 points
Indicator	-Orange	-Yellow	-Orange
Change	Decreased 13 points	Increased 8.6 points	Maintained 1.1 points
English Learners	92.7 points	91.4 points	89.2 points
Indicator	-Orange	-Orange	-Orange
Change	Decreased 11.4 points	Maintained 1.2 points	Maintained 2.6 points
African American	95.5 points	NA	NA
Indicator	-NA	-NA	-NA
Change	Decreased 22.2 points	NA	NA
Asian	NA	55.1 points	72 points
Indicator	-NA	NA	NA
Change	NA	NA	Decreased 16.9 points
Hispanic	91.1 points	82 points	78.4 points
Indicator	-Orange	-Yellow	-Yellow
Change	Decreased 12 points	Increased 9.1 points	Increased 3.1 points
SED	91.4 points	83 points	80 points
Indicator	-Orange	-Yellow	-Orange
Change	Decreased 15.7 points	Increased 8.5 points	Maintained 2.5 points
SWD	137.9 points	148.7 points	109.4 points
Indicator	-Red	-Red	-Orange
Change	Decreased 6.8 points	Decreased 10.8 points	Increased 26.1 points
White	94.9 points	97.8 points	105.6 points
Indicator	NA	NA	NA
Change	Maintained -2.3 points	Maintained -2.9 points	Decreased 12.9 points

2019- 2020 Decision Making Model

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<u>SBAC ELA % Met or Exceed Standard</u> 17: 17.01% 18: 21.27% +4.26 19: 23.26% +1.99 SBAC ELA Subgroup White 17: 10.34% 18: 33.33% 19: 18.75%	The data shows a steady increase from year 17-19. Decrease the distance from L3 a min of 3 points to -47.8 White subgroup had 38 students. Each of our subgroups decreasing by a	<ul style="list-style-type: none"> • Instruction • Under qualified teachers in classrooms. • New Teachers • New Curriculum and lack of consistency from previous curriculum • Lack of classroom to PD, planning, • Coaches are pulled out for trainings • Lack of qualified substitutes 	<ul style="list-style-type: none"> • Provide opportunities for professional development for curriculum, AVID, PLTW, and effective instructional strategies • Attend, monitor, and support collaboration meetings to maintain focus on student learning. • Monitor MTSS implementation and make adjustments to support student learning based on student data • Assistant Principal and Principal to attend IEP's 	<u>Position:</u> <ul style="list-style-type: none"> • Assistant Principal • Full time Program Specialist • Full time Instructional Coach <u>Additional needs:</u> More time for PD <u>Professional development</u> <ul style="list-style-type: none"> • Teachers, administration, 	<ul style="list-style-type: none"> • Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments. • Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, &

Henry Elementary – Goal 1

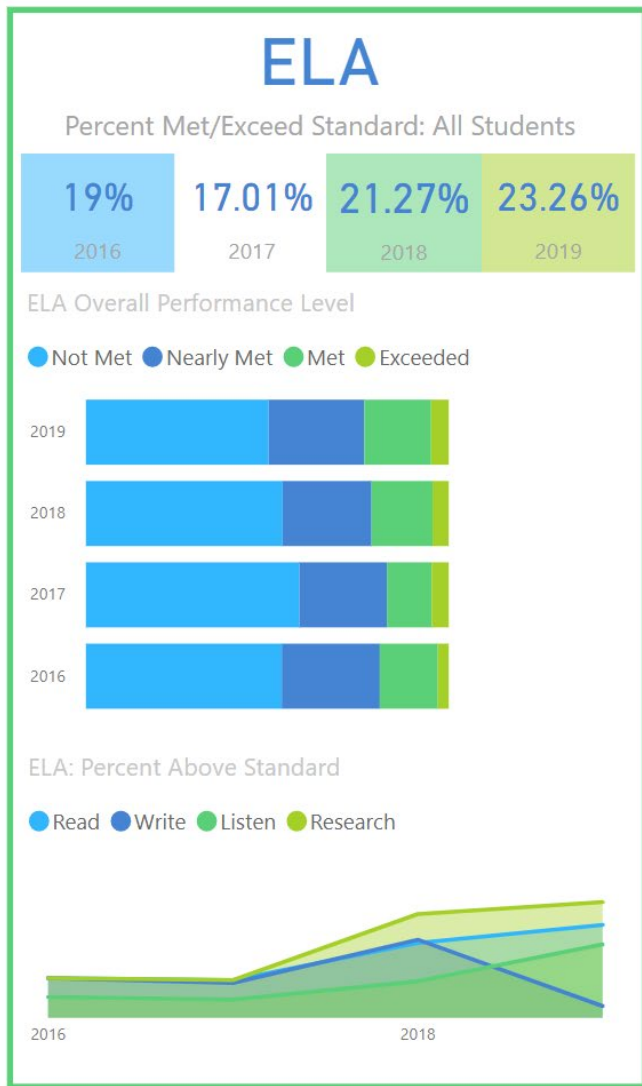
<p>EL</p> <p>17: 1.19%</p> <p>18: 1.55%</p> <p>19: 1.20%</p>	<p>minimum of 3 points from L3</p> <p>EL subgroup had a slight decrease from year 18 to 19</p>			<p>coaches, and program specialist</p> <ul style="list-style-type: none"> • high quality teaching strategies such as AVID • curriculum • Academic conferences • Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that “know it”. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Implement effective researched based curriculum <p><u>Support for teachers</u></p> <ul style="list-style-type: none"> • Full time Coach-coaching and support for new and identified teachers • Full time Program specialist support for whole school • Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and an RSP teacher. 	<p>monitoring/ support by Admin team/support staff.</p> <ul style="list-style-type: none"> • Allocate adequate funding to support MTSS implementation , Professional Learning, and additional staff needed. • Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching. • Monitor SPED reports for IEP compliance
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to</i>	<i>Do I know what I need to do to</i>

Henry Elementary – Goal 1

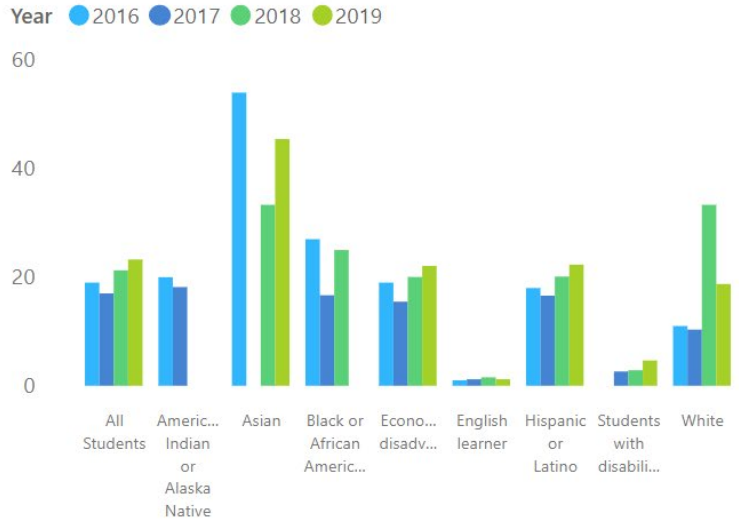
	where I want to be?			assure that what I do works?	confirm what I do works?
<p><u>SBAC Math % Met or Exceed Standard</u></p> <p>17: 17.48%</p> <p>18: 19.15% +1.67</p> <p>19: 18.87% -.28</p> <p>SBAC Math Subgroup</p> <p>White</p> <p>17: 17.24%</p> <p>18: 22.22%</p> <p>19: 12.5%</p> <p>EL</p> <p>17: 1.8%</p> <p>18: 4.15%</p> <p>19: 4.05%</p>	<p>Decrease the distance a min of 3 points to - 76.3</p> <p>Each of our subgroups decreasing by a minimum of 3 points from L3</p> <p>White subgroup had a 9.72% decrease from year 2018 to 2019</p>	<ul style="list-style-type: none"> • Instruction • Under qualified teachers in classrooms. • New Teachers • New Curriculum and lack of consistency from previous curriculum • New curriculum • Lack of classroom to PD, planning, • new teachers • Coaches are pulled out for trainings • Lack of qualified substitutes 	<ul style="list-style-type: none"> • Provide opportunities for professional development for curriculum, AVID, other effective instructional strategies, etc... • Attend, monitor, and support collaboration meetings to maintain focus on student learning. • Monitor MTSS implementation and make adjustments to support student learning based on student data • Assistant Principal and Principal to attend IEP's 	<p><u>Position:</u></p> <ul style="list-style-type: none"> • Assistant Principal • Full time Program Specialist • Full time Instructional Coach <p><u>Additional needs:</u></p> <p>More time for PD</p> <p><u>Professional development</u></p> <ul style="list-style-type: none"> • Teachers, administration, coaches, and program specialist • high quality teaching strategies such as AVID • Current curriculum • Academic conferences • Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that "know it". <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • After school utilized "i-ready" • Implement effective researched based curriculum 	<ul style="list-style-type: none"> • Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments. • Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, & monitoring/support by Admin team/support staff. • Allocate adequate funding to support MTSS implementation , Professional Learning, and additional staff needed. • Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching. • Monitor SPED reports for IEP compliance

Henry Elementary – Goal 1

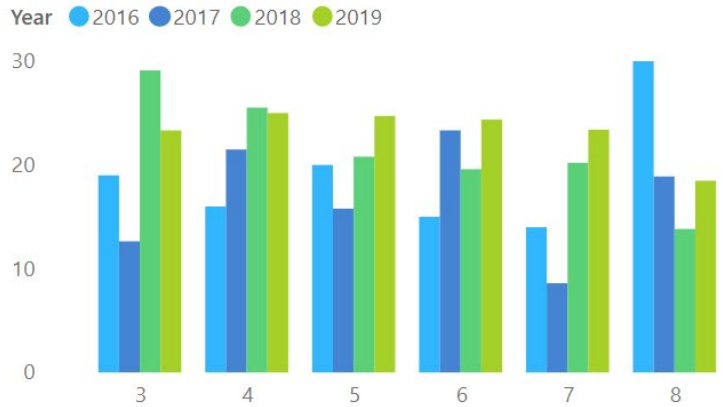
				<p><u>Support for teachers</u></p> <ul style="list-style-type: none"> ● Full time Coach-coaching and support for new and identified teachers ● Full time Program specialist support for whole school ● Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and an RSP teacher 	
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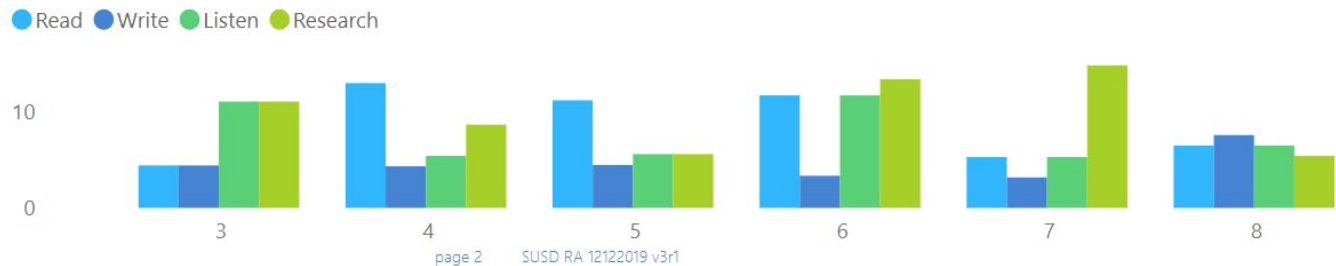
ELA CAASPP: Percent Met/Exceed Standard

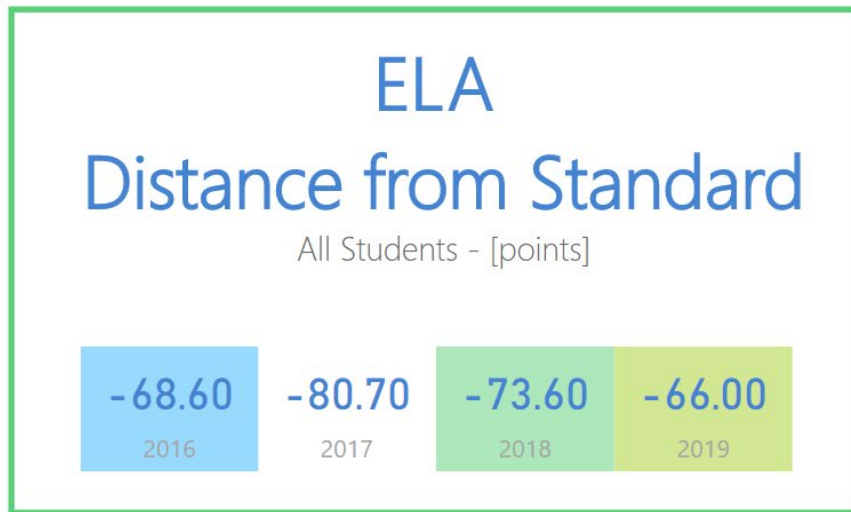


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



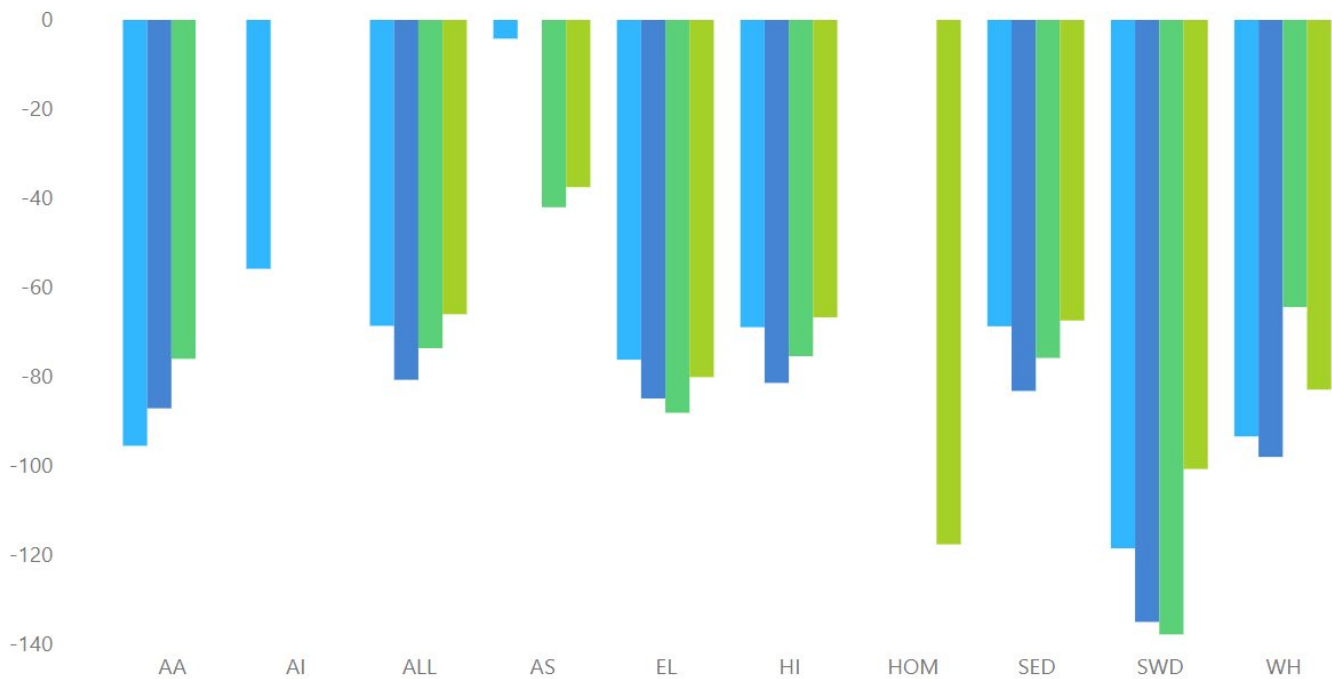
2019 Prelim ELA CAASPP: Area - Percent Above Standard

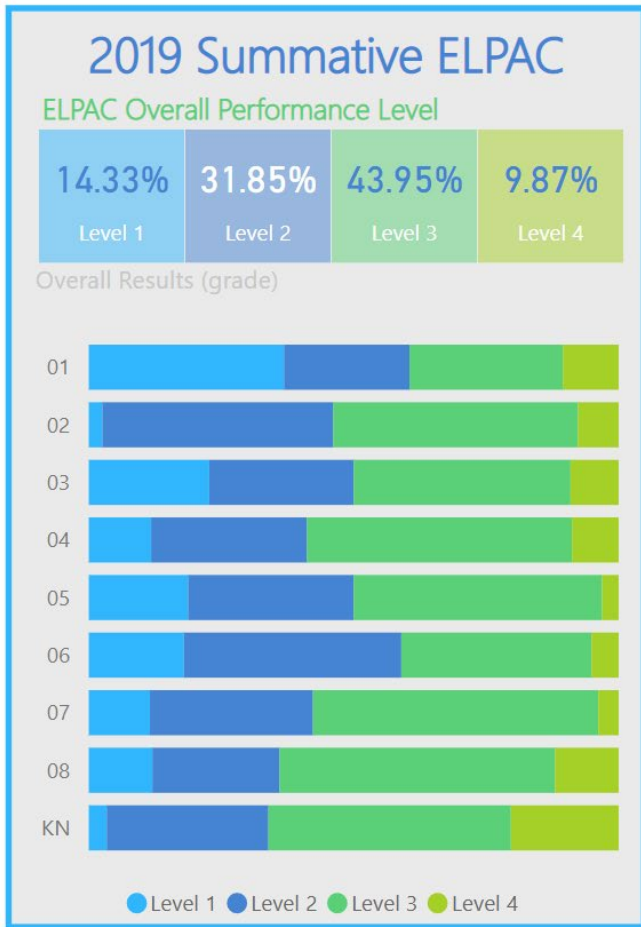




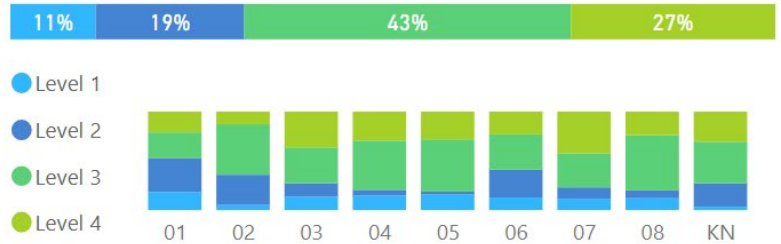
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

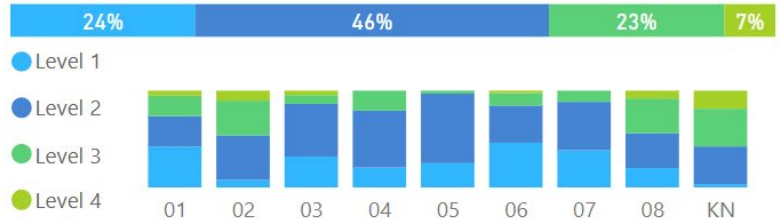




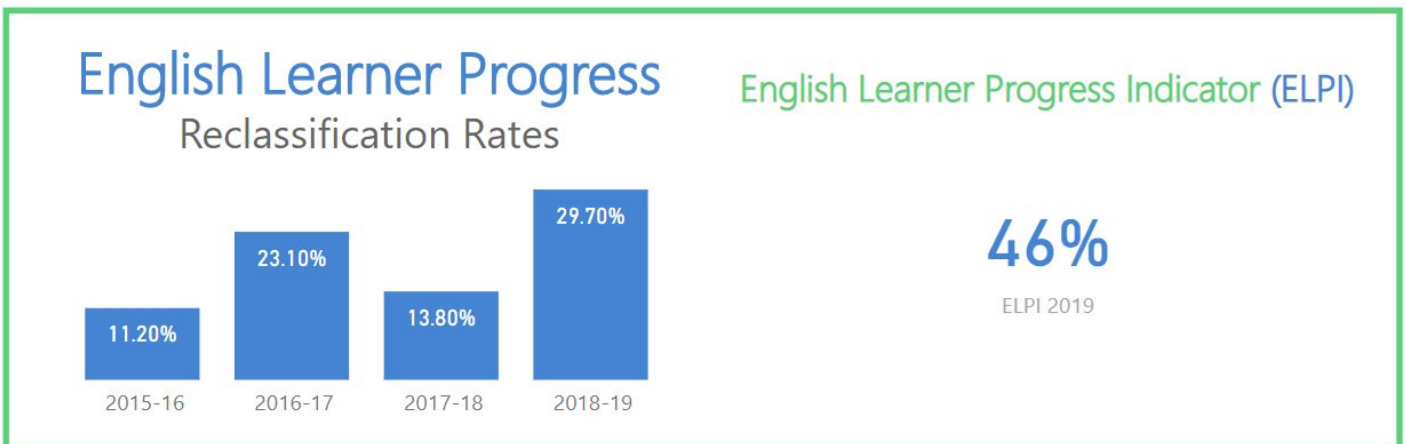
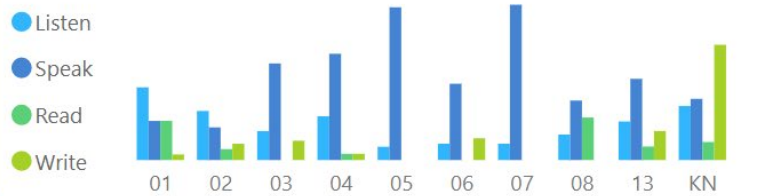
Oral Language Overall Performance Level

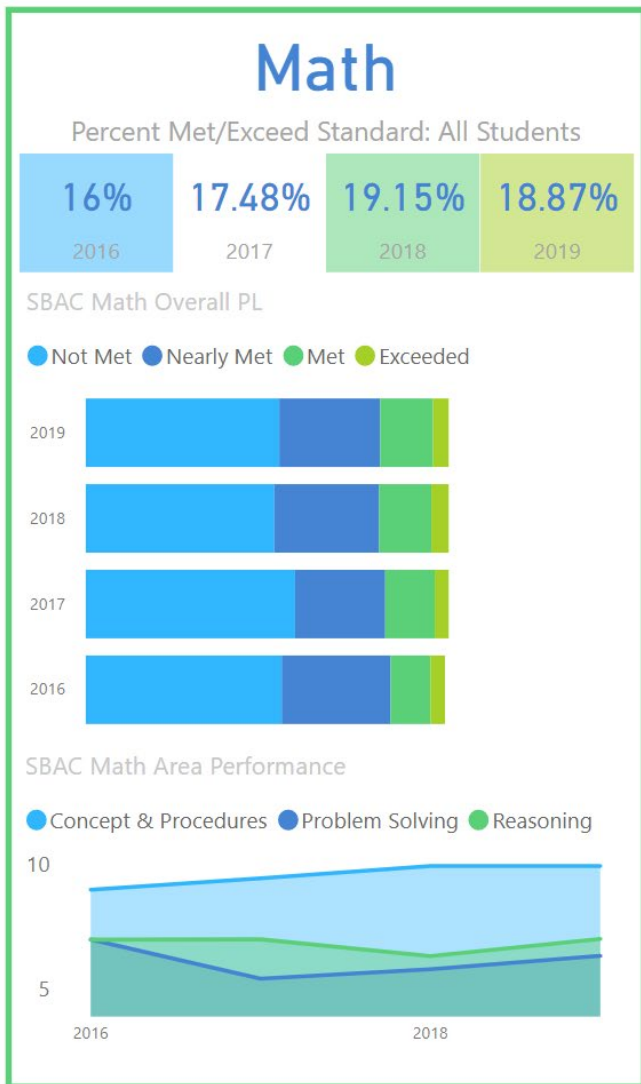


Written Language Overall Performance Level

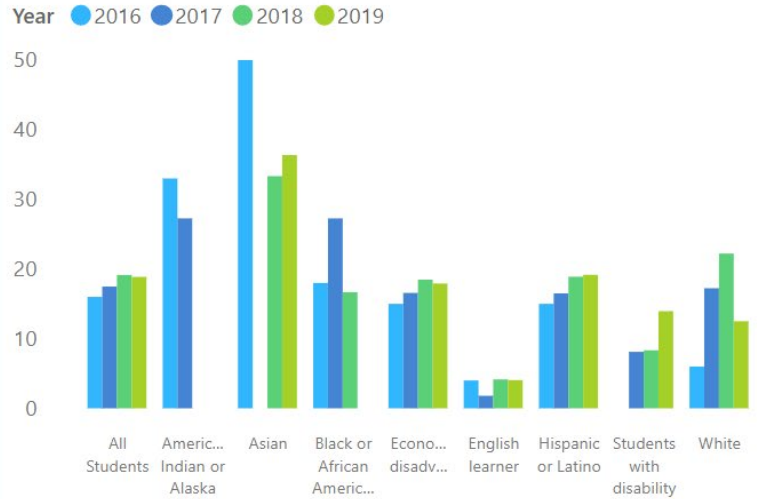


Performance Area: Percent Well Developed





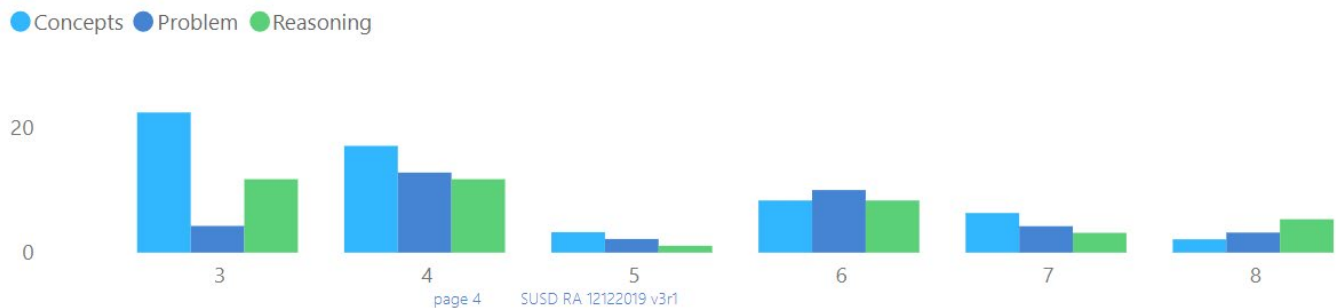
Math CAASPP: Percent Met/Exceed Standard

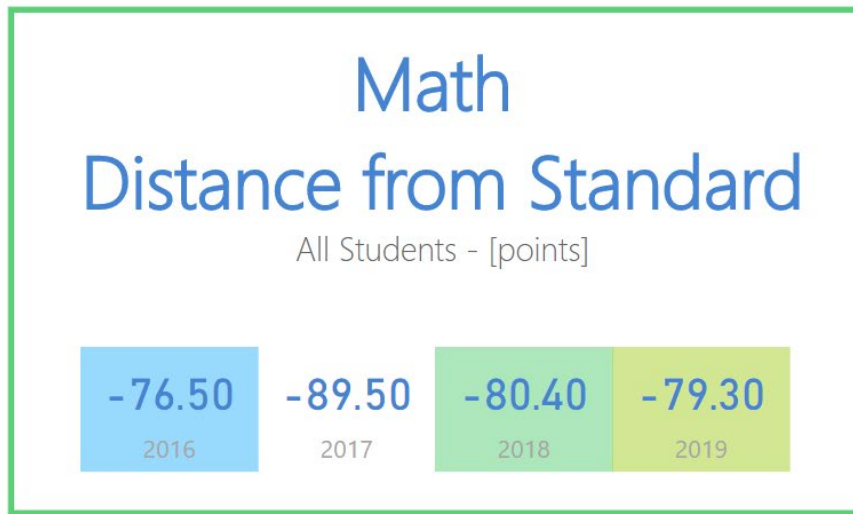


Math CAASPP: Percent Met/Exceed Standard by Grade Level



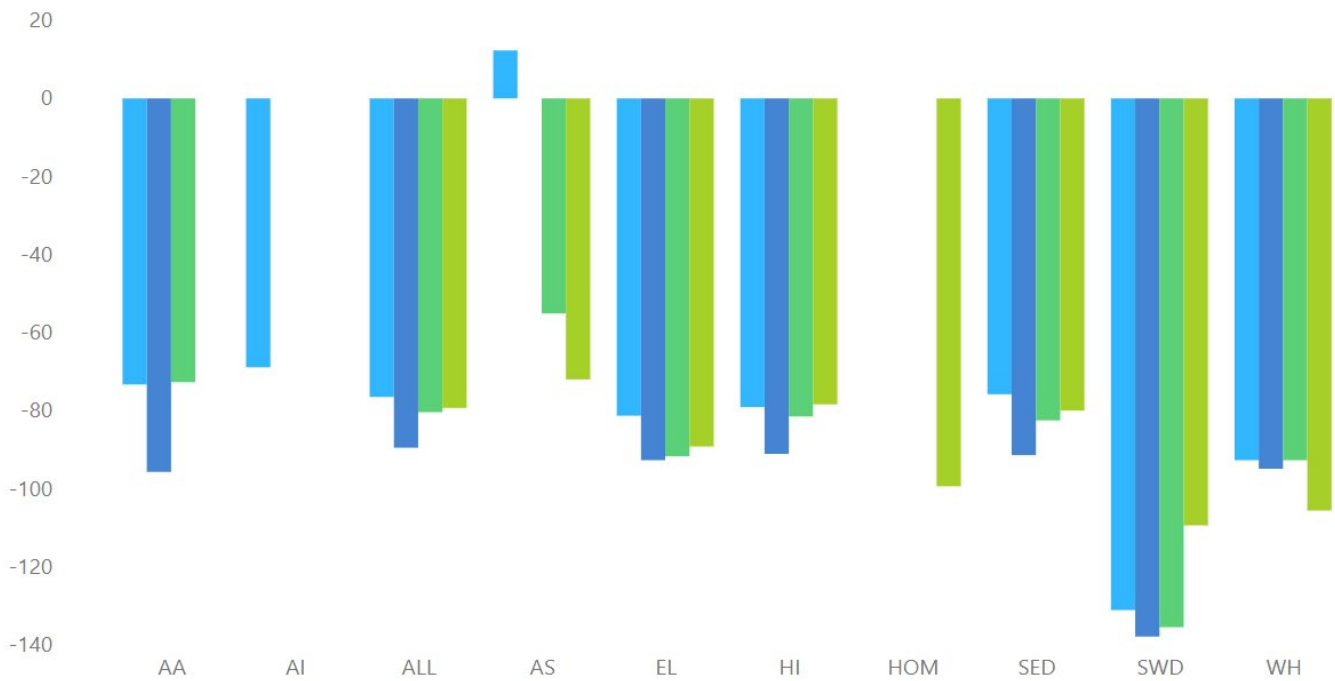
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

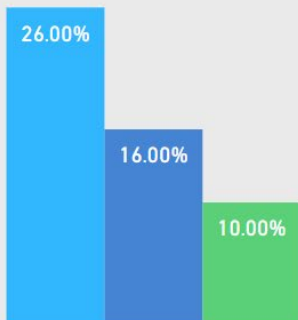
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

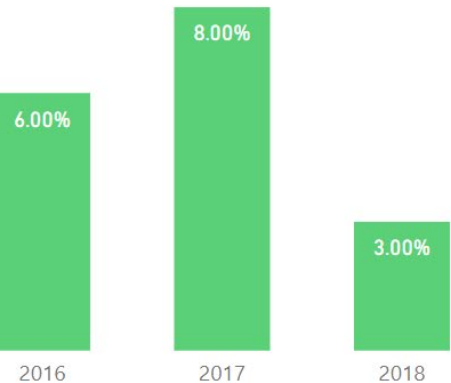
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-66.5 points below	-62.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-79.3 points below	-76.3 points below

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

Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities, AVID, Unbound Ed Standard Institute, and SBAC Interim. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented.

Additional supplemental reading and writing PD will focus on WICOR strategies with writing as the primary target.

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Instructional Coach will provide co teaching, demos, lesson studies, instructional round support. The Instructional Coach will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Instructional Coach will work with teachers to assist with their lesson planning, participate in data cycles for analyzing student assessment results, and participate in Academic Conferences. The Instructional Coach will create and provide staff development in various topics pertaining to reading, writing, and other content areas.

Program Specialist and Instructional Coach provide training and extra support during school day to all teachers (40 teachers) for ELPAC assessments, ELA Curriculum, Math Curriculum, High Leverage Instructional Strategies, Classroom Management, and Technology.

4 Substitute X 12 days X \$200 = \$9,600

Conferences/Trainings/Workshops:

1. AVID Summer Institute (2020-21) 3 days x team of 3 teachers, 1 Program Specialist, 1Coach, 1 admin with estimated expenses running \$3000 per person. = \$15,000

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
\$15,000	52150	Conferences
\$9,600	11700	Teacher Substitutes
		2 @ .5 FTE Instructional Coach – Centralized Service

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

Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend trainings after their contracted workday. Opportunities to collaborate amongst each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, and Leadership meeting. Professional Development based on collaboration as needed will be addressed through these or other conferences or trainings teachers/staff determine over time.

1. Leadership Meeting - (2020-21 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280 (Allocating \$5,500)

Teacher Additional Hourly for Leadership:

11 teachers (Including Program Specialist and Coach) X 5 hour X 2 days X \$60 rate of pay = \$6,600 (Allocating \$6,700)

2. Academic Conferences

Teachers and support staff will analyze data and coordinate student program identification of needs (surveys) and program specifics for children to be successful based on their data outcomes. The program specialist will ensure all students are properly assessed and evaluated periodically. Furthermore, the program specialist will provide students with resources, materials, and related services through our identified programs.

The Instructional Coach in conjunction with the Program Specialist will facilitate additional teacher support activities including co teaching, demonstration of lessons in the classroom and the analysis of data. Specific Professional Development will be conducted from the analysis. Specific training will focus on our school initiatives and data results.

4 Subs x 5 days x 3 per year X \$200= \$12,000

1 FTE Program Specialist: 100%

LCFF – English Learner: Sort, distribute, read, sign EL/RFEP Monitoring Forms, Duplicate, sort, notify collect, forward, file RFEP parent notification form, ELAC Meetings: Plan, prep, notify, attend, follow-up

State Mandated Testing: ELPAC Testing: organize, sort, distribute, & secure test materials, parent notification of test, verify test list, administer test, training teachers, and 45 Day staff, and grading initial test

Master Schedule and Student Placement: Monitor designated ELD classes, support ELD instruction, verify and place with bilingual aide assistance, place in newcomer group

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
\$12,200	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$127,779	19101	1 FTE Program Specialist (salary and benefits)
\$12,000	11700	Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, including English Learners and Special Education student subgroups

Strategy/Activity

Provide afterschool tutoring intervention for all students behind grade level. Propose 7 teachers for 1 hour per day (3 hours per week/per teacher) to provide good foundational skills for student to become grade level proficient.

7 teachers X 3.5 hours X 26 weeks (Sept 1-April 1) X \$60 rate of pay = \$38,220

Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks

To provide EL and Students with Disabilities with supports through progress monitoring, new curriculum implementation, small group instruction, Bilingual Instructional Assistant, summer intersession, and extended day/year. A special cycle of Instructional Rounds targeted towards ELL instruction will be implemented. With possibilities of offsite classroom visits TBD.

Through Grade Level Commitments, the implementation of 4 EL instructional strategies will be conducted throughout the year. The four strategies to be utilized are: collaborative sentence reconstruction, sentence unpacking, joint construction, and cloze joint construction. Each grade level will focus on 1 or more than 1 strategy to address their ELL population based on ELPAC domains. Through classroom visits, the use of these specific strategies will be monitored. As a coordinated effort between the LDO and Henry, specific demos and co-teaching opportunities will be offered and implemented in grades K-4 so that teachers master these strategies.

ELPAC- We will begin to create and design targeted strategies through the development of a scope and sequence.

Bilingual Assist- Will work with students identified as newcomers and levels 1 and 2. These are students who may require primary language support.

Conduct Instructional Rounds - teachers/SPED, program specialist, instructional coach, counselors, admin) 8 teachers must include 2 SPED teachers x 5 days x \$200= \$8,000

Site visit to view to include not limited to curriculum implementation, AVID strategies, classroom management,

17 teachers X 1day X \$200= \$3,400

Instructional Materials/Supplies - \$10,000 – Title I, \$4,155 – LCFF: Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

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
\$10,000	43110	Instructional Materials/Supplies
\$38,220	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$55,228	21101	.625 FTE Bilingual Assistant (salary and benefits)
\$11,400	11700	Substitutes
\$4,155	43110	Instructional Materials/Supplies

Strategy/Activity 4**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 and CCSS (Math) through hands-on-science experiments integrating PLTW and STEM projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, lab books for K-8, writing tools- write boards, chart paper, STEM specific materials related to PLTW, TOPs.

1. TOPs Consultant \$1,400
 2. Training: PLTW (November December) and (September – April)
- Additional Hourly Pay 1 Instructional Coach \$600; 1 Program Specialist \$600
 Additional Hourly Pay 3 teachers X 10 days X 4 hours X \$60= \$7,200

Support college and career readiness mindset, exposing students to real world experiences through the participation in SkillsUSA. Teachers will be supported to upon training and attend state/ national competitions. \$2,000

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
\$1,400	58100	Consultant Instructional - TOPS
\$7,200	11500	Teacher Additional Comp - PLTW Training
\$600	19500	Instructional Coach Additional Comp
\$600	19500	Program Specialist Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,000	11700	Substitutes - SkillsUSA Support

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy support programs such as AVID. Increase a love of reading through books and novels integrating multicultural awareness and content across the curriculum will be provided to teachers and students as supplemental material to encourage and expose students to a variety of genres both literary and expository.

Library Media Assistant will assist with the inventory of such material. Furthermore, the Library Media Assistant will assist teachers and students with checking out of materials and research how many students are accessing these materials. Library Media Assistant teach students to read and organize books with the Dewey System. Library Media Assistant also read to primary students with a focus on comprehension and reading fluency.

Applicable supplemental instructional materials include AVID binder/organizers, writing tools- write boards, chart paper. \$12,561

Maintenance Agreements - Cannon copy (Front Office/ D Building) \$8150, Duplo Machines (Front Office/ D Building) \$590, Laminators (Front Office/ D Building) \$730 = \$9,468.30 (Allocating 10,000)

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

Equipment Repair for damaged Chromebooks.

Proposed Expenditures for this Strategy/Activity 5

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
\$12,561	43110	Instructional Materials/Supplies
\$10,000	56590	Maintenance Agreements
\$4,790	56530	Equipment Repair

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,206	24101	.4375 Library Media Assistant

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool, Kindergarten Bridge Program

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 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.

Proposed Expenditures for this Strategy/Activity 6

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 (Year 2)

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.

Implementation

Some teachers were trained in Lexia, Reading Plus in 2018-19

Teachers were provided consultation in TOPs in grades 3, 4, and 6

Five teachers and 2 Administration attended AVID Summer Institute

Supplemental Online Programs were purchased to target reading ixl, News ELA, Reading Plus

Other supplemental programs Go Formative

Program Specialist was hired to support teacher and site implementation of programs, analysis, reports, and assessment

Library media clerk- organize and maintain library

AVID school wide, binders, planners, and organizational materials such as dividers and pencil pouches for all students

Latino Literacy was implemented for parents and children

Every other Monday, Book Mobile visit the site

One bilingual assist provided academic support to EL level one and two in K-8th

Instructional Coach provide support in instruction and implementation to all teachers

Effectiveness

TOPs implementation in 3 grade levels

Bilingual assist students in all grade levels in K-8th

Latino Literacy was effect, but no access to data due to transition of new administration

Teachers and Students utilize AVID materials of implement AVID strategies.

Program Specialist supported teacher in the implementation of UOS, reports, and assessments

Instructional Coach provided instructional support for all teachers

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

There were no known material changes in the 2018-19 school year due a change in leadership.

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

Continue to monitor EL strategies, TOPs, and AVID. The district will purchase new curriculum for next year.

SPSA Year Reviewed: 2019-2020 (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.

Implementation

Provided teachers with professional learning opportunities and to support core instruction such as site-base coaching (co-teacher, lesson demo in classroom and during staff meeting)

Provided effective teaching strategies and instruction from LDO department during staff meeting.

Provide incoming Kindergarten students opportunities to make connection with Kindergarten teachers to promote social skills.

Through Latino Literacy, parents were provided opportunities to participate in classroom and school events and to learn about school readiness and early literacy activities.

Teachers were provided consultation in TOPs in grades 3, 4, and 6

AVID was minimally implemented for K-6th classrooms and promoted college career awareness

PLTW was offered as an elective for middle school students.

A bilingual assist provided academic support to EL level one and two in K-8th

Effectiveness

TOPs implementation in 3 grade levels

Instructional strategies PD was effective from LDO

Bilingual assist students in all grade levels in K-8th

Latino Literacy was effect, but no access to data due to transition of new administration

Kinder Summer Bridge

Teachers and Students utilize AVID materials of implement AVID strategies.

Program Specialist supported teacher in the implementation of the new core curriculum

Instructional Coach provided instructional support for all teachers

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

Henry did not have material changes between the proposed expenditures made 2019-2020 budget allocation and the estimated actual expenditure at the end of the year, we do not have to pay the license for i-ready ELA.

AVID Summer Institute was not attended due to COVID-19.

Academic Conferences were not conducted due to time constraint and transition of leadership

PTLW – Robotics competitions were not established due to schedule changes

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

Follow up LDO professional development for successful implementation

Academic conferences will be conducted twice a year after Trimester one and Trimester two

Instructional rounds will provide leadership teams opportunities to learn from each other.

Increasing implementation of PLTW and AVID strategies school wide.

Goal 2 – School Climate

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

By June 2021, Henry will reduce the suspension rate for all students by .5% to 3.6%

By June 2021, Henry will reduce the suspension rate for African American students by 5% to 12.6%

By June 2021, Henry will reduce the suspension rate for SWD students by .5% to 6.2%

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, Henry will reduce the chronic truancy rate for all students by .5% to 15.6%

By June 2021, Henry will reduce the chronic truancy rate for English Learners 3% to 14.9%

By June 2021, Henry will reduce the chronic truancy rate for SED students by .5% to 15.8%

By June 2021, Henry will reduce the chronic truancy rate for Hispanic students by .5% to 15.3%

Identified Need

Suspension –

Henry suspension for 2018-19 was a yellow indicator at a rate of 4.1%. It decrease by 1.7%

Suspension	2017	2018	2019
All Students	8.1%	5.8%	4.1%
Indicator	-Red	-Yellow	-Yellow
Change	Increased 0.9%	Decreased 2.3%	Decreased 1.7%
English Learners	4.6%	4.7%	3.3%
Indicator	-Yellow	-Orange	-Yellow
Change	Decreased 0.5%	Maintained 0.1%	Decreased 1.4%
African American	25%	7.1%	17.6%
Indicator	-NA	NA	NA
Change	Increased 17%	Decreased 17.9%	Increased 10.5%
Asian	11.1%	12%	0%
Indicator	-NA	NA	NA
Change	Decreased 4.1%	Increased 0.9%	Decreased 12%
Hispanic	6.9%	4.9%	4.1%
Indicator	-Red	-Yellow	-Yellow
Change	Maintained 0.1	Decreased 2%	Decreased 0.8%
SED	8%	5.8%	4%
Indicator	-Red	-Yellow	-Yellow
Change	Increased 1.1%	Decreased 2.2%	Decreased 1.8%
SWD	13.1%	6.1%	6.7%
Indicator	-Yellow	-Orange	-Red
Change	Decreased 3%	Decreased 7%	Increased 0.6%
White	20.8%	11.4%	5.7%

Henry Elementary – Goal 2

Indicator	-Red	-Orange	-Yellow
Change	Increased 7.1%	Decreased 9.4%	Decreased 5.7%

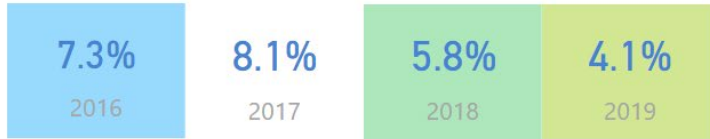
Attendance/Chronic Truancy –

Henry chronic absenteeism for 2018-19 was an orange indicator at a rate of 16.1%. It increase by .6%

Chronic Absenteeism	2017	2018	2019
All Students	13.3%	15.5%	16.1%
Indicator		Orange	Orange
Change		Increase 2.2%	Increase .6%
English Learners	12.3%	14.3%	17.9%
Indicator		Orange	Red
Change		Increase 2%	Increase 3.6%
Hispanic	12.10%	14.3%	15.8%
Indicator		Orange	Orange
Change		Increase 2.2%	Increase 1.5%
Asian	11%	12%	10.5%
Indicator		N/A	N/A
Change		Increase .9%	Decline 1.5%
African American	5%	36.4%	29.4%
Indicator		N/A	N/A
Change		Increase 31.4%	Decline 7%
White	30.4%	31.3%	23.5%
Indicator		Red	Orange
Change		Increase .8%	Decline 7.7%
SED	13%	15.5%	16.3%
Indicator		Orange	Orange
Change		Increase 2.4%36.4%	Increase .8%
SWD	24.7%	29.5%	27%
Indicator		Red	Orange
Change		Increase 4.8%	Decline 2.5%

Suspension Rate

All Students
percent of unduplicated suspension

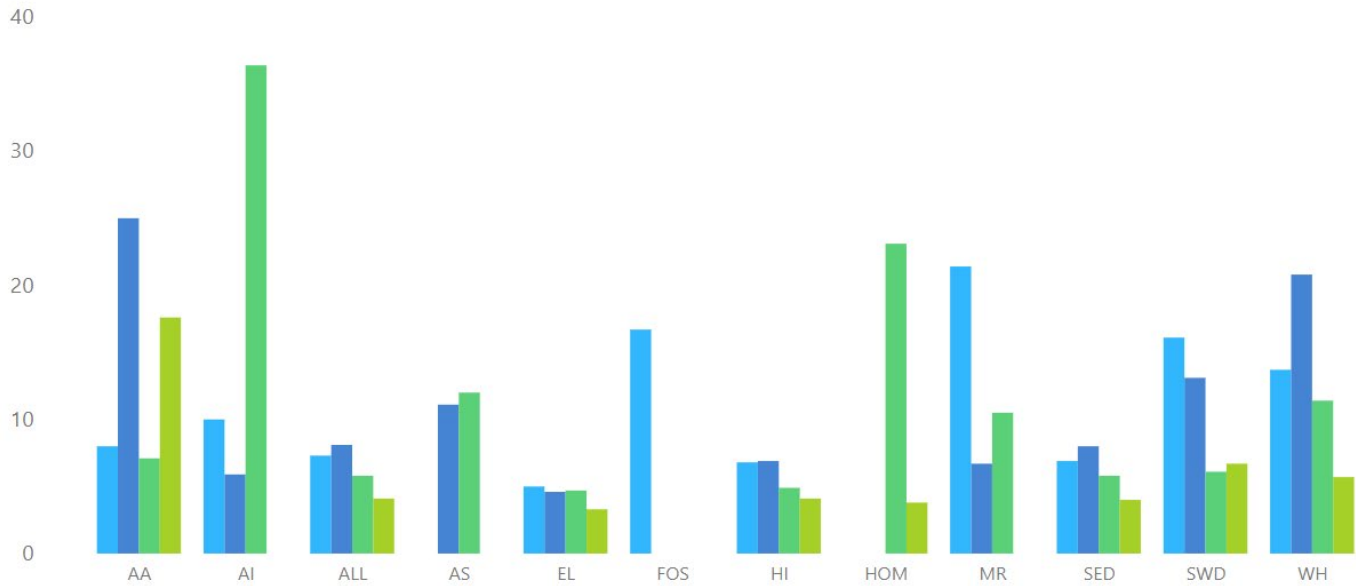


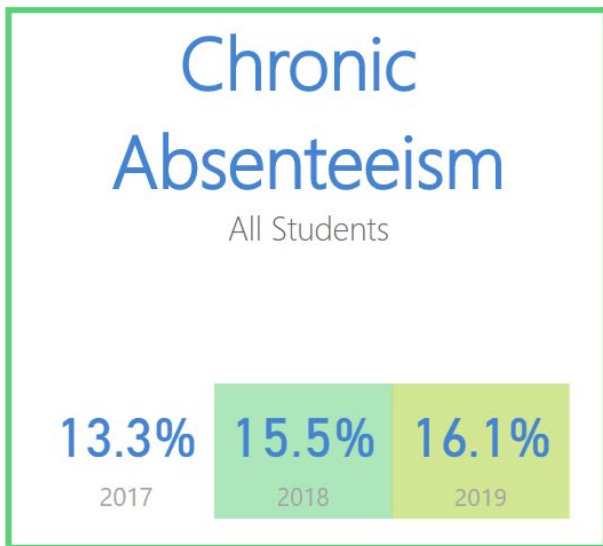
Expulsion

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

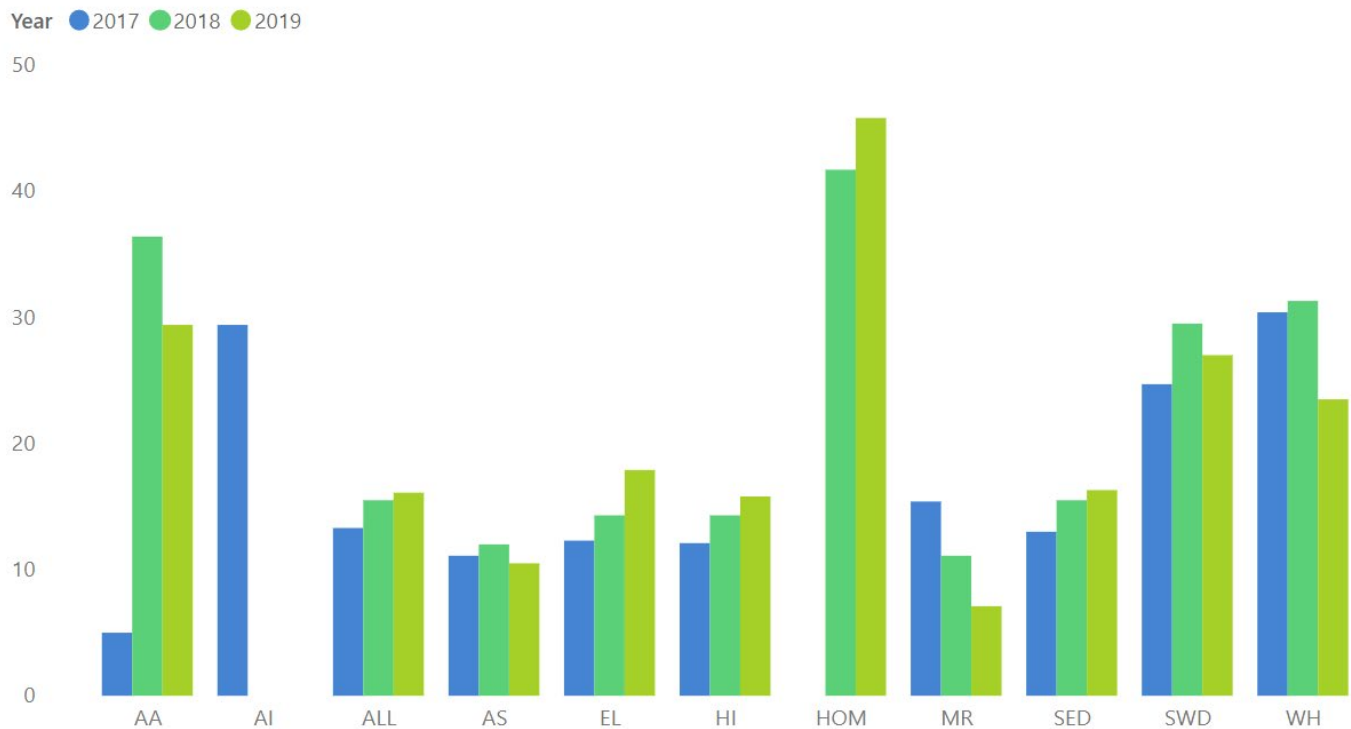
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	4.1%	3.6%
Chronic Absenteeism (All Students)	16.1%	15.6%

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

Provide staff development and opportunities to collaborate in order to develop students' social and emotional well-being through supportive resources and programs that positively impacts student learning via: PBIS, PLUS program, 2 counselors, Mental Health Clinician. Structured student engagement activities (restorative practices) and others that focus on attendance and discipline. Professional Development for the staff at Henry to reduce the number of student referrals, reduce suspension rates, and reduce incidents of bullying. The Collaboration will allow teachers, counselors, and others to discuss and practice these strategies:

MTSS-discussions

De-escalation strategies

PBIS strategies (Stoic)

SAP process

1. Conferences/Trainings/Workshops: \$2,000

PBIS Conference 2020-21 School year with the PBIS team (administration, program specialist, counselors, and teachers)

2. Consultants:

*Provide staff with professional development through the lens of Equity three times a year

\$1,250 X 3 = \$3,750

*Structured Playground Activity Facilitator – a lunchtime activity sports program that focuses on grades 1-8, to provide structured student engagements activities during lunch recess with focus on teaching sports skills, teamwork, fair play, and physical activity.

Facilitator: 159 days X (\$66 per day) = \$10,494

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

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$14,244	58320	Consultant- Non-Instructional

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

1. Henry Elementary wants to reward every student who has perfect attendance at the end of the month with a Super recess. The students have to be at school on time, all day & every day. Classified staff will be used to help supervise these recesses after their normal shift. Up to 4 Noon Duty personnel will be selected to assist with the supervision. 4 Noon Duty/classified staff x 10 events/days x \$50= \$2,000

2. CWA, counselors and support staff will check-in on a weekly basis with students who are on the chronic truancy list; to celebrate the students' success and encourage them to be present at school, on time, every day. Home Visits to communicate the importance of attendance will be conducted every trimester by a team of school stakeholders: CWA, Parent Liaison, Counselors. In the event more translators are needed during the visits, we will be able to utilize Noon Duty personnel to assist with that endeavor. 3 Noon Duty/Classified Staff x 3 events/days x \$50= \$450

3. Counselors will teach the "Why Try Curriculum" to student to reduce truancy.

4. Counselor's will attend Parent Coffee Hour to discuss with parents the importance of attendance.

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
\$2,450		Classified Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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**Counselors:**

Counselor will provide students and teachers with social and emotional learning support and training that positively impacts students learning through programs such as that positively impacts students such as Kelso's choice, Second Step, Why Try, Xello, Restorative Circles, PLUS support, Leadership support, Renaissance academic assemblies, Individual and group counseling, PBIS, Classroom presentations (anti-bullying, coping skills, A-G requirements, friendship skills, anger management, social skills, mindfulness, grief/loss, decision making, self-control, classroom behavior management, conflict resolution, dealing with stress).

Resources and materials (basic supplies for presentations and lessons) to sustain these SEL activities will be needed. \$2,000

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
\$2,000	43110	Instructional Materials/Supplies

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)

All Students

Strategy/Activity

Provide all stakeholders with the opportunity to hear from, and engage in assembly like forums, with motivational speakers and consultant. Members of the community, at large, will be invited to speak with students and parents to encourage utilization of beneficial community resources to enrich their lives.

Outside consultants

1. Challenge Day for middle school student twice a year (\$9,000)
2. Motivational Assemblies three times a year: Dr.Blake Brandes or Stockton Kings (\$6,000)

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

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$15,000	58320	Consultant Non-Instructional

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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.

Implementation

Teachers were provided Brain Trauma training through Angela Beyers
Challenge Day- 8th grade students and staff participated in team building activities
Blake Brandes provided a motivational assembly prior to state assessment
PBIS was partially implemented through Super Recess for attendance

Effectiveness

Teacher attended Brain Trauma Training, but no follow through with implementation. Henry was suppose to participate in the pilot program
Students and staff improved relations due to Challenge Day

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

Not enough data due to change in leadership

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

PBIS will be implemented and a team will work together to increase implementation

SPSA Year Reviewed: 2019-2020 (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.

Implementation

Behavior Expectation for all students
Calibrated Grading procedure for all grade levels
Criteria and Expectations for 8th grade promotion
Calibrated instructional schedule with all grade level
Improved parking lot procedure for drop off and pick up

Effectiveness

Parking lot procedure decrease traffic congestion before and after school.
Made contact with 8th grade parents and signed criteria for promotion
Set high and clear expectations for all students through assemblies and parent communications

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

Utilize the Module textbook to promote school wide PBIS expectations

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

President Principal Honor Roll for student who receive Principal's Honor Roll for all three trimesters.

Goal 3 – Meaningful Partnerships

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

During the 2020-21 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

Identified Need

Meaningful Partnerships:

Need weekly parent coffee once week 18 weeks and trainings, monthly coffee with administrators, offer parents more options within the school, and to involve more parents with school activities such Nutrition Classes, Zumba Classes twice a week.

Parent nights and involvement: Back-to-School Night; Fall Festival; Literacy Night; AVID/PLTW Open House with more parent's support and events. Offer more options to families for times and types of events.

Due to changes in administration, there were no data for the 2018-2019 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Parent Coffee Hour 18 weeks Nutrition Class	20	25
Nutrition and Zumba Classes Twice a week for 6 weeks	15	20

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

Continue to facilitate parent and community education, engagement, and involvement with Henry Elementary. Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and parents. The Parent Liaison will continue to model ethical behavior and integrity as the norm for the school culture and continue to create an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically. Parent Liaison will conduct home visits to provide outreach to parents of students who was identified as chronically absent. The parent liaison will coordinate parent meetings and focus on increasing parent engagement through workshops, trainings, and other similar meetings. Parent Liaison coordinated food drive to supply families with essentials during COVID-19. Farmers market offered groceries to parents the last Friday of every month. Resource Faire was planned but got cancelled due to COVID-19.

The parent liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, at CARE/SSTs and IEPs.

As workshops and trainings are offered to our parents, additional monies are set aside to provide to support families and student siblings. This way parents can concentrate on topics being discussed. Furthermore, monies will be used to offset cost of duplication needs, materials, resources and other meeting necessities. Approximately, 1% of Title1 funds are allocated towards these endeavors \$3,488

Parent Meeting - \$3,488: Light snacks and refreshments, parent training materials, such as chart paper, poster paper, markers, white board, toner, paper, etc. to support parent engagement activities 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. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of 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
\$92,150	29101	1 FTE Parent Liaison (salary & benefits)

\$ Amount(s)	Object Code	Description
\$500	43200	Non-Instructional Materials
\$3,488	43400	Parent Meetings

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,488	43400	Parent Meetings

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

KDT Kindergarten Data Team - At the beginning of each trimester the kindergarten staff provides parents with data on their child's academic achievements and goal setting for the upcoming trimester. These teams preview with the parents the upcoming curriculum and give parents strategies and materials to support classroom learning at home and involve the parents in brainstorming ideas in how to improve the learning of all student.

Additional Hourly Pay for 4 teachers to implement up to 3 times (2020-21). \$720

Additional Hourly Pay for 4 teachers to plan for KDT implementation 3 hours or \$720

Additional support will be provided to ensure parents are able to participate and be engaged throughout the meeting. Additional Hourly Pay Calculation: 1 staff X 20 hours X \$50 rate of pay = \$1,000

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
\$1,440	11500	Teacher Additional Comp
\$1,000		Classified Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Language Learner Families

Strategy/Activity

Latino Literacy Program assists K-2 families in connecting with their students while increasing the reading level of their children in listening, fluency, and comprehension, by reviewing the story, expanding story plot, exploring story theme, targeting vocabulary and phonemic awareness by reading together at home with their children. (Increase two 10 week sessions).

Additional Hourly Pay for 1 teacher to implement x 20 sessions x 4 afternoons to prep x \$60 = \$1,440

Additional support will be provided to ensure parents are able to participate and be engaged throughout the meeting. Additional Hourly Pay Calculation: 1 staff X 20 hours X \$50 rate of pay = \$500

Non-instructional materials include family album project. \$500

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
\$1,440	11500	Teacher Additional Comp
\$1,000		Classified Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$500	43200	Non-Instructional Materials

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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.

Implementation

Continue with Parent Liaison position
Provided KDT (Kinder Data Team)
Conducted parent, teacher, student conferences
Held 4 ELAC meetings throughout the school year
Held 7 School Site Meeting
Conducted Latino Literacy
Weekly ESL classes
Provided VCC services
Challenge day for middle school students and parents.
Community Resource Fair

Effectiveness

Parent Liaison assisted in Latino Literacy Program, Parent Coffee Hour, and ESL Class
KDT
Latino Literacy
Mobile Farmer's Market last Friday of every month
Community Resource Fair

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

Not enough information due to transition of administration

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

Not enough information due to transition of administration

SPSA Year Reviewed: 2019-2020 (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.

Implementation

Parent Liaison conducted RAD classes, Fitness, Community Resource Fair, Zumba, Immigration Personnel, District Tech Support to get parents access and resources

Farmer Market the las Friday of every month

ESL classes two session per day and two-night classes

KDT

Latino Literacy

Book Mobile once a month

Effectiveness

Latino Literacy

KDT (Kinder Data Team)

ESL Classes

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

Henry do not have an material changes.

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

ESL classes will be reduced to one session daily and two night classes per week

Renaissance Award President Principal Honor Roll Award

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	\$229,639
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	\$493,639

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	\$229,639

Subtotal of additional federal funds included for this school: \$229,639

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	\$264,000

Subtotal of state or local funds included for this school: \$264,000

Total of federal, state, and/or local funds for this school: \$493,639

Budget Spreadsheet Overview – Title I

HENRY

Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 225,151
TOTAL BUDGET DISTRIBUTED BELOW	\$ 225,151
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 4,488
TOTAL BUDGET DISTRIBUTED BELOW	\$ 4,488
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		\$ 57,620			\$ 2,880		\$ 60,500
11700	Teacher Substitute		\$ 9,600					\$ 9,600
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 600					\$ 600
	OTHER Certificated		\$ 600					\$ 600
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant					\$ 92,150		\$ 92,150
	OTHER Classified				\$ 2,450	\$ 1,000	\$ 1,000	\$ 4,450
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 68,420	\$ -	\$ 2,450	\$ 96,030	\$ 1,000	\$ 167,900
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 22,561		\$ 2,000			\$ 24,561
43200	Non-Instructional Materials					\$ 500		\$ 500
43400	Parent Meeting						\$ 3,488	\$ 3,488
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 22,561	\$ -	\$ 2,000	\$ 500	\$ 3,488	\$ 28,549
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 10,000					\$ 10,000
56530	Equipment Repair		\$ 4,790					\$ 4,790
52150	Conference		\$ 15,000		\$ 2,000			\$ 17,000
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 1,400					\$ 1,400
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 31,190	\$ -	\$ 2,000	\$ -	\$ -	\$ 33,190
GRAND TOTAL			\$ 122,171	\$ -	\$ 6,450	\$ 96,530	\$ 4,488	

Budget Spreadsheet Overview – LCFF

HENRY

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 264,000
TOTAL BUDGET DISTRIBUTED BELOW	\$ 264,000
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		\$ 25,400				\$ 25,400
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	1.0000	\$ 127,779				\$ 127,779
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.6250		\$ 55,228			\$ 55,228
24101	Library Media Clerk	0.4375	\$ 18,206				\$ 18,206
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 171,385	\$ 55,228	\$ -	\$ -	\$ 226,613
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 4,155				\$ 4,155
43200	Non-Instructional Materials					\$ 500	\$ 500
43400	Parent Meeting					\$ 3,488	\$ 3,488
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 4,155	\$ -	\$ -	\$ 3,988	\$ 8,143
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				\$ 29,244		\$ 29,244
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ 29,244	\$ -	\$ 29,244
GRAND TOTAL			\$ 175,540	\$ 55,228	\$ 29,244	\$ 3,988	\$ 264,000