



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/23/2021

Version 3 – 06/22/2021

**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 2 – Ver 3 – 04/27/2021	Ver 1 – 06/17/2020 Ver 2 – 03/10/2021 Ver 3 – 04/29/2021	Ver 1 – 07/28/2020 Ver 2 – 03/23/2021 Ver 3 – 06/22/2021

## 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)

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**

<b>ELA</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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**

<b>English Learner</b>	<b>English Learner Progress 2016-2017</b>	<b>English Learner Progress 2017-2018</b>	<b>English Learner Progress 2018-2019</b>
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>
<b><u>SBAC ELA % Met or Exceed Standard</u></b> 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"> <li>• Instruction</li> <li>• Under qualified teachers in classrooms.</li> <li>• New Teachers</li> <li>• New Curriculum and lack of consistency from previous curriculum</li> <li>• Lack of classroom to PD, planning,</li> <li>• Coaches are pulled out for trainings</li> <li>• Lack of qualified substitutes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for professional development for curriculum, AVID, PLTW, and effective instructional strategies</li> <li>• Attend, monitor, and support collaboration meetings to maintain focus on student learning.</li> <li>• Monitor MTSS implementation and make adjustments to support student learning based on student data</li> <li>• Assistant Principal and Principal to attend IEP's</li> </ul>	<b><u>Position:</u></b> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Full time Program Specialist</li> <li>• Full time Instructional Coach</li> </ul> <b><u>Additional needs:</u></b> More time for PD  <b><u>Professional development</u></b> <ul style="list-style-type: none"> <li>• Teachers, administration,</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments.</li> <li>• Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, &amp;</li> </ul>

## Henry Elementary – Goal 1

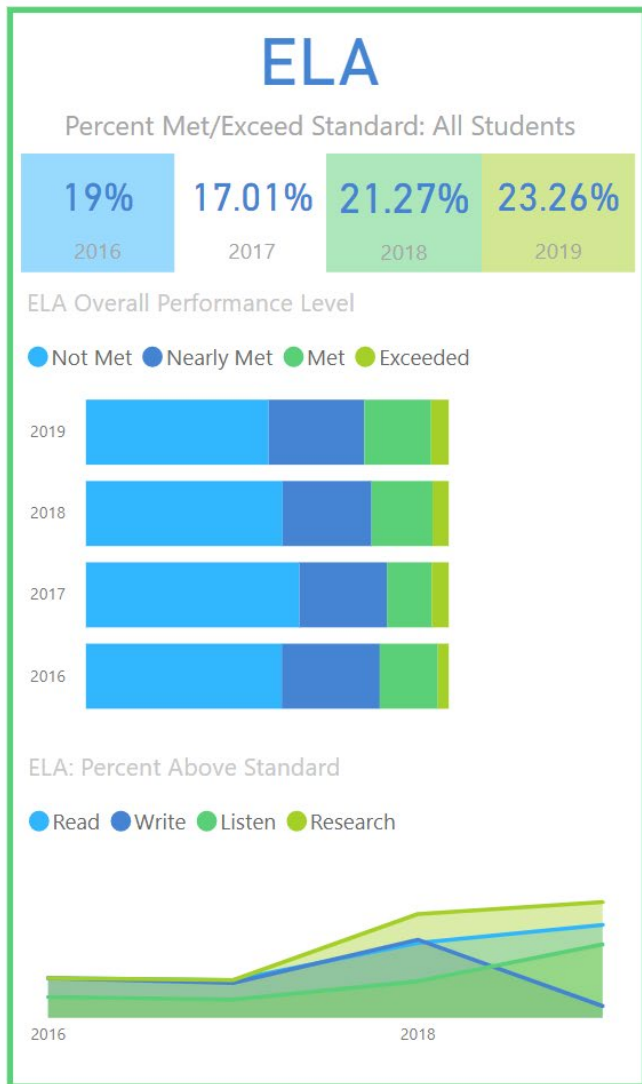
<p>EL</p> <p>17: 1.19%</p> <p>18: 1.55%</p> <p>19: 1.20%</p>	<p>minimum of 3 points from L3</p> <p>EL subgroup had a slight decrease from year 18 to 19</p>			<p>coaches, and program specialist</p> <ul style="list-style-type: none"> <li>• high quality teaching strategies such as AVID</li> <li>• curriculum</li> <li>• Academic conferences</li> <li>• 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”.</li> </ul> <p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Implement effective researched based curriculum</li> </ul> <p><b><u>Support for teachers</u></b></p> <ul style="list-style-type: none"> <li>• Full time Coach-coaching and support for new and identified teachers</li> <li>• Full time Program specialist support for whole school</li> <li>• Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and an RSP teacher.</li> </ul>	<p>monitoring/ support by Admin team/support staff.</p> <ul style="list-style-type: none"> <li>• Allocate adequate funding to support MTSS implementation , Professional Learning, and additional staff needed.</li> <li>• Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching.</li> <li>• Monitor SPED reports for IEP compliance</li> </ul>
<b>Current Performance Level</b>	<b>Gap Analysis Results</b>	<b>Cause Analysis Results</b>	<b>Design &amp; Improvement</b>	<b>Success Assurances</b>	<b>Implementation &amp; Evaluation</b>
<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

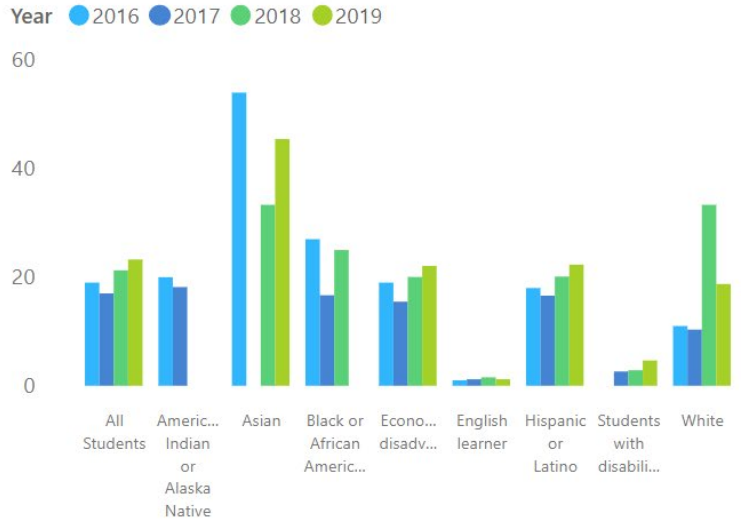
	where I want to be?			assure that what I do works?	confirm what I do works?
<p><b><u>SBAC Math % Met or Exceed Standard</u></b></p> <p>17: 17.48%</p> <p>18: 19.15% +1.67</p> <p>19: 18.87% -.28</p> <p>SBAC Math Subgroup</p> <p>White</p> <p>17: 17.24%</p> <p>18: 22.22%</p> <p>19: 12.5%</p> <p>EL</p> <p>17: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

## Henry Elementary – Goal 1

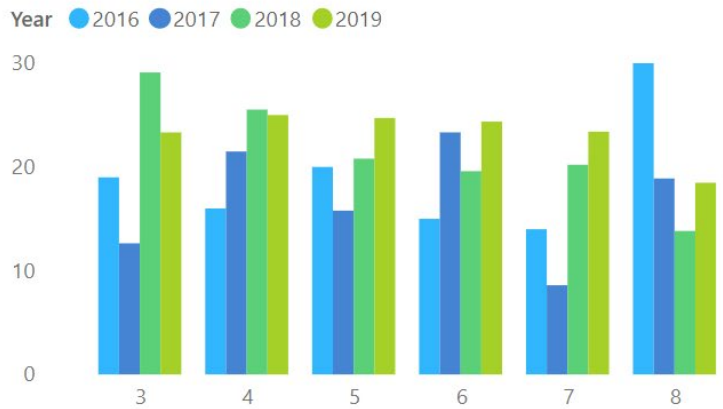
				<p><b><u>Support for teachers</u></b></p> <ul style="list-style-type: none"> <li>● Full time Coach-coaching and support for new and identified teachers</li> <li>● Full time Program specialist support for whole school</li> <li>● Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and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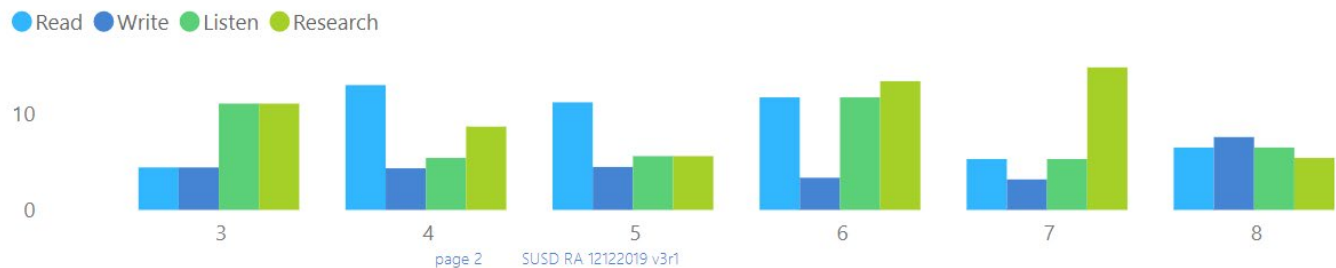
ELA CAASPP: Percent Met/Exceed Standard

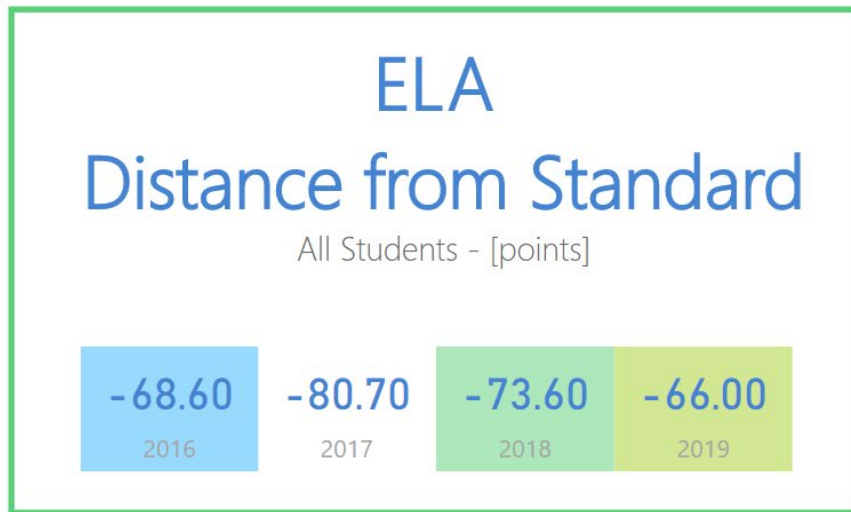


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



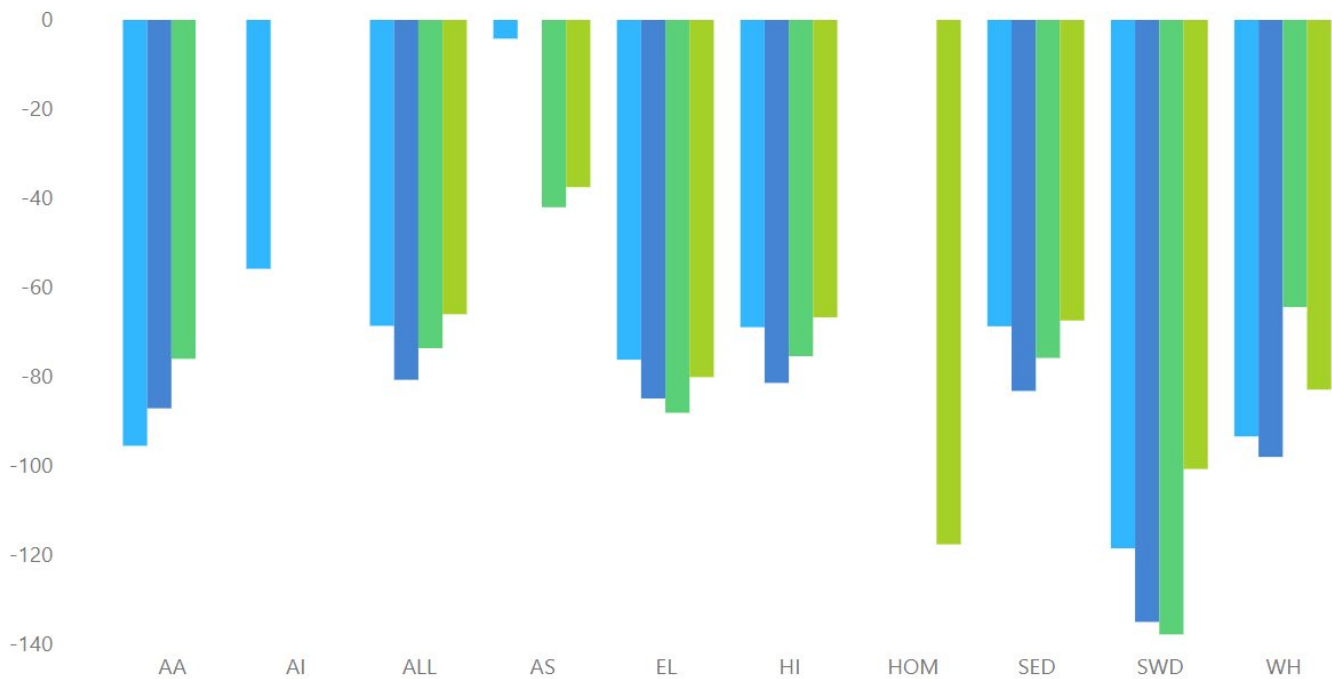
2019 Prelim ELA CAASPP: Area - Percent Above Standard





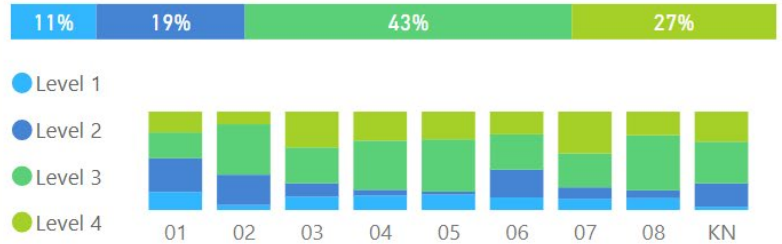
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

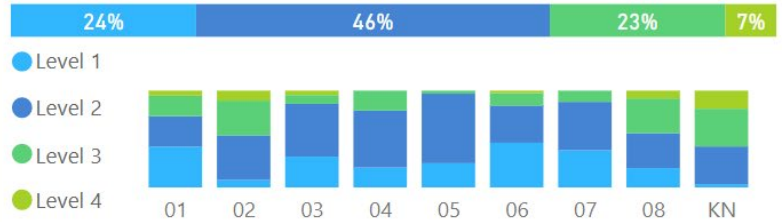




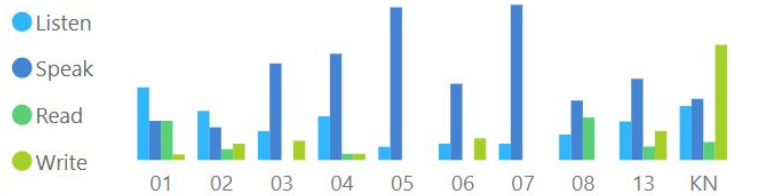
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



### English Learner Progress Reclassification Rates

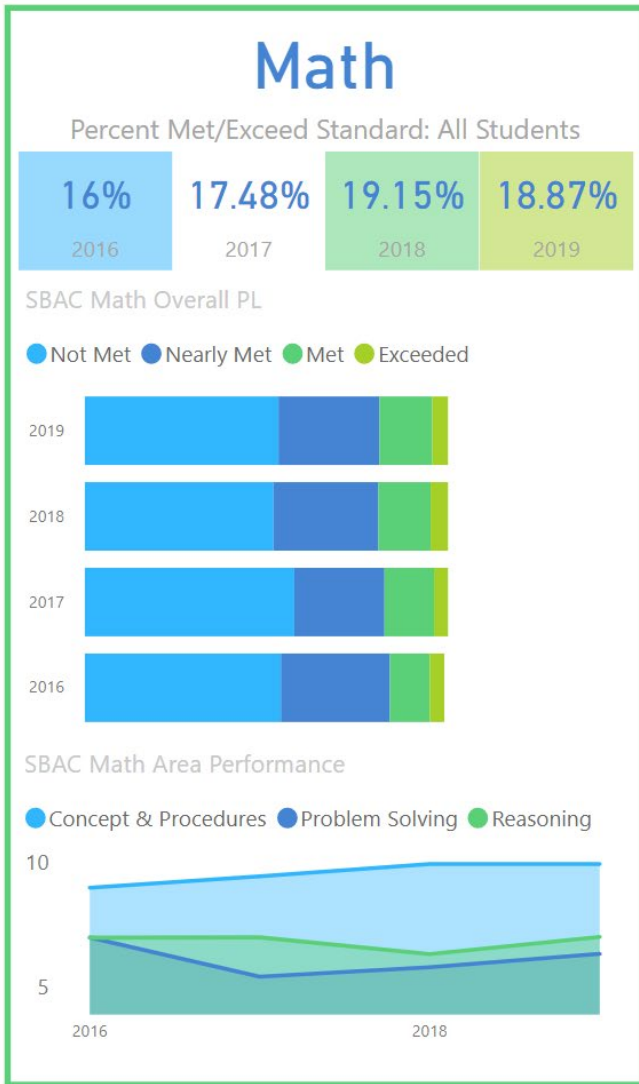


#### English Learner Progress Indicator (ELPI)

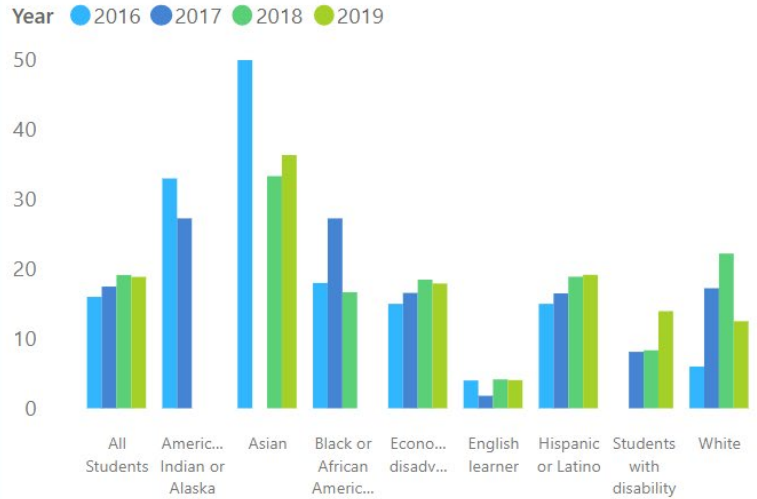
46%

ELPI 2019

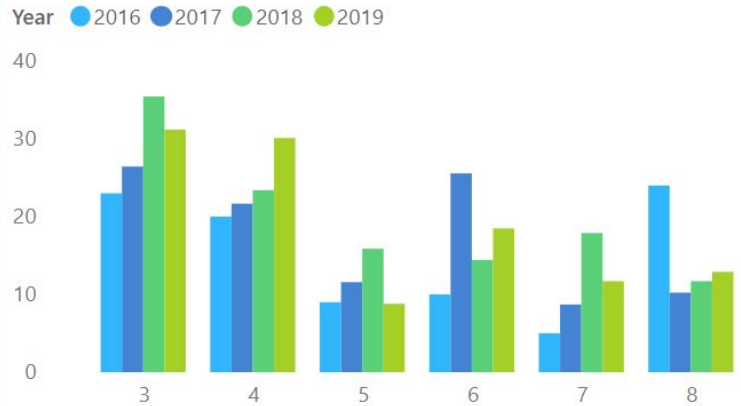




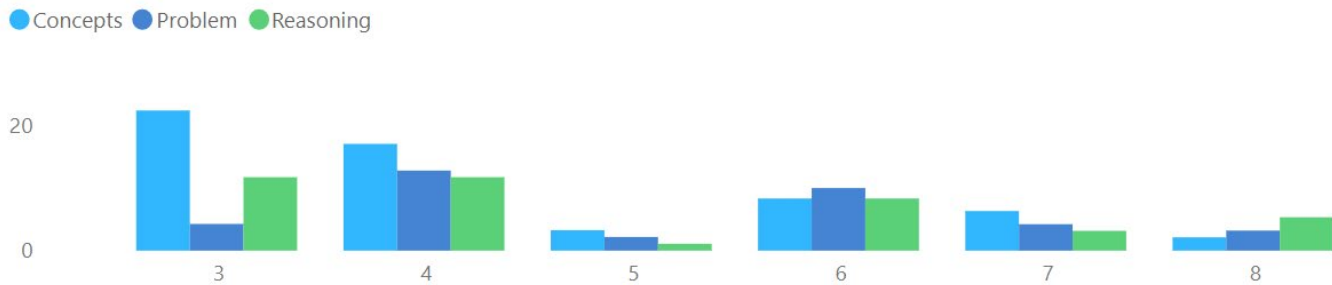
Math CAASPP: Percent Met/Exceed Standard

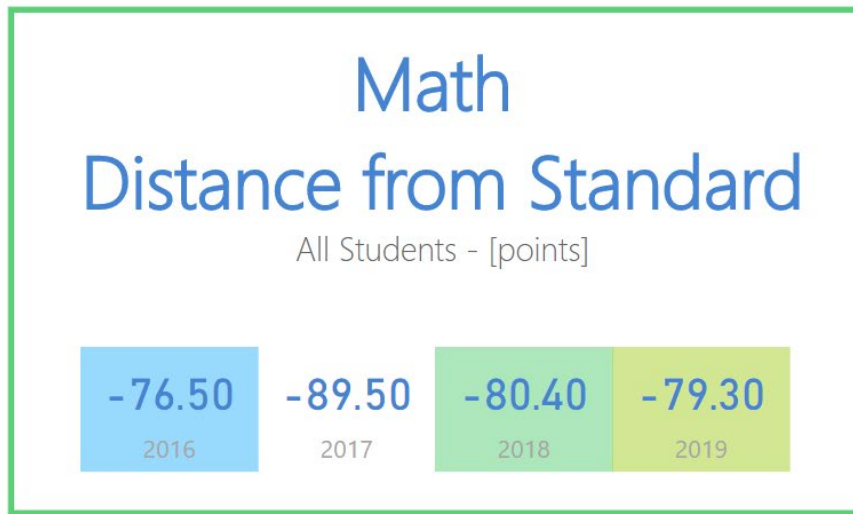


Math CAASPP: Percent Met/Exceed Standard by Grade Level



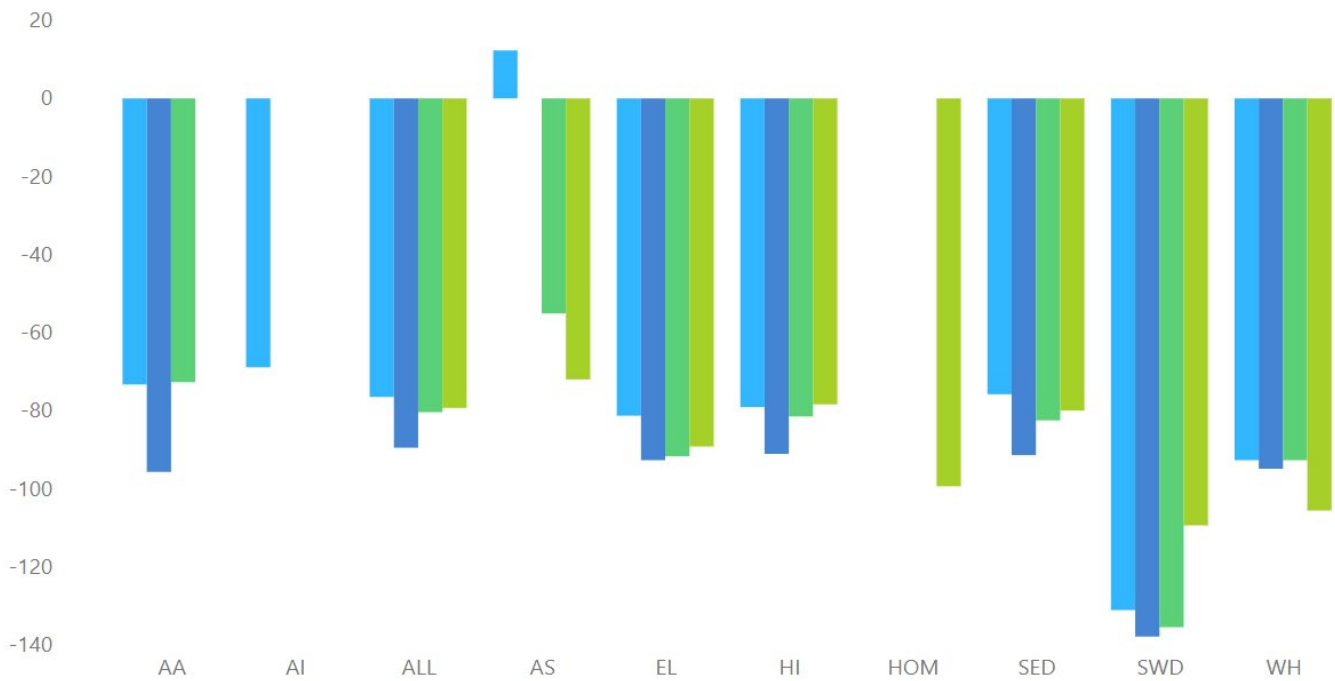
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

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

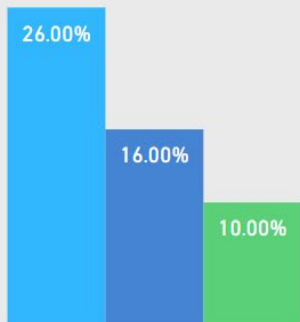
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

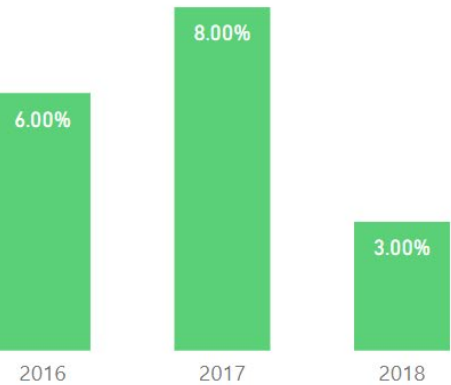
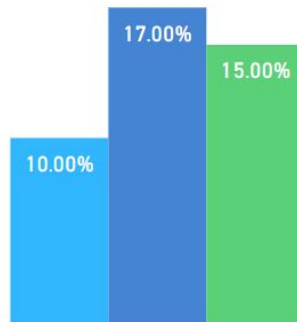
Percent Met Mathematics  
Benchmark

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-8<sup>th</sup>

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-8<sup>th</sup>

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-6<sup>th</sup> 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-8<sup>th</sup>

**Effectiveness**

TOPs implementation in 3 grade levels

Instructional strategies PD was effective from LDO

Bilingual assist students in all grade levels in K-8<sup>th</sup>

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%

<b>Suspension</b>	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%

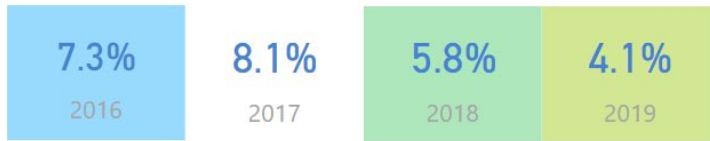
Attendance/Chronic Truancy –

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

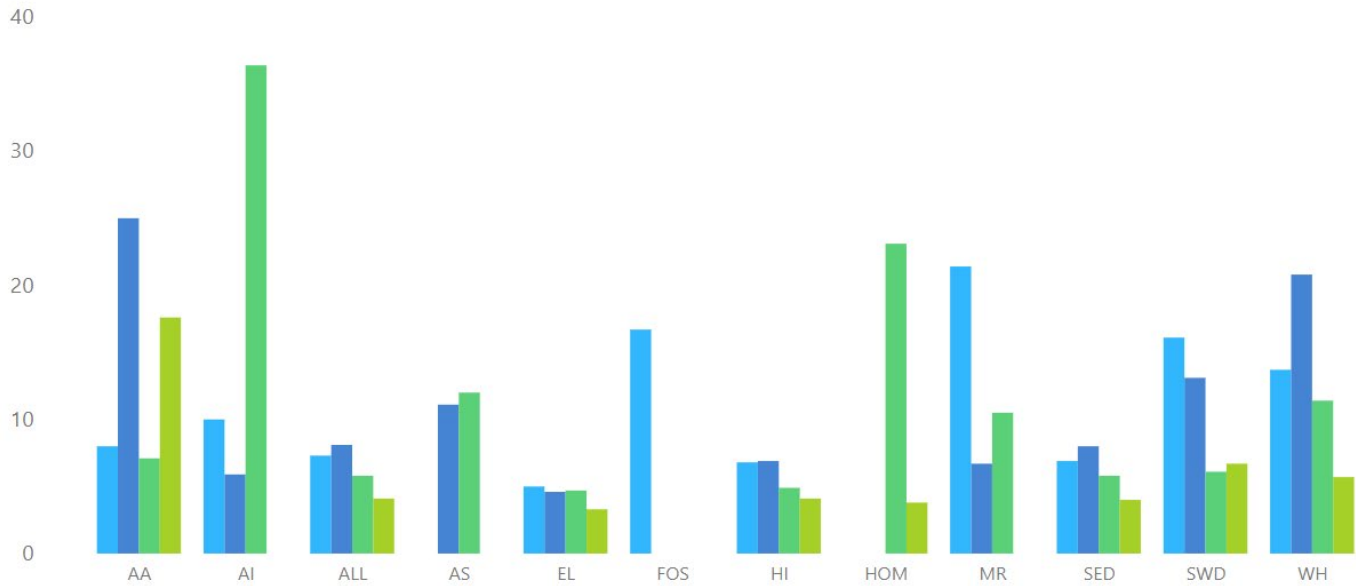


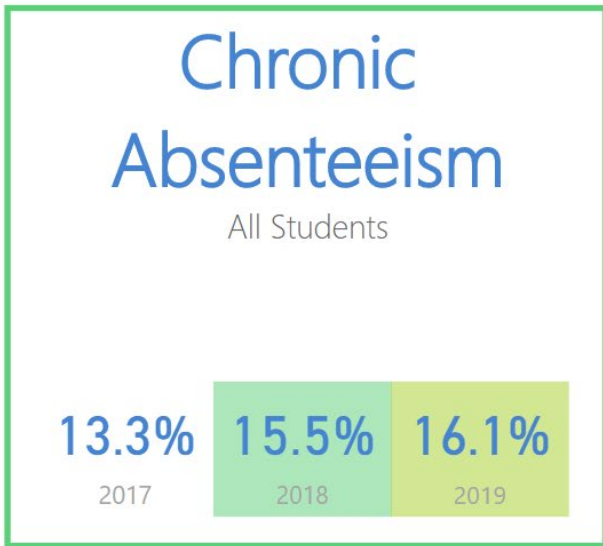
# Expulsion

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

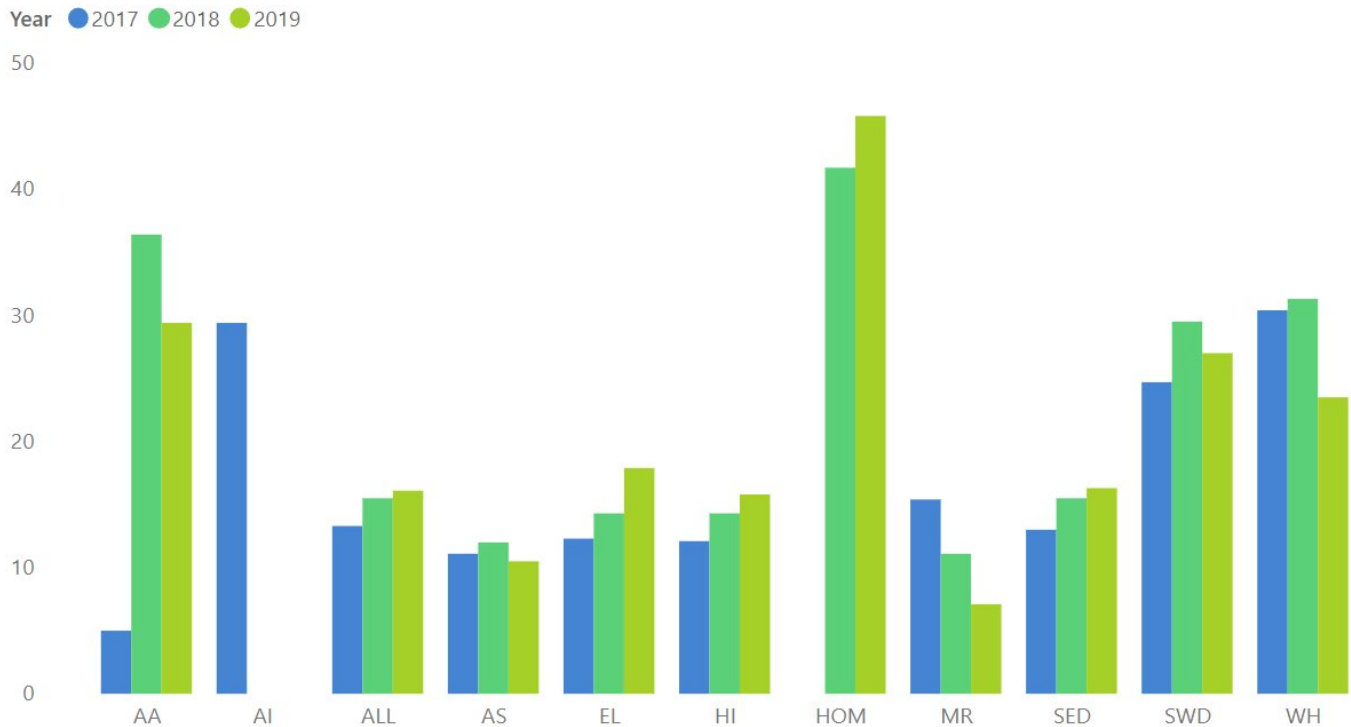
Suspension Rate: Student Group

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- 8<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> 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

## Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Henry'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.

DATE	AMOUNT	FROM	TO	BUDGET
7/31/2020	\$ 1,800.00	SUPPLIES	SALARIES/BENEFITS	LCFF
8/4/2020	\$ 8,986.00	BENEFITS	BENEFITS	LCFF
8/4/2020	\$ 4,271.00	SUPPLIES	SALARIES/BENEFITS	TITLE 1
8/21/2020	\$ 2,964.00	SUPPLIES	NON INSTR. MAT.	TITLE 1
9/16/2020	\$ 6,914.00	SUBS	SALARIES/BENEFITS	LCFF
10/13/2020	\$ <u>992.00</u>	TEACHERS	PROG. SPEC/ ADD COM	TITLE 1
	\$ 25,927.00			

Furthermore, Henry'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 –

**\$15,000 – 52150 – Conferences:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences could not be attended.

**\$9,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restriction to distance learning, teacher substitutes were not needed.

SPSA: Goal 1, Strategy 2:

LCFF –

**\$12,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restriction to distance learning, teacher substitutes were not needed.

SPSA: Goal 1, Strategy 3:

LCFF –

**\$6,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restriction to distance learning, teacher substitutes were not needed.

SPSA: Goal 1, Strategy 4:

Title I –

**\$9,000 – 43110 – Instructional Materials/Supplies:** Reallocate funds to purchase supplemental instructional materials/supplies to 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.

LCFF –

**\$6,000 – 44000 – Equipment:** Reallocate funds to purchase supplemental equipment to enhance NGSS (science) curriculum and CCSS (Math) through hands-on-science experiments integrating PLTW and STEM projects to include PLTW/STEM project equipment.

SPSA: Goal 1, Strategy 5:

Title I –

**\$15,000 – 43110 – Instructional Materials/Supplies:** Reallocate funds to purchase supplemental instructional materials/supplies to provide students with opportunities to increase reading proficiency, enhance AVID strategies through AVID binder/organizers, writing tools- write boards, chart paper.

LCFF –

**\$35,644 – 43110 – Instructional Materials/Supplies:** Reallocate funds to purchase supplemental instructional materials/supplies to provide students with opportunities to increase reading proficiency, enhance AVID strategies through AVID binder/organizers, writing tools- write boards, chart paper.

**\$9,988 – 44000 – Equipment:** Reallocate funds to purchase supplemental equipment to enhance visual and blended learning strategies by replacing outdated/broken/obsolete items such as document camera and interactive projectors.

SPSA: Goal 2, Strategy 1:

LCFF –

**\$14,244 – 58100 – Consultant Instructional:** Reduce funds due to COVID-19 restriction pertaining to distance learning, consultant services were not needed.

SPSA: Goal 2, Strategy 4:

LCFF –

**\$15,000 – 58100 – Consultant Instructional:** Reduce funds due to COVID-19 restriction pertaining to distance learning, consultant services were not needed.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Henry is receiving additional monies in Parent Involvement (Cost Center: 50647). Henry's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/16/19)	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:
RIO CALAVARES	894	680	76.1%	\$ 185,579	\$ 4,131	\$ 189,710	\$ 3,699.00	\$ 432.00

**\$3,488 – 43400 – Parent Meeting (23035):** Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

**\$3,488 – 43400 – Parent Meeting (50647):** Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

**\$488 – 43110 – Non-Instructional Materials/Supplies:** Reallocated funds the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student. Also, headphones for parents to check out to support focus during online trainings and workshops.

**\$3,000 – 44000 – Equipment:** Reallocated funds to purchase an interactive projector to support online trainings and workshops and enhance parent presentation on various topics on skills and support to help their student at home.

# Henry Elementary – Amendments

HENRY 244

								7/28/2020		INITIAL BUDGET/DATE				3/23/2021		REVISED BUDGET/DATE		50647 - inc. by \$432			
TITLE I		TOTAL ALLOCATION		\$ 225,151		LCFF		TOTAL ALLOCATION		\$ 264,000		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 4,920					
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 225,151				TOTAL BUDGET DISTRIBUTED BELOW		\$ 264,000				TOTAL BUDGET DISTRIBUTED BELOW		\$ 4,920					
		TO BE BUDGETED (Should be \$0.)		\$ -				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	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/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 57,620	0.000	0.000	0.000	0.000	0.000	\$ 2,450	0.000	0.000	0.000	\$ 3,750	0.000	0.000	0.000	0.000	0.000	\$ 63,820		
11700	Teacher Substitute (incl benefits)	0.000	\$ 600	0.000	\$ 86	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 686		
12151	Counselor	0.000	0.000	0.000	0.000	0.000	0.450	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.450	\$ 0		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
13201	Assistant Principal	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19101	Program Specialist	0.000	\$ -	1.000	\$ 99,573	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 99,574			
30000	Statutory Benefits	0.000	\$ -	0.000	\$ 37,118	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 1,200	0.000	\$ 319	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19101	Instructional Coach	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21101	Instructional Asst/CAI	0.600	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.600	\$ -			
30000	Statutory Benefits	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21101	Bilingual Assistant	0.000	\$ -	0.000	\$ -	0.000	0.625	\$ 25,562	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.625	\$ 25,563			
30000	Statutory Benefits	0.000	0.000	0.000	\$ -	0.000	0.000	\$ 29,092	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21500	BlI 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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22601	Library Media Assistant	0.000	0.438	\$ 16,816	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 16,816			
30000	Statutory Benefits	0.000	0.000	\$ 3,056	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22901	Community Assistant	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
29101	Parent Liaison	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 53,274	0.000	0.000	1.000	\$ 53,275			
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 37,491	0.000	0.000	0.000	0.000	0.000	0.000		
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 1,000	0.000	\$ 1,000	0.000		
Sub Total - Personnel/Benefits			\$ 59,420		\$ 156,968		\$ -		\$ 54,654		\$ 2,450		\$ -		\$ 94,515		\$ -		\$ 1,000	\$ 260,735	
Books & Supplies																					
42000	Books		\$ -		\$ -		\$ -		\$ -								\$ -		\$ -		
43110	Instructional Materials	\$ 44,708	\$ 36,390	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,098		
43200	Non-Instructional Materials	\$ 3,368	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ 920	\$ -	\$ -	\$ 4,788		
43400	Parent Meeting									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
44000	Equipment		\$ 15,988													\$ 3,000		\$ -	\$ 18,988		
Sub Total - Books & Supplies			\$ 48,076		\$ 52,378		\$ -		\$ -		\$ 2,000		\$ -		\$ 500		\$ -		\$ 3,920	\$ 106,874	
Services																					
57150	Duplicating																		\$ -		
56590	Equipment Repair	\$ 4,790																	\$ 4,790		
56590	Maintenance Agreement	\$ 10,000		\$ -															\$ 10,000		
52150	Conference	\$ -						\$ 2,000											\$ 2,000		
58450	License Agreement	\$ -		\$ -															\$ -		
58720	Field Trip-Non-District Trans																		\$ -		
58920	Pupil Fees																		\$ -		
58100	Consultants-Instructional	\$ 1,400								\$ -									\$ 1,400		
58320	Consultants-Noninstructional																		\$ -		
Sub Total - Services			\$ 16,190		\$ -		\$ -		\$ -		\$ 2,000		\$ -		\$ -		\$ -		\$ -	\$ 18,190	
GRAND TOTAL			\$ 123,686		\$ 209,346		\$ -		\$ 54,654		\$ 6,450		\$ -		\$ 95,015		\$ -		\$ 4,920		

## **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.



## 2021-2022 School/SMART Goals

### Goal 1:

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15% of Grade K-8 students which is 41 students.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 10 students.

Math: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15% of Grade K-8 students which is 49 students.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

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

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 reteaching to move forward more efficiently:

Staff Additional Comp:

13 staff (8 teachers, 3 administrators, 1 program specialist, 1 instructional coach) X 53 hours X \$60 = \$41,340 (Allocate \$41,961)

### 2021-2022 Strategy Update

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. The 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 (2 @ .5 FTE Instructional Coach- Centralized Service) 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.

1. Program Specialist and Instructional Coach provide training and extra support during school day to all teachers (38 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

2. 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 reteaching to move forward more efficiently:

Staff Additional Comp:

43 staff (38 teachers, 3 administrators, 1 program specialist, 1 instructional coach) X 14 hours X \$60 = \$36,120

## 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
45,720	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 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

Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend training 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 meetings. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time.

1. Leadership Meeting - (2021-22 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 2021-2022 Leadership Planning:

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

#### 3. 1 FTE Program Specialist: 100% (\$145,623)- LCFF

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

4. Conduct Instructional Rounds - teachers/SPED, program specialist, instructional coach, counselors, admin) 4 teachers (life level) must include 1 SPED teacher x 4 days x \$200= \$3,200

#### 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
27,080	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
145,623	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 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

1. Applicable supplemental instructional materials include AVID binder/organizers, writing tools- white boards, chart paper, poster board, easel pads. \$12,561

Provide students with opportunities to increase reading proficiency through literacy support programs such as AVID. Increasing 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.

2. A .625 FTE Bilingual Assist (\$57,993)- Will work with students identified as newcomers and levels 1 and These are students who may require primary language support.

Additional .4375 Bilingual Assist (\$27,453)-Will work with students identified as newcomers and levels 1 and These are students who may require primary language support.

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 support 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.

3. 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.

Instructional Materials/Supplies - 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, 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. \$10,000 – Title I, \$4,155 – LCFF

\*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\*

## 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)
22,561	4000 Series	Books & Supplies
10,000	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
85,446	2000 Series	Classified Personnel Costs (including benefits)
4,155	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)

\$ Amount(s)	Object Code	Description
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

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

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
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)



\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
1,400	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
2,000	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 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.

Everything in the strategy will remain the same except, Library Media Assistant.

## 2021-2022 Strategy Adjustment

Provide after school 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 students to become grade level proficient.

7 teachers X 3.5 hours X 20 weeks (Oct 1-Mar 1) X \$60 rate of pay = 29,400

## 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
29,400	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.

**Strategy/Activity 6**

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 6

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 6

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:

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

By June 2022, Henry will reduce the suspension rate by 1% from the 19-20 school year at 3.6%.

There is no data for the 20-21 school year.

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 1% from 17.30% to 16.30%.

### 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

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. Consultants: Provide staff with professional development through the lens of Equity three times a year

$\$1,424 \times 3 = \$4,272$

2. We will continue to provide MTSS training to support the social/emotional well-being of students.

Provide PBIS Meeting - (2021-22 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5280

## 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
5,280	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
4,272	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)

\$ Amount(s)	Object Code	Description
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

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. Counselors will teach the “Why Try Curriculum” to students to reduce truancy.
3. Counselor’s will attend Parent Coffee Hour to discuss with parents the importance of attendance.

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)
2,000	2000 Series	Classified Personnel Costs (including benefits)



\$ Amount(s)	Object Code	Description
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 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****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. \$2,600

**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)
2,600	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
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

Provide all stakeholders with the opportunity to hear from, and engage in assembly-like forums, with motivational speakers. 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.

1. Motivational Assemblies three times a year to encourage students' positive behavior and academics.

## 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
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 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.

## Goal 3:

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

During the 2021-22 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

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

Additional funds provided to support parent involvement activities.

Total Goal 3, Strategy 1 - Title I Parent Involvement funds is: \$4,977.

2021-2022 Strategy Adjustment

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, training, and other similar meetings. Parent Liaison coordinated food drives to supply families with essentials during COVID-19. Farmers market offered groceries to parents on 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. - \$120,511

Parent Meeting: \$4,977 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.

As workshops and training are offered to our parents, additional monies are set aside 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.

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.

#### 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)
120,511	2000 Series	Classified Personnel Costs (including benefits)
5,477	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 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

Parent/Teacher Data Team Review - At the beginning of each trimester the teaching 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 on how to improve the learning of all students.

Additional Hourly Pay for 38 teachers to plan for Data Team Review implementation 2 times x 1 hour or \$4560

Additional Hourly Pay for 38 teachers to implement up to 2 times x 1 hour (2020-21). \$4560



## 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
9,120	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 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)

\$ Amount(s)	Object Code	Description
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

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 = \$1000

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

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
1,440	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
1,000	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)
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.

50647 - inc. by \$432

Version 3 – Board Approval 06/22/2021

# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET HENRY - 244 - H5 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 267,112		LCFF		TOTAL ALLOCATION				\$ 258,240		TITLE I - PARENT - 50647		TOTAL ALLOCATION				\$ 4,977	
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 267,112				TOTAL BUDGET DISTRIBUTED BELOW				\$ 258,240				TOTAL BUDGET DISTRIBUTED BELOW				\$ 4,977	
		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	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035			FTE	50647		
			GOAL #1		GOAL #1		GOAL #1		GOAL #1		GOAL #2		GOAL #2		GOAL #3		GOAL #3				GOAL #3		
			LOW INCOME		LOW INCOME		ENGLISH LEARNERS		ENGLISH LEARNERS		SCHOOL CLIMATE		SCHOOL CLIMATE		COMMUNITY/PARENTS		COMMUNITY/PARENTS		PARENTS				
Personnel Cost-Including Benefits																							
*	11500	Teacher - Add Comp (incl benefits)	0.000	\$ 75,720	0.000		0.000		0.000	0.000	\$ 5,280	0.000		0.000	\$ 10,560	0.000		0.000		0.000	\$ 91,560		
	11700	Teacher Substitute (incl benefits)	0.000	\$ 24,800	0.000	\$ 2,000	0.000		0.000	0.000		0.000		0.000		0.000		0.000		0.000	\$ 26,800		
	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)	0.000	\$ 840	0.000	\$ 145,623	0.000		0.000	0.000		0.000		0.000		0.000		0.000		0.000	\$ 146,463		
	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	\$ 840	0.000		0.000		0.000	0.000		0.000		0.000		0.000		0.000		0.000	\$ 840		
	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	0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21500	Inst Asst/CAI -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	Bilingual Assistant (incl benefits)			0.000			0.000	\$ 85,446			0.000			0.000			0.000		0.000	\$ 85,446		
	21500	Bl Asst-Add Comp (incl benefits)			0.000			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		0.000	\$ -		
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000			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	\$ 2,000	0.000		0.000		0.000	\$ 1,000	0.000	0.000		0.000	\$ 3,000		
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 120,511	0.000	0.000		0.000	\$ 120,511		
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -		
Sub Total - Personnel/Benefits			\$ 102,200		\$ 147,623		\$ -		\$ 87,446		\$ 5,280		\$ -		\$ 132,071		\$ -		\$ -		\$ 474,620		
Books & Supplies																							
**	43110	Books/Supplies/Materials (less than \$500 per item)	\$ 22,561						\$ 4,155		\$ 2,600				\$ 1,000		\$ 500				\$ 91,560		
	43400	Parent Meeting																	\$ 4,977		\$ -		
	44000	Equipment (\$500 - \$4999.99 per item)																			\$ -		
Sub Total - Books & Supplies			\$ 22,561		\$ -		\$ -		\$ 4,155		\$ 2,600		\$ -		\$ 1,000		\$ 500		\$ 4,977		\$ 91,560		
Services																							
	57150	Duplicating																			\$ 91,560		
***	57250	Field Trip-District/Non-District Trans																			\$ 26,800		
	56590	Maintenance Agreement																			\$ -		
****	52150	Conference																			\$ -		
	58450	License Agreement																			\$ -		
	58920	Pupil Fees																			\$ -		
*****	58100	Consultants-Instructional/Non-Instructional	\$ 1,400										\$ 18,516								\$ 840		
Sub Total - Services			\$ 1,400		\$ -		\$ -		\$ -		\$ -		\$ 18,516		\$ -		\$ -		\$ -		\$ -		
GRAND TOTAL			\$ 126,161		\$ 147,623		\$ -		\$ 91,601		\$ 7,880		\$ 18,516		\$ 133,071		\$ 500		\$ 4,977				

## 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 SPSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA 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 SPSA 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 SPSA 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 SPSA 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: H5

HENRY K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27205178	PROGRAM SPEC	0090	12303021H5	19101	1.0000	1.0000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64164321	LIBRARY MEDIA ASSISTANT	0090	12303024H5	22601	0.4375	1.0000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70183910	PARENT LIAISON	3010	15067226H5	29101	1.0000	1.0000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71258523	BILINGUAL ASST/SPANISH	0091	12302010H5	21101	0.6250	1.0000
<b>TOTALS, THIS LOCATION: 244</b>											<b>3.0625</b>

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.	Bilingual Assist	.4375	23030
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 1/21/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval: \_\_\_\_\_

DATE: 1/21/2021

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 #: 15

## **2020-2021 SPSA Evaluation**

# School Plan for Student Achievement (SPSA)

## Evidence-Based Title I Funded Program Evaluation

### Evidence-Based Evaluation

Goal 1	Actions/Activities (Strategy 1)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
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 Math for all students by 3	<p>Continue to provide teachers and staff with professional development to supplement core instruction.</p> <p>Professional Learning Communities</p> <p>Instructional Coach</p>	<p>There were no indicators for AVID, Unbound Ed Standards Institute and SBAC Interim as these events were canceled due to COVID-19.</p> <p>Professional learning communities were held throughout the school year.</p> <p>Facilitated a Data Team to analyze iReady program implementation and assessment results.</p> <p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <p><b>Quantitative Data</b></p> <ol style="list-style-type: none"> <li>1. All teachers (41) participate in 2 PLC collaborations every month.</li> </ol>	<p>Specific evidence/indicators showing that this activity or strategy is not working, including:</p> <p>Due to COVID-19 there were less opportunities to participate in data team meeting conferences.</p>	<p><b>Continue-</b> We will continue to explore this avenue of professional development as we were not able to do most due to COVID-19.</p> <p>The Program Specialist will continue supporting ELPAC testing, ELAC and bilingual assistant.</p> <p>The Instructional coach will continue to support teachers through Data analysis opportunities.</p> <p>Provide additional after school collaboration opportunities to support development/alignment/</p>



points to 76.3 points		<p>2. 6 teachers participated in the data team on a biweekly basis</p> <p><b>Qualitative Data</b></p> <ol style="list-style-type: none"> <li>1. PLC Notes</li> <li>2. Data Team Agendas/Notes</li> </ol>		calibration of scope and sequence in order to best aid students as they transition back to in person learning.
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Goal 1	Actions/Activities (Strategy 2)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<p>Leadership Team monthly meetings to collaborate with administration on school wide goals.</p> <p>Academic Conferences provide opportunities for teachers to analyze data and coordinate student needs.</p> <p>Instructional Rounds provide for opportunities to learn from others and collaborate on strategies.</p> <p>Program Specialist support (State Mandated Testing)</p>	<ul style="list-style-type: none"> <li>- Academic Conferences did not occur due to COVID-19 constraints.</li> <li>- Instructional rounds did not occur due to COVID-19 constraints.</li> <li>- Conducted ELPAC testing, ELAC meetings, bilingual assistant support, create an EL master schedule and monitor student placement, support ELD instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Academic Conferences did not occur due to COVID-19 constraints.</li> <li>- Instructional Rounds did not occur due to COVID-19 constraints.</li> </ul>	<p><b>Continue-</b> We will continue to hold Leadership meetings, explore the opportunity for implementation of academic conferences, instructional rounds and continue utilizing the Program Specialist to support EL program.</p>

		<b>Quantitative Data:</b> <ul style="list-style-type: none"> <li>- 336 students were ELPAC tested</li> <li>- 21 ELD teachers</li> </ul> <b>Qualitative Data:</b> <ul style="list-style-type: none"> <li>- 12 teachers/staff participated in 10 meetings monthly.</li> <li>- 4 ELAC meetings this year with an average of 12 parent participants at each meeting</li> <li>- ELAC Agendas/Minutes</li> <li>- Observations of ELD class</li> </ul>		
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Goal 1	Actions/Activities (Strategy 3)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Provide instructional materials to support AVID.	<b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b> <ul style="list-style-type: none"> <li>-Provide students with materials to utilize at home during Distance Learning in helping teachers implement ELA/ELD strategies</li> </ul>	<b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b>  <b>Quantitative Data</b> <ul style="list-style-type: none"> <li>- 300 students received AVID focus materials</li> </ul>	<b>Continue-</b> Supplemental instructional materials including license agreements will continue to be provided to enhance and support instruction.  <b>Discontinue-</b> Due to redirection of funds the

	<p>Increase reading proficiency through AVID Bilingual Assistant</p> <p>Use instructional materials to support instruction</p> <p>Library Media Assist</p>	<p>-Works with newcomer students, EL's and teachers, utilize high leverage ELA/ELD strategies</p> <p>-Due to COVID-19 and school closure, the school library was not utilized.</p> <p>-Teachers created material for Distance Learning distribution</p> <p>-Students utilized Chromebooks during Distance Learning</p> <p>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</p> <p><b>Quantitative Data</b></p> <ul style="list-style-type: none"> <li>- 956 students checked out Chromebooks this school year</li> </ul>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p><b>Qualitative Data</b></p> <p>-AVID strategies were difficult to implement due to distance learning and COVID-19 constraints.</p> <p>COVID-19 did not allow for AVID usage to increase reading proficiency and school library use.</p>	<p>Library Media Assist will not continue.</p> <p>A part time bilingual assistant will be hired.</p>
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Goal 1	Actions/Activities (Strategy 4)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<p>Hands on Science experiments for PLTW and STEM projects</p> <p>TOPS Consultant</p> <p>College and Career Readiness/Skills USA</p>	<p>-There were no PLTW or hands-on science experiments due to COVID-19.</p> <p>-TOPS was cancelled due to COVID-19.</p> <p>-Cancelled due to COVID-19</p>	<p>Specific evidence/indicators showing that this activity or strategy is not working, including:</p> <p><b>Qualitative Data</b></p> <ol style="list-style-type: none"> <li>1. These strategies were not implemented due to COVID-19.</li> </ol>	<p><b>Continue-</b> We will continue to implement PLTW, STEM, TOPS and SkillsUSA activities when returning to in-person instruction, as we were not able to do so with school closures during COVID-19.</p>

Goal 1	Actions/Activities (Strategy 5)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Provide after school tutoring	<p>-2 sessions weekly for 1.5 hours</p> <p><b>Quantitative Data</b></p> <p>-75 students participated in after school tutoring</p> <p>-Procare Attendance Data</p> <p>-All students were provided the opportunity to pick up materials during Distance Learning</p> <p>-Worked with 12 newcomer students, 10 EL's, and 9 teachers.</p>	<ul style="list-style-type: none"> <li>- Only 75 students participated due to lack of voluntary teacher participation.</li> <li>- Some parents did not feel comfortable with in-person instruction due to COVID-19 (Intervention &amp; RTS Survey).</li> <li>- Teachers expressed having a difficult time with multiple grade levels in their classroom (due to siblings/household members having to stay in the same cohort).</li> </ul>	<p>-We will continue to provide after school tutoring opportunities for students in the coming school year.</p>

Goal 1	Actions/Activities (Strategy 6)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Preschool/ Kindergarten Bridge Program	-Due to COVID-19 and school closures, this strategy did not occur.	<b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b>  -Due to COVID-19 this activity did not occur.	<b>Continue:</b> We will continue to provide the Bridge program to our preschool students to support their learning as they are incoming kindergarteners.

Goal 2	Actions/Activities (Strategy 1)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
By June 2021, Henry will reduce the suspension rate for all students by .5% to 3.6%	<p>PBIS Conference and Trainings</p> <p>Consultants</p>	<p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <p>-Due to COVID-19 conferences were cancelled and were not attended.</p> <p>-Due to school closures during COVID-19, structured playground activity facilitators and equity consultants were not utilized.</p>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p>-COVID-19 did not allow for these strategies to be implemented.</p>	<p><b>Continue:</b> We will continue to provide MTSS training to support the social/emotional well being of students</p> <p>We did not attend PBIS conferences and will not include this in our plan for next school year. We will utilize PBIS meetings/trainings to support this effort and will provide teachers with compensation for attending.</p> <p>Due to increases in salaries and the potential inability to use the playground, we will not utilize structured playground facilitators.</p>

Goal 2	Actions/Activities (Strategy 2)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<p>Super Recess for perfect attendance</p> <p>Translators for home visits</p> <p>Counselors taught lessons to reduce truancy</p> <p>Parent Coffee Hour</p>	<p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <ul style="list-style-type: none"> <li>-Due to COVID-19, Super Recess was not implemented, therefore classified staff was not needed to supervise after their normal work hours.</li> <li>-Not needed at this time</li> </ul> <p><b>Quantitative Data</b></p> <ul style="list-style-type: none"> <li>- 2,663 perfect attendance awards were given out for the 2021 school year</li> <li>- 38 Parent Coffee Hours were held</li> </ul> <p><b>Qualitative Data</b></p> <ul style="list-style-type: none"> <li>- Parent Coffee Hour flyers</li> </ul>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p>Due to COVID-19 many of these activities were not implemented.</p>	<p><b>Continue-</b> In the past super recess has been effective and students felt rewarded for their efforts</p> <p>Translators were not needed for home visits conducted. This service will be discontinued.</p> <p>Counselors will continue to teach lessons to reduce truancy.</p> <p>Parent coffee hour provides valuable information to our parents in a welcoming environment.</p>



Goal 2	Actions/Activities (Strategy 3)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Counselors will provide SEL support in the form of Xello, Restorative Circles, PLUS, Student Leadership, PBIS, and school assemblies.	<p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <p><b>Quantitative Data</b>            -3 PBIS Drive Thru celebrations            --17 students began in the PLUS program            -26 PLUS meetings            -13 PLUS tutoring sessions were held            -123 lessons taught by counselors            -4 Parent lessons were held by counselors during the school day and in the evening            -1 Suicide Prevention for parent meeting held            -1 Attendance Matters Meeting for parent held</p> <p><b>Qualitative Data</b>            -PBIS Meeting Notes (PBIS activity reflection)            -Leadership Notes (PBIS activity reflection)            -Individual counseling sessions worked well            -Due to COVID-19 activities had to be adapted to include: Lunch Bunch, Virtual</p>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p><b>Quantitative Data</b>            -By the end of the school year, 8 students were in the PLUS program</p> <p><b>Qualitative Data</b>            -Distance Learning environment did not allow for student relationships building due to school closures.            -Small groups were challenging due to COVID-19            -At times students did not attend their individual counseling sessions            -SEL class lessons and PLUS meetings after school hours had minimal attendance (due to logging out of regular class session and having to log into another meeting)</p>	<p><b>Continue-</b> We will continue celebrations, PLUS meetings, and lessons by counselors in classrooms as they have had a positive impact on students in the past. Once we return to In person learning, restorative circles will continue.</p>

		Attendance Celebrations, Mindfulness Mondays, PLUS Homework Helpers -Counselors had more contact with parents via phone calls with appointment reminders and Zoom meetings		
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Goal 2	Actions/Activities (Strategy 4)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Providing all stakeholders the opportunities to hear from motivational speakers and consultants.	<b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b>  -Due to COVID-19 and school closures, motivational speakers and consultants were not used.	<b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b>  -Due to COVID-19 and school closures, motivational speakers and consultants were not implemented.	<b>Continue</b> -When school resumes to in person learning, this strategy will be continued but we will reach out to resources in the community.

Goal 3	Actions/Activities (Strategy 1)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	Facilitate parent and community education to build a healthy school culture amongst students, parents, and staff.	<p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <p><b>Quantitative Data</b>            -38 Parent Coffee Hours were held            -Parents were invited and encouraged to help when able (due to COVID-19) this was limited            -20 Trainings (Child Abuse Prevention Council) were provided to parents for positive interactions and relationship building with their children.            -300-400 food boxes were distributed to the community weekly.</p> <p><b>Qualitative Data</b>            -Interactive on campus events were successful, Zoom meetings had less participation</p>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p><b>Quantitative Data</b>            -4 coffee with administrators            -0 Zumba classes were held due to COVID-19 restrictions            -In person activities such as fall festival, literacy nights, etc were not held due to COVID-19</p> <p><b>Qualitative Data</b>            -Although Zooms were successful, parents had difficulties in accessing technology</p>	<p><b>Continue-</b>Provide regularly monthly meetings with parents and admin. Continue inviting community agencies to support family education, continue Latino Literacy, Zumba, and festivals if permitted.</p>

Goal 3	Actions/Activities (Strategy 2)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	KDT Kindergarten Data Team-Kindergarten staff preview upcoming curriculum and strategies for parents to involve and support students in their learning.	<b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b>  -Due to COVID-19 and school closures, KDT was not implemented due to COVID restrictions.	<b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b>  -Due to COVID-19 and school closures, KDT was not implemented due to COVID restrictions.	<b>Continue-</b> Data teams will continue but will be modified to include all grade levels (Parent Teacher Data Teams).

Goal 3	Actions/Activities (Strategy 3)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<p>Latino Literacy Program assists K-2 families in connecting with their students while increasing the reading level of their children.</p>	<p><b>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</b></p> <p>Due to COVID-19 and school closures, Latino Literacy was not implemented due to COVID restrictions.</p>	<p><b>Specific evidence/indicators showing that this activity or strategy is not working, including:</b></p> <p>Due to COVID-19 and school closures, Latino Literacy was not implemented due to COVID restrictions.</p>	<p><b>Continue</b>-due to COVID-19, prior years indicated that this program was increasing and parent participation in the program benefited students.</p>

## **Comprehensive School Profile Data:**

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

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>
<p><b>ELA</b></p> <p><b>iReady</b></p> <p><b>2019-20-</b></p> <p><b>846 students tested</b></p> <p>36% in Tier 3 (305 students)</p> <p>41% in Tier 2 (347 students)</p> <p>23% in Tier 1 (195 students)</p> <p><b>2020-21-</b></p> <p><b>iReady</b></p> <p><b>848 students tested</b></p> <p>41% in Tier 3 (341 students)</p> <p>32% in Tier 2 (271 students)</p> <p>27% in Tier 1 (229 students)</p>	<p>Decrease the number of students in Tier 3 by 15% (41 students) about 1 student per class</p> <p>Decrease the number of students in Tier 2 by 10% (27 students) about 3 student per grade level</p> <p>Maintain and Increase the number of students in Tier 1 by 5% (12 students)</p>	<ul style="list-style-type: none"> <li>• COVID-19</li> <li>• Online Instruction</li> <li>• Reduced instructional minutes</li> <li>• Under qualified teachers in classrooms.</li> <li>• New Teachers</li> <li>• New Curriculum and lack of implementation of the curriculum</li> <li>• Lack of classroom to PD, planning</li> <li>• Lack of Face to faced opportunities</li> <li>• Lack of qualified substitutes</li> <li>• Student engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for professional development for curriculum, AVID, PLTW (MS focused), and effective instructional strategies</li> <li>• Attend, monitor, and support collaboration meetings to maintain focus on student learning.</li> <li>• Engage in academic conferences to actively discuss student achievement with goal setting</li> <li>• Monitor MTSS implementation and make adjustments to support student learning based on student data</li> </ul>	<p><b>Position:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Full time Program Specialist</li> <li>• 1.5 Bilingual Assistants</li> </ul> <p><b>Additional needs:</b></p> <ul style="list-style-type: none"> <li>• More time for PD</li> <li>• Purposeful Data discussions</li> <li>• Strategic curriculum planning with focused standards</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>• Teachers, administration, coaches, and program specialist</li> <li>• high quality teaching strategies such as AVID</li> <li>• curriculum</li> <li>• Academic conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments.</li> <li>• Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, &amp; monitoring/ support by Admin team/support staff.</li> <li>• Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff needed.</li> <li>• Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching.</li> </ul>

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

			<ul style="list-style-type: none"><li>• Faithful implementation of the adopted curriculum, not supplanting curriculum with outside materials</li><li>• Assistant Principal and Principal to attend IEP's &amp; all SAP meetings</li></ul>	<ul style="list-style-type: none"><li>• 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".</li></ul> <p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"><li>• Implement Board adopted curriculum</li></ul> <p><b><u>Support for teachers</u></b></p> <ul style="list-style-type: none"><li>• Full time Coach-coaching and support for new and identified teachers</li><li>• Full time Program specialist support for whole school</li><li>• Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and an RSP teacher.</li></ul>	<ul style="list-style-type: none"><li>• Monitor SPED reports for IEP compliance</li><li>• Follow-up with SMART Goals that are created and use transparency with staff</li></ul>
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# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

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>
<p><b>MATH</b>  <b>iReady</b>  <b>2019-20-</b>  <b>854 student tested</b>            30% in Tier 3 (258 students)            53% in Tier 2 (453 students)            17% in Tier 1 (145 students)</p> <p><b>2020-21-</b>  <b>844 students tested</b>            39% in Tier 3 (329 students)            38% in Tier 2 (321 students)            23% in Tier 1 (194 students)</p>	<p>Decrease the number of students in Tier 3 by 15% (49 students) about 1 student per class</p> <p>Decrease the number of students in Tier 2 by 10% (32 students) about 3 student per grade level</p> <p>Maintain and Increase the number of students in Tier 1 by 5% (10 students)</p>	<ul style="list-style-type: none"> <li>• COVID-19</li> <li>• Online Instruction</li> <li>• Reduced instructional minutes</li> <li>• Under qualified teachers in classrooms.</li> <li>• New Teachers</li> <li>• New Curriculum and lack of implementation of the curriculum</li> <li>• Lack of classroom to PD, planning</li> <li>• Lack of Face to faced opportunities</li> <li>• Lack of qualified substitutes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for professional development for curriculum, AVID, PLTW (MS focused), and effective instructional strategies</li> <li>• Attend, monitor, and support collaboration meetings to maintain focus on student learning.</li> <li>• Engage in academic conferences to actively discuss student achievement with goal setting</li> <li>• Monitor MTSS implementation and make adjustments to support student learning based on student data</li> <li>• Faithful implementation of the adopted curriculum,</li> </ul>	<p><b>Position:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Full time Program Specialist</li> <li>• 1.5 Bilingual Assistants</li> </ul> <p><b>Additional needs:</b></p> <ul style="list-style-type: none"> <li>• More time for PD</li> <li>• Purposeful Data discussions</li> <li>• Strategic curriculum planning with focused standards</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>• Teachers, administration, coaches, and program specialist</li> <li>• high quality teaching strategies such as AVID</li> <li>• curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments.</li> <li>• Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, &amp; monitoring/ support by Admin team/support staff.</li> <li>• Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff needed.</li> <li>• Ensure master schedule supports MTSS, extended</li> </ul>

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

		<ul style="list-style-type: none"> <li>• Student engagement and motivation</li> </ul>	<p>not supplanting curriculum with outside materials</p> <ul style="list-style-type: none"> <li>• Assistant Principal and Principal to attend IEP's &amp; all SAP meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Academic conferences</li> <li>• 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".</li> </ul> <p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Implement Board adopted curriculum</li> </ul> <p><b><u>Support for teachers</u></b></p> <ul style="list-style-type: none"> <li>• Full time Coach-coaching and support for new and identified teachers</li> <li>• Full time Program specialist support for whole school</li> <li>• Assistant principal to assist with IEP's for 3 SDC classrooms, 2 SLP's, and an RSP teacher.</li> </ul>	<p>learning, collaboration and targeted coaching.</p> <ul style="list-style-type: none"> <li>• Monitor SPED reports for IEP compliance</li> <li>• Follow-up with SMART Goals that are created and use transparency with staff</li> </ul>
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# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

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>
<p><b><u>Chronic Absenteeism</u></b></p> <p><b><u>District Reports 2019-2020 Data</u></b> School total absence rate 16.34% (967 enrollment)</p> <p>Top 10% student groups Hispanic-138 African American-5 Asian-2 American Indian/Alaskan Native-2 2 or more races-3 White-8 SPED-21 EL-58 Homeless-15 504-2</p> <p><b><u>District Reports 2020-2021 Data</u></b> School total absence rate 18.9% (1000 enrollment)</p>	<p>Decrease our chronic absenteeism rate by a minimum of 0.5</p>	<ul style="list-style-type: none"> <li>• Lack of parental support including home routines/ practices</li> <li>• Lack of a real consequence for parents of chronically absent students</li> <li>• Students are sick often</li> <li>• Families leave on trips to other states, or places such as Mexico</li> <li>• Students in foster care or homeless</li> <li>• COVID-19</li> <li>• Distance Learning (online instruction), Technological issues</li> <li>• Student engagement and motivation</li> </ul>	<p><b><u>Design and Improvement Plan</u></b></p> <ul style="list-style-type: none"> <li>• Work with the site counselors and CWA to target chronically absent students, strategically for those at or near the 10% threshold, including all subgroups indicated on the CA Dashboard or District reports</li> <li>• Communicate with all families on the importance of attendance, parent meetings</li> <li>• Provide incentives for good attendance for students</li> <li>• Educate students on the role education plays in their success in life</li> <li>• Counselors meet with small groups of chronically absent</li> </ul>	<p><b><u>Position:</u></b> Counselors Assistant Principal Full time office assist</p> <p><b><u>Additional needs:</u></b></p> <ul style="list-style-type: none"> <li>• More training and support for teachers, staff, and families</li> <li>• CARE team meetings; Work with the site counselors, assistant principal, principal and CWA to monitor progress toward our goals -- make changes based on outcomes</li> <li>• Office assistant to contact parents daily for attendance and report to counselor, and admin.</li> <li>• Follow up with families on attendance and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize reports sent by the district to monitor progress - continue to target based on new reports</li> <li>• CWA and site communication</li> <li>• Number of referrals to CWA</li> <li>• Student grades and performance</li> </ul>

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

<p>Top 10% student groups</p> <p>Hispanic-167</p> <p>African American-10</p> <p>Asian-1</p> <p>American Indian/Alaskan Native-0</p> <p>2 or more races-4</p> <p>White-6</p> <p>SPED-12</p> <p>EL-58</p> <p>Homeless-19</p> <p>504-0</p> <p>Foster-1</p> <p>Native Hawaiian/other Pacific Islander-1</p>			<p>students and parents to support their needs</p> <ul style="list-style-type: none"> <li>● PLUS students to support counselor's work with improving school attendance</li> <li>● SST's and home visits by counselors, assistant principal and CWA staff</li> <li>● Office assist to call parents daily to check on students attendance</li> <li>● Counselor, admin, office assist to work with students in foster care and homeless</li> </ul>		
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# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

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>
<p><b><u>Suspension</u></b></p> <p><b><u>District Reports 2019-2020 Data</u></b> Total suspension days 72.12</p> <p>Number of students suspended by subgroup: (51 students) Hispanic-26 White-23 2 or more races-1 Asian-1</p> <p><b><u>District Reports 2020-2021 Data</u></b> No Data due to COVID-19</p>	<p>Decrease our suspension rate by 10% (5 students)</p> <p>Decrease behavioral referrals being sent to the office</p>	<ul style="list-style-type: none"> <li>• Ongoing behavioral issues for a small percentage of students</li> <li>• Violations of Ed Code causing safety concerns</li> <li>• Inability to suspend K-8 students causing major disruptions in classrooms</li> <li>• Increase in incidents involving Physical violence</li> <li>• Location of majority of behavioral incidents – playground or in classrooms of teachers lacking management</li> <li>• Limited support from families</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the site counselors, assistant principal, principal and CWA to monitor progress toward our goals -- make changes based on outcomes</li> <li>• PBIS evidenced based schoolwide expectations defined and taught through PD and expectations are reinforced by all staff</li> <li>• Counselors and assistant principal to monitor progress toward our goals -- make changes based on outcomes</li> <li>• Utilize PLUS survey results to address needs</li> <li>• Counselors will provide classroom presentations for areas of need identified in the PLUS surveys</li> </ul>	<p><b><u>Position:</u></b> Counselors Mental Health Clinician Assistant Principal</p> <p><b><u>Additional needs:</u></b></p> <ul style="list-style-type: none"> <li>• More training for teachers, staff and families.</li> <li>• Sports for Learning</li> </ul> <p><b><u>Design and Improvement Plan</u></b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Restorative Circles in classrooms with trained teachers</li> <li>• Use of weekly incentives to reward students observed with good behavior (PBIS)</li> <li>• School wide behavior management systems in place in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Generate reports weekly to identify students and behaviors that need to be addressed</li> <li>• SAP referrals</li> <li>• Track Restorative sessions conducted by Assistant principal, principal or counselor</li> <li>• Counselor reports on behavioral interventions</li> <li>• Monitor PLUS survey results throughout the year for improvement</li> </ul>

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

			<ul style="list-style-type: none"><li>• Increase parent awareness through meetings and training.</li><li>• Additional yard supervisors to monitor during lunch periods</li><li>• Sports for Learning Program to offer activities for students during lunch recess</li><li>• PD for teachers and support staff on de-escalation strategies</li></ul>	<ul style="list-style-type: none"><li>• Consistent PBIS implementation for all areas around the school</li><li>• Training and coaching on PBIS procedures</li><li>• AP and counselors were able to implement PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues</li><li>• Communicate and inform parents of students in targeted subgroups about behavioral expectations and consequences</li><li>• Referrals for the SAP process to the counselors</li><li>• Provide formal BIP's for those students in need</li><li>• Psychologist to develop BIP for those students meeting the criteria with District personnel</li></ul>	
--	--	--	---	--	--

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

				<ul style="list-style-type: none"><li>• Counselors will implement the PLUS program for 6th-8th grade students and conducting PLUS forums within all grade levels</li><li>• PLUS students to support counselor's work with improving school climate</li></ul>	
--	--	--	--	--	--

# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

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>
<p><b><u>Family Engagement</u></b>  <b>19-20</b>            Parent meetings weekly</p> <ul style="list-style-type: none"> <li>• Parent Coffee Hour</li> <li>• Nutrition Class</li> <li>• Zumba class every Thur/Fri</li> </ul> <p>Parent nights and involvement:</p> <ul style="list-style-type: none"> <li>• Back-to-School Night</li> <li>• Kinder Data team meetings</li> <li>• Community Resource Fair</li> <li>• ELAC committee</li> <li>• Parent Conferences</li> </ul> <p><b>20-21</b></p> <ul style="list-style-type: none"> <li>• Virtual Parent Coffee Hour</li> <li>• Virtual Nutrition Class</li> </ul>	<ul style="list-style-type: none"> <li>• COVID-19 did not allow for many of the planned activities.</li> <li>• Activities in the evening to support academics</li> <li>• Parent involvement with movie nights and literacy nights</li> </ul>	<ul style="list-style-type: none"> <li>• Due to COVID, there are no existing parent night activities</li> <li>• Parents want training</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize PLUS survey results to address needs</li> <li>• Counselors will provide classroom presentations for areas of need identified in the PLUS surveys</li> <li>• Parent Liaison to work with families on meetings and trainings</li> <li>• Office support to assist parents and student needs</li> <li>• Office Assistant to help with parent communication and to help with students</li> <li>• Data team parent meetings (K-8)</li> </ul>	<p><b><u>Position:</u></b>            Counselor            Assistant Principal            Full time office assist            Parent Liaison            Program Specialist</p> <p><b><u>Additional needs:</u></b>            More training and support</p> <p><b><u>Design and Improvement Plan</u></b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Restorative Circles</li> <li>• Use of weekly incentives to reward students</li> <li>• Increase parent awareness through meetings and trainings</li> <li>• Increase parent involvement through meetings and trainings</li> <li>• Counselor and Leadership teacher will implement the PLUS program for 6th-8th grade students and conducting PLUS</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor PLUS survey results throughout the year for improvement</li> <li>• Parent sign in sheets from meetings</li> <li>• Parent sign in sheets for parent nights and events</li> <li>• LCAP survey</li> <li>• Teacher survey</li> </ul>



# Continuous Improvement – Henry School 2020-21

## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

<ul style="list-style-type: none"> <li>• Drive thru celebrations</li> </ul> <p>Parent nights and involvement:</p> <ul style="list-style-type: none"> <li>• Virtual Back-to-School Night</li> <li>• ELAC committee meetings</li> <li>• Parent Conferences</li> </ul>				<p>forums within all grade levels</p> <ul style="list-style-type: none"> <li>• PLUS students to support counselor's work with improving school climate</li> <li>• Implement AVID to support college and career readiness</li> <li>• Restorative Circles in classrooms with trained teachers – use additional classroom to address these needs</li> <li>• Use of weekly incentives to reward students observed with good behavior</li> <li>• Increase parent nights and involvement</li> <li>• Office Assistant to contact parents for events, activities, and other school needs</li> </ul>	
<p>--- CONFIRMS WHY ---</p> <ul style="list-style-type: none"> <li>• <b>1.5 Assistant Principals</b> – student interventions, MTSS, PBIS, Restorative Justice, schoolwide support in academics and instruction, IEP's for 4 Special Education classrooms, 2 Speech and Language Professionals, and RSP, communication with parents on attendance</li> <li>• <b>Full time program specialist</b> – new curriculums - 2018-19 Social Studies; 2019-20 ELA and Math, 2020-21 Science, PLTW, AVID, SBAC, CAASPP, iReady, other district assessments, Parent meetings, new teachers</li> <li>• <b>Full time instructional coach</b> – new teachers, new curriculums - 2018-19 Social Studies; 2019-20 ELA and Math, PLTW, AVID, and 2020-21 Science Adoption</li> </ul>				<p>--- CONFIRMS HOW and WHAT---</p> <ul style="list-style-type: none"> <li>• 1.5 Assistant Principals</li> <li>• Full Time Instructional Coach</li> <li>• Full Time Program Specialist                             <ul style="list-style-type: none"> <li>• 2.0 Counselors</li> </ul> </li> </ul>	

# Continuous Improvement – Henry School 2020-21

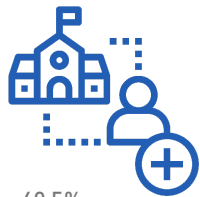
## Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• <b><u>Full time office assist</u></b> – parent contact for attendance, office support with students, parents and teachers, lack of subs when SST or Admin Secretary out sick</li><li>• <b><u>Maintain 2 counselors</u></b> – student interventions, Restorative Justice, PBIS, PLUS, MTSS, student surveys, classroom presentations, communication with parents on attendance</li><li>• <b><u>Maintain 6 noon duties</u></b> – student supervision, MTSS, PBIS, student interventions</li></ul> |  |
|---|--|

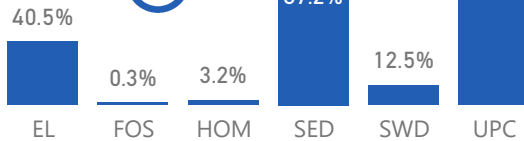
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS 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



## 909

Enrollment



Winter

## Academics



Participation

### 98%

ELA: K-11

On-Track

### 28%

Percent



Participation

### 98%

Math: K-8

On-Track

### 22%

Percent



Participation

### (Blank)

MDTP-Fall

Nearly + Ready

### (Blank)

Percent-Fall

High School: No Credits Earned



December

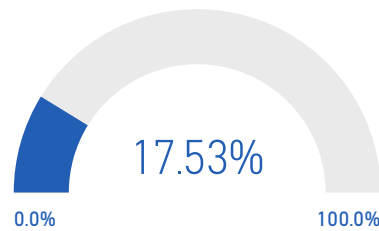
## Engagement



CWA

### 34

Parent Outreach



Chronic Absenteeism

## English Learners

ELPAC IA

### 90%

Percent GL Tested

ELPAC IA

### 47

Total Tested

Reclassification

10

RFEP ● Eligible

## Curriculum:

Tests Administered Through January

Benchmark

### 3140

Total Test Count

Ready Class

### 4330

Total Test Count

Saavas

### 14

Total Test Count



Plus Survey

## School Climate

17.2%

82.8%

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

19.3%

80.7%

I feel like I am part of this school.



# Enrollment

school search

Henry Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

3↑

Dec-Jan change

01-Aug

888

Enrollment

06-Jan

912

Enrollment

02-Sep

895

Enrollment

03-Oct

907

Enrollment

04-Nov

910

Enrollment

05-Dec

909

Enrollment

SUSD RA v1.1

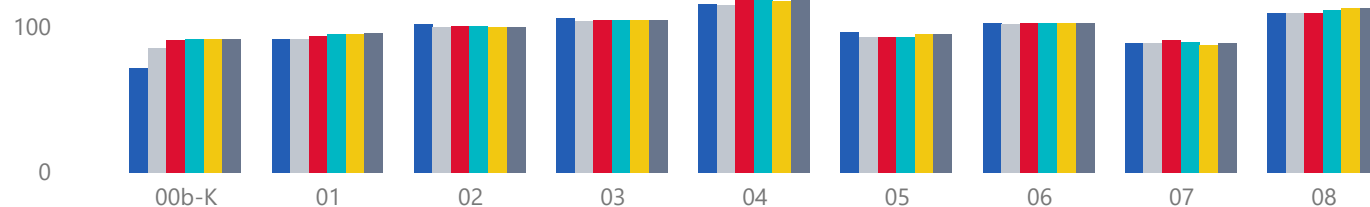
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**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

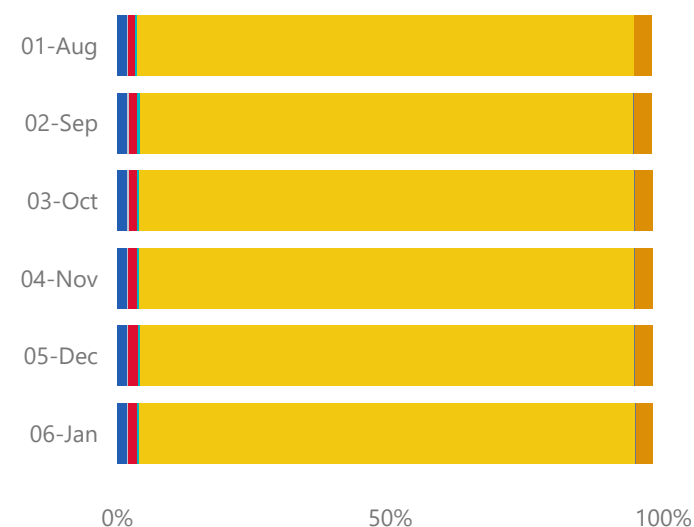
### Grade Level: Student Count

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



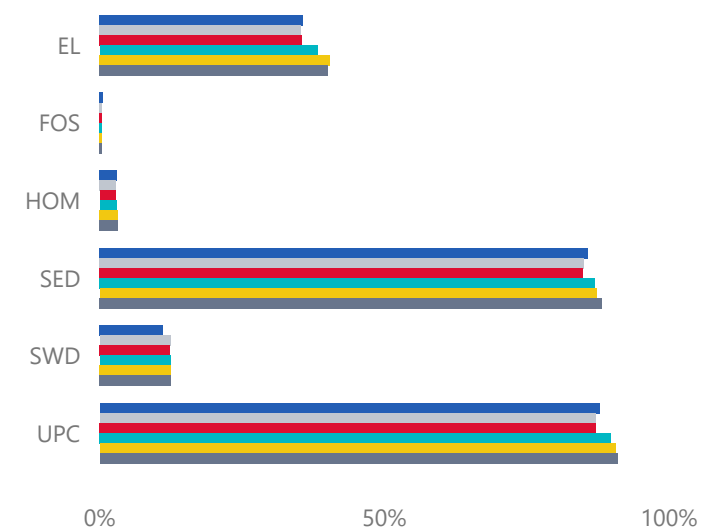
### Race/Ethnicity: Percent

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



### Student Groups: Percent

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



# Engagement

school search

Henry Elementary

Month

All

2020-2021

Connections

Rate Change:  
Chronic Abs

0.01↑

Nov - Dec change

**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).

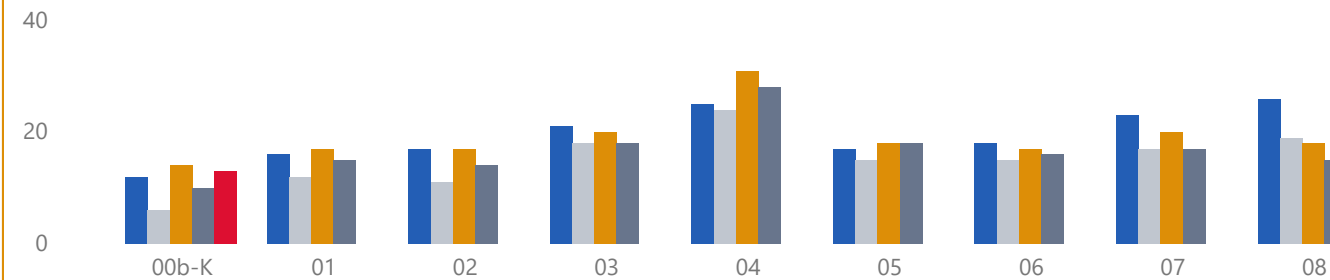
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**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

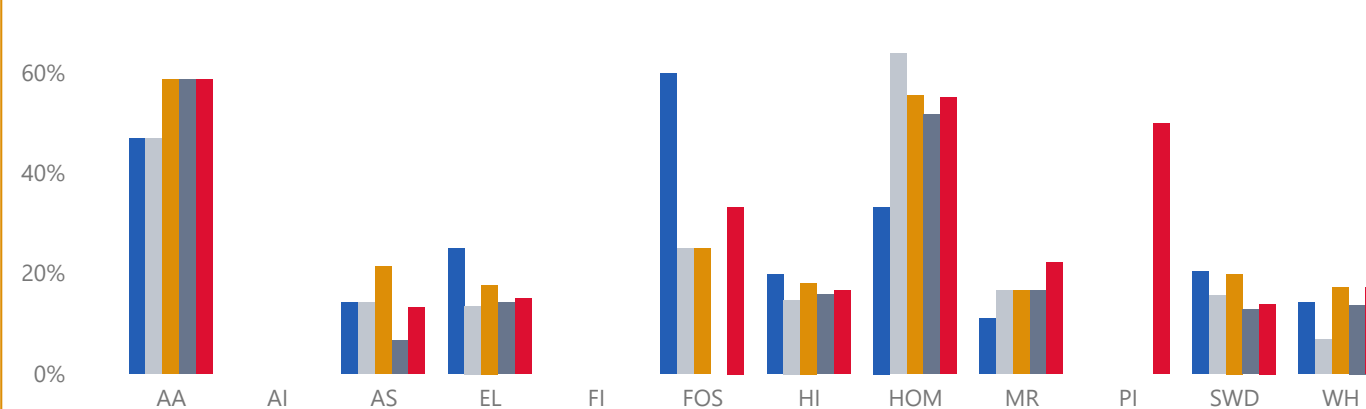
Chronic Absenteeism: Student Group

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



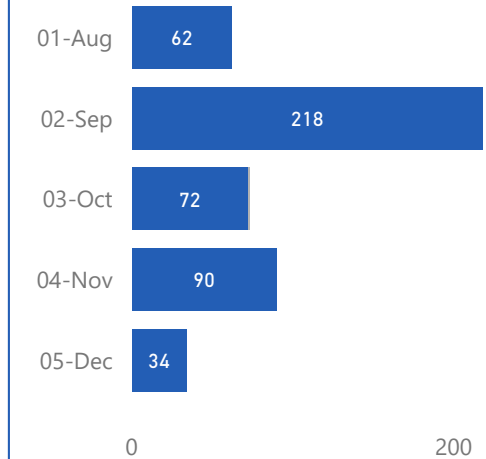
Chronic Absenteeism: Student Group

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

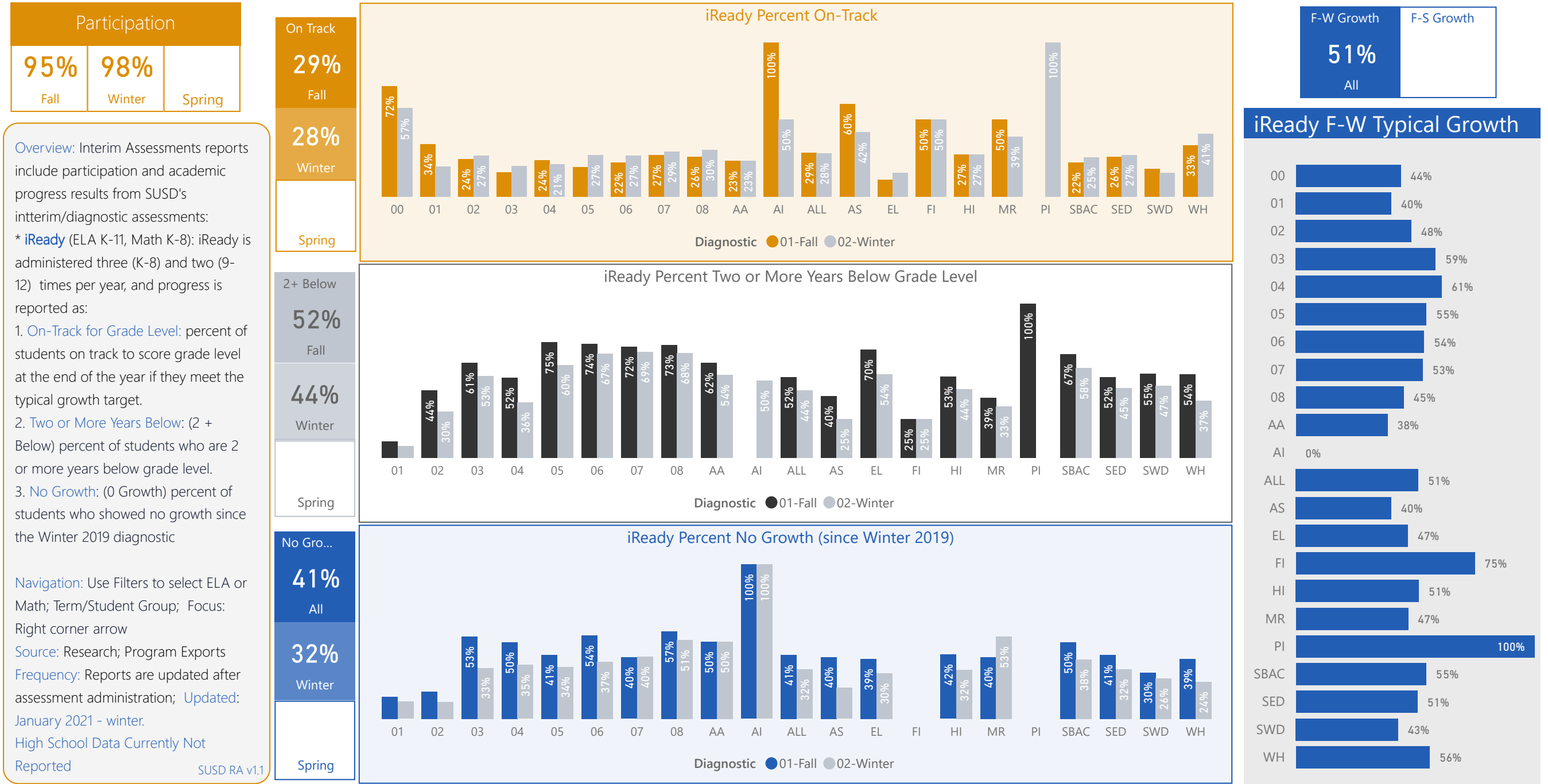


CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



**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

4330

Total Test Count

Saavas

14

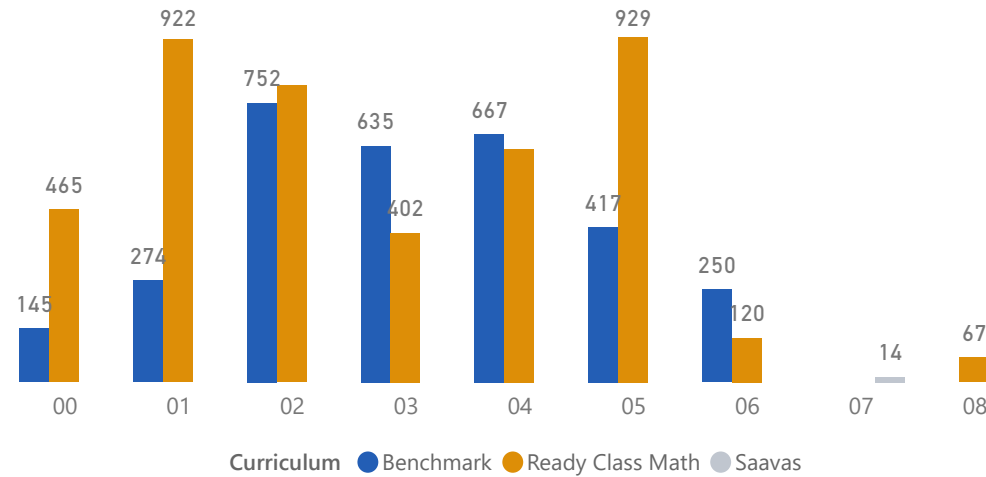
Total Test Count

Benchmark

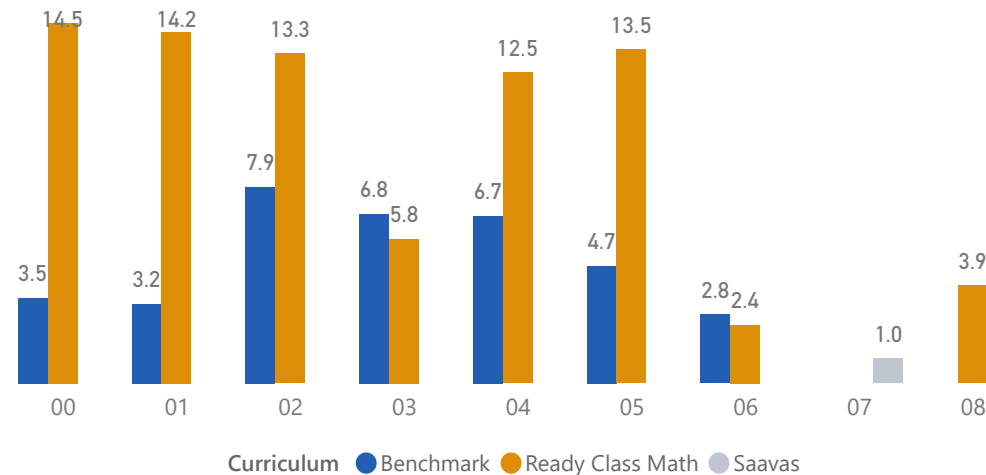
3140

Total Test Count

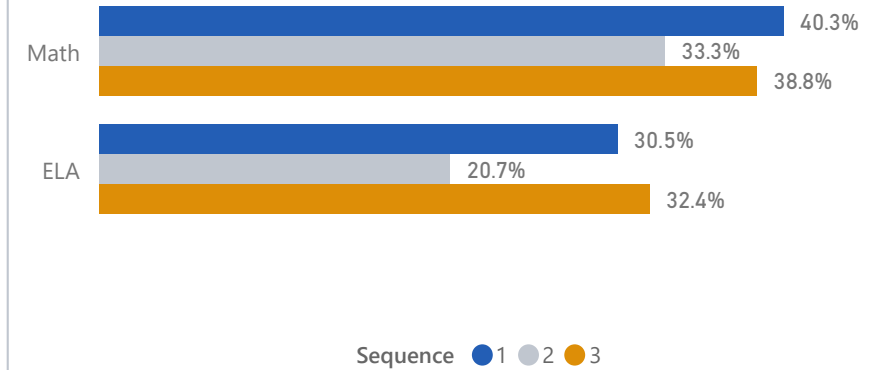
## Curriculum: Test Count



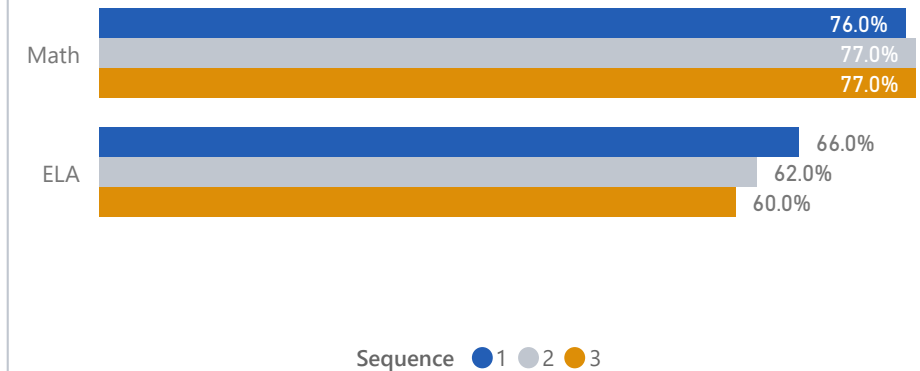
## Curriculum: Average Test Count



## 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:

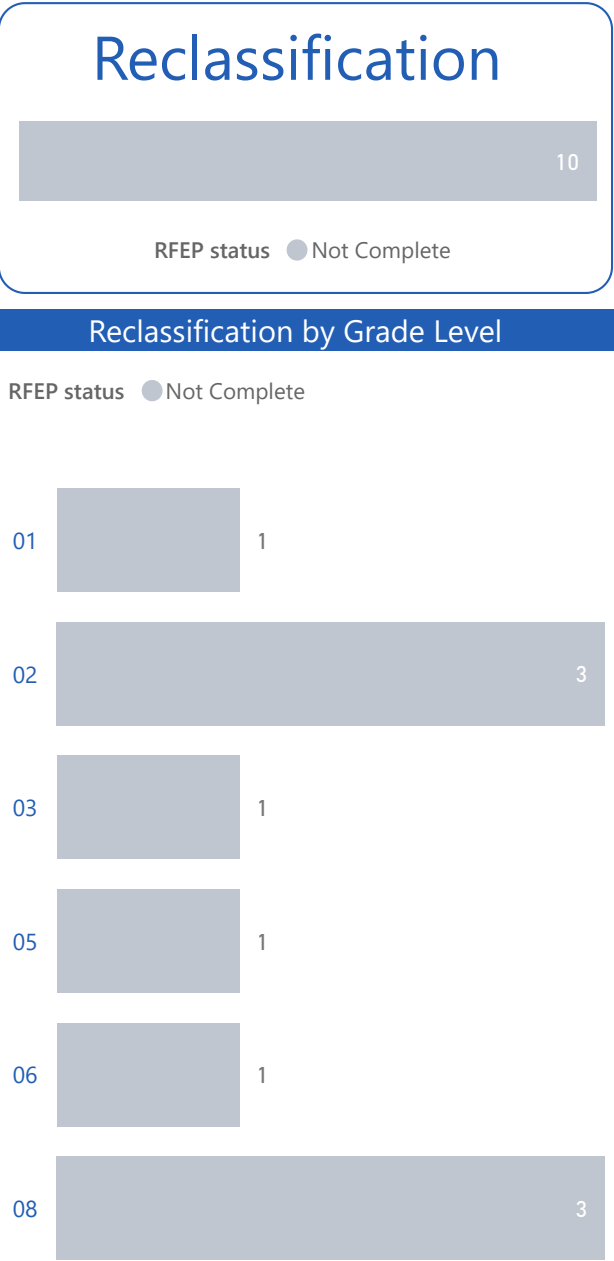
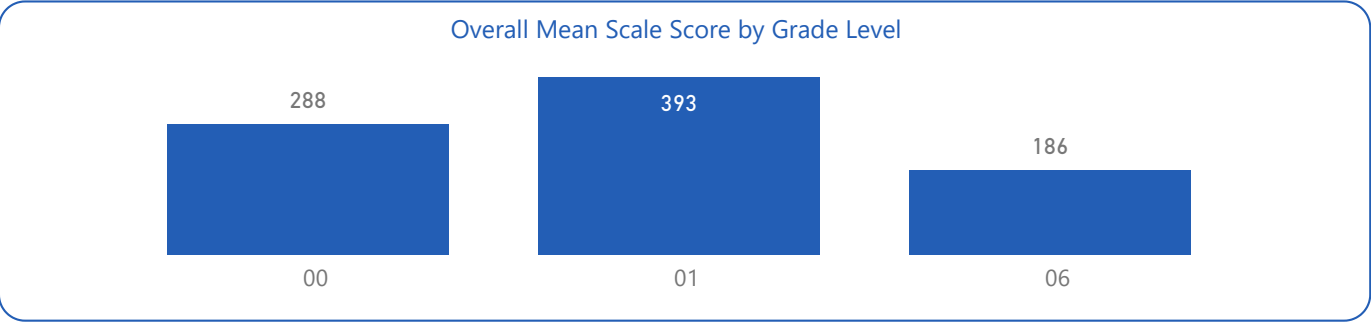
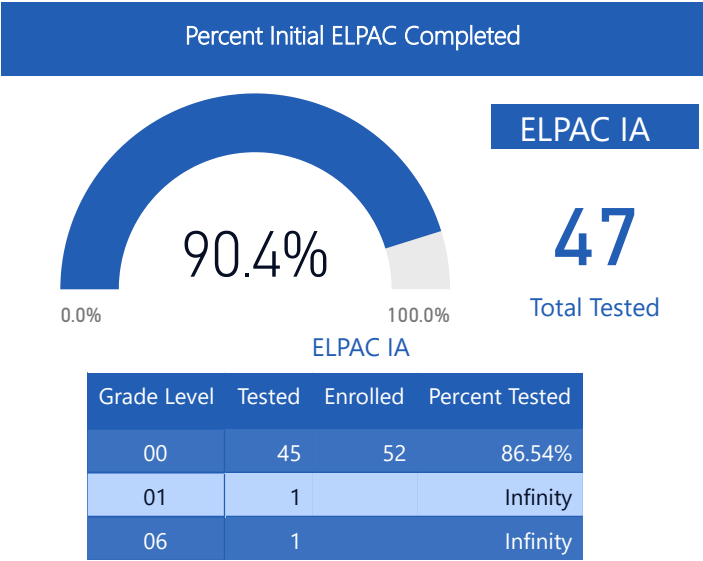
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner**, and **Novice English Learner**.

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



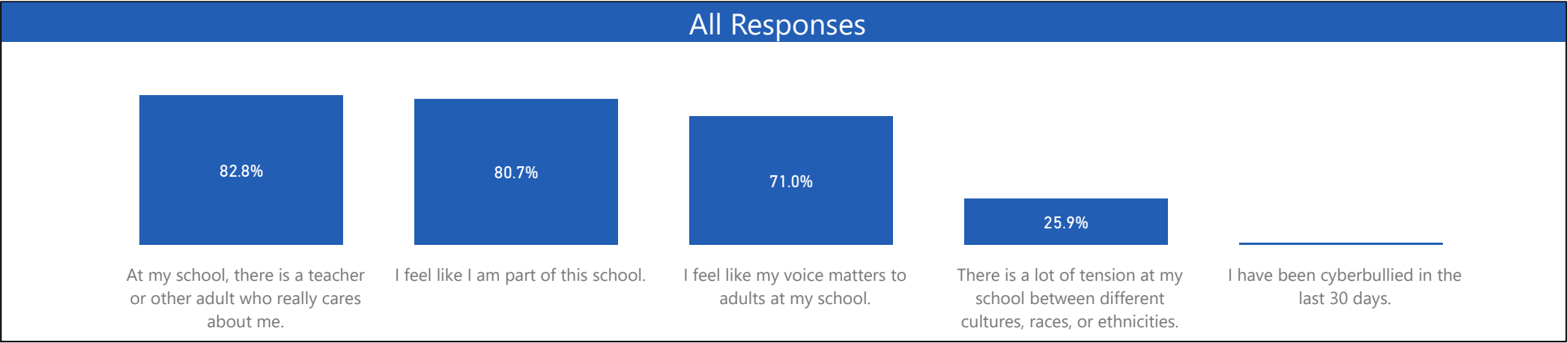


**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability,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

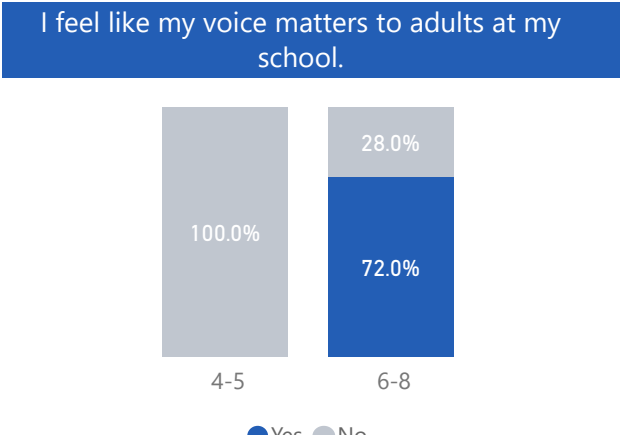
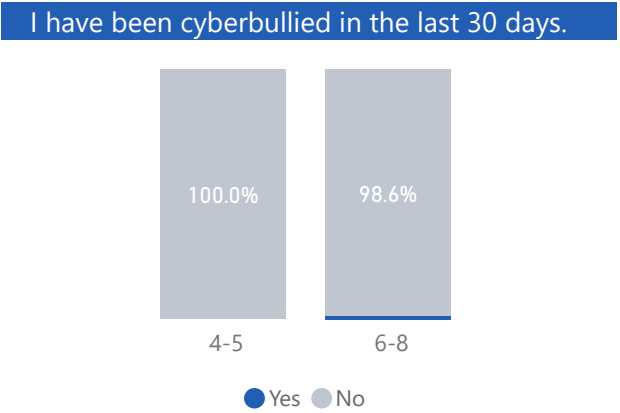
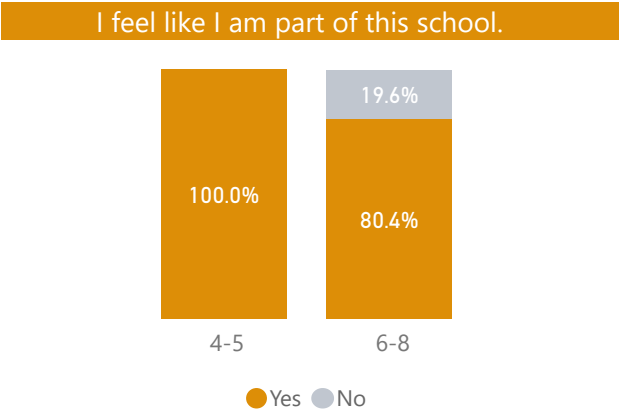
**Navigation:** NA

**Source:** Student Support Services - PLUS program

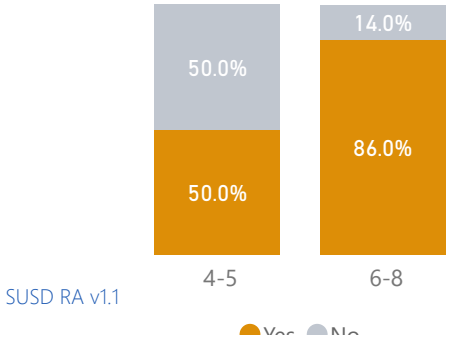
**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



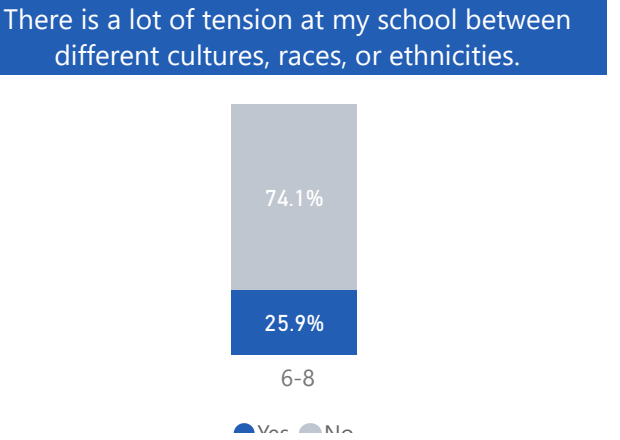
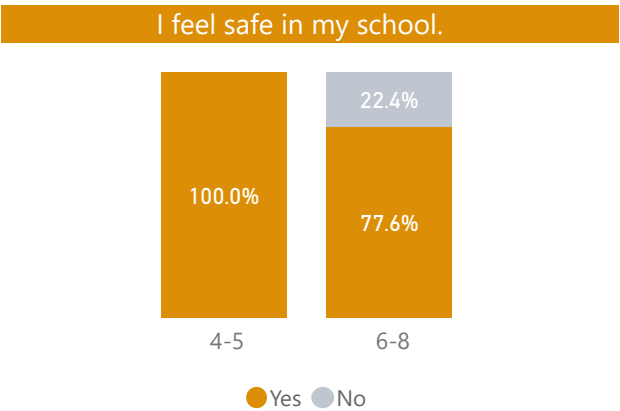
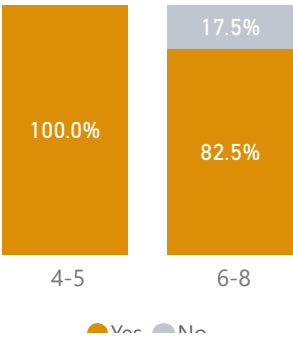
Count	Count	Count
2	143	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



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



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



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)

Percent

(Blank)

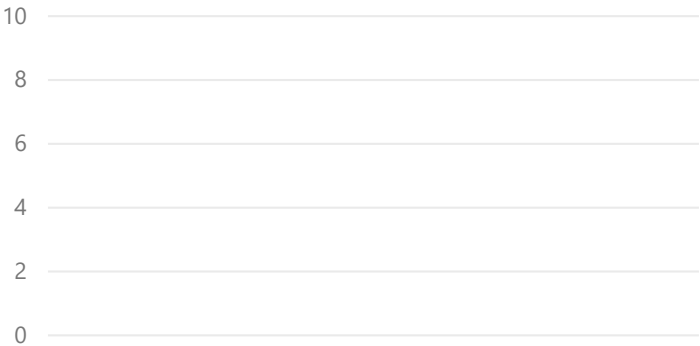
All

MDTP: Fall Diagnostic

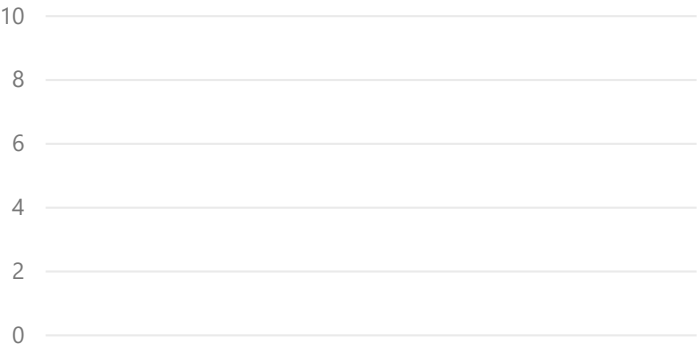
Subject and Non-Passing Grades

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!

## Recommendations and Assurances:

Site Name: Henry Elementary School

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 Learner Parent Involvement Committee

4/27/2021

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 4/29/2021

Date of Meeting

Attested:

Eddie Van Bun

Typed Name of School Principal



Signature of School Principal

6/10/2021

Date