



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

George Washington 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
Washington Elementary	39686766104665	Ver 1 – 06/04/2020	Ver 1 – 06/10/2020	Ver 1 – 07/28/2020

## Purpose and Description

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

In January 2019, Washington Elementary was identified as a Comprehensive Support and Improvement (CSI) school. In the school year 2019-2020, Washington Elementary met the criteria that allowed the school to be exited from the Comprehensive Support and Improvement (CSI) designation.

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.

Washington Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(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

Washington Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Washington Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the December 20th, 2018, School Site Council meeting.

In school year 2018-2019, (Year 2), Washington Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. There was a total of four meetings: March 26th, 2019, April 2nd, 2019, April 16th, 2019, and April 17th, 2019.

The first two meetings were an opportunity for all stakeholders to review school wide data and discuss the purpose of the planning team. During the third and fourth planning meetings, the team discussed the root causes of the gaps identified through our data analysis, a goal for each specific area of need, action steps needed to ensure the success of the actions steps and the process for monitoring and evaluating each goal.

In school year 2019-2020, (Year 3), Washington Elementary continued to evaluate and refine the SPSA by evaluating actions put in place. In this year, the district implemented two new curricula. Due to the COVID-19 shut down, some actions put in place were unable to be completed or accurately evaluated.

Barriers for Washington include the size of the school and the lack of support staff to support the school. For example, for Goal 3, Meaningful Partnerships, Washington was unable to fill the open position for a community assistant during the 2018-2019 school year.

As a result of the stakeholder involvement and data reviews, Washington Elementary has been able to complete the Decision-Making Model. The Decision-Making Model includes a review of the following components: Current Performance Level, Gap Analysis, Cause Analysis Results, Design & Improvement, Success Assurances, and Implementation/Evaluation.

## Resource Inequities

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

Washington Elementary is a small school with less than 300 students and 9 teachers. Due to the size of the school, Washington Elementary receives limited funding and resources. Due to the limited funding, inequities exist in staffing, for example, there is only a part-time assistant principal and the budget does not allow for adding .5 FTE. Another example of staffing inequity, based on prior collaborative discussions with Comprehensive Planning Team and Leadership Team, is for support in coordinating curriculum, technology, testing, and EL programs on site.

# 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: 35% of our students will meet or exceed the standards in ELA on the SBAC Exam in 2021.

By June 30, 2021, decrease the distance from 3 in ELA for all students by 3 points.

School Goal for Math: 30% of our students will meet or exceed the standards in Math on the SBAC exam in 2021.

By June 30, 2021, decrease the distance from 3 in Math for all students by 3 points.

## Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD: 2018: -73.7 points with a change of -13 Red for all students

English Learner Progress:

Level 4 - Well Developed - 22.2%

Level 3 - Moderately Developed - 48.6%

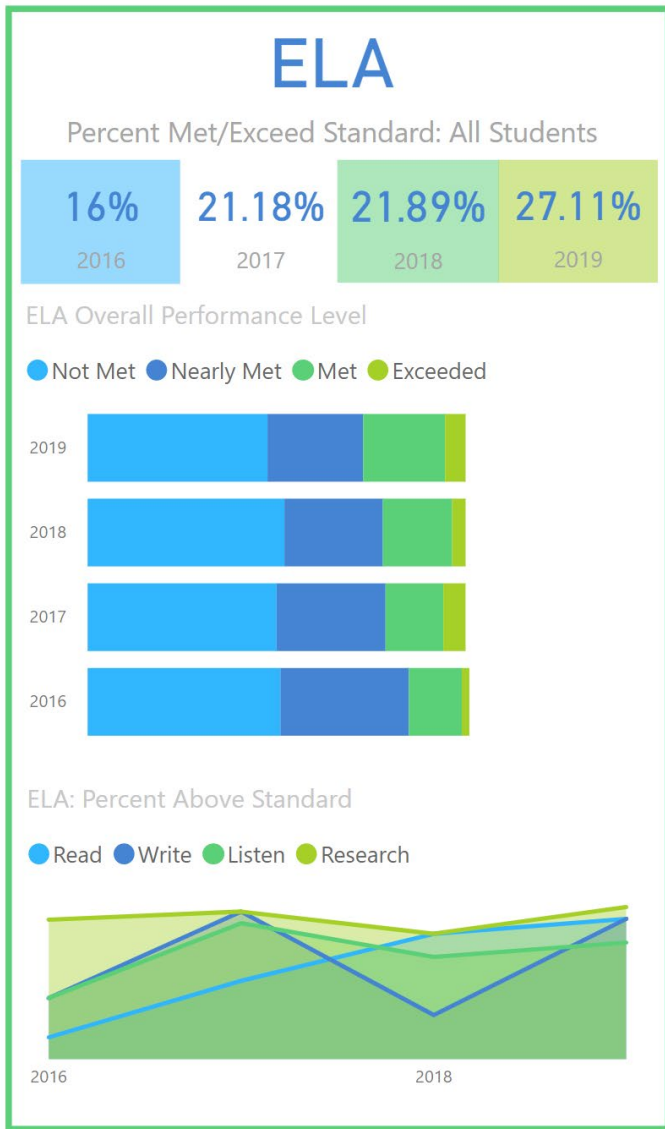
Level 2 - Somewhat Developed - 23.6%

Level 1 - Beginning Stage - 5.6%

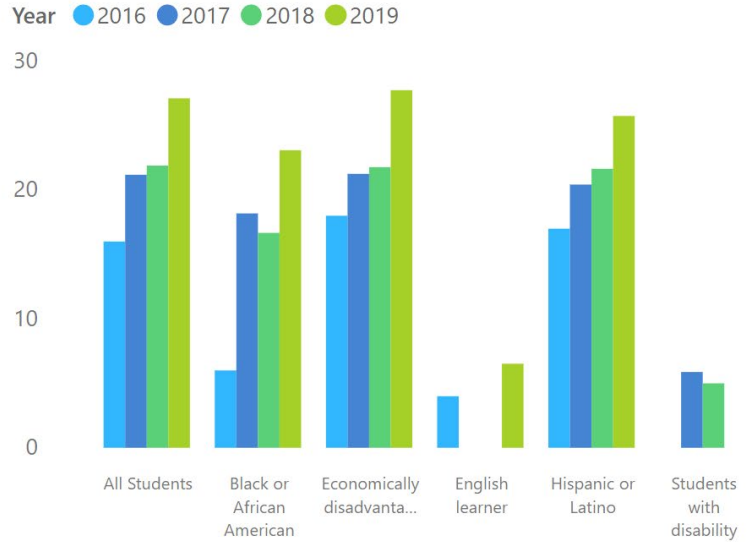
Math: 2018: -89.1 points with a change of -13 Orange for all students



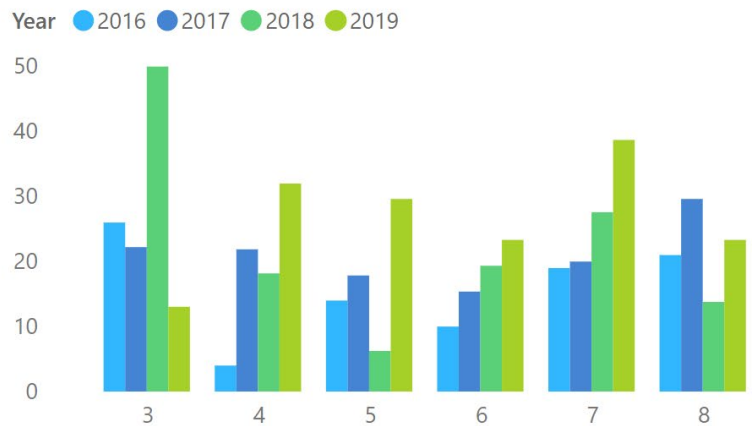
## George Washington Elementary – Goal 1



ELA CAASPP: Percent Met/Exceed Standard



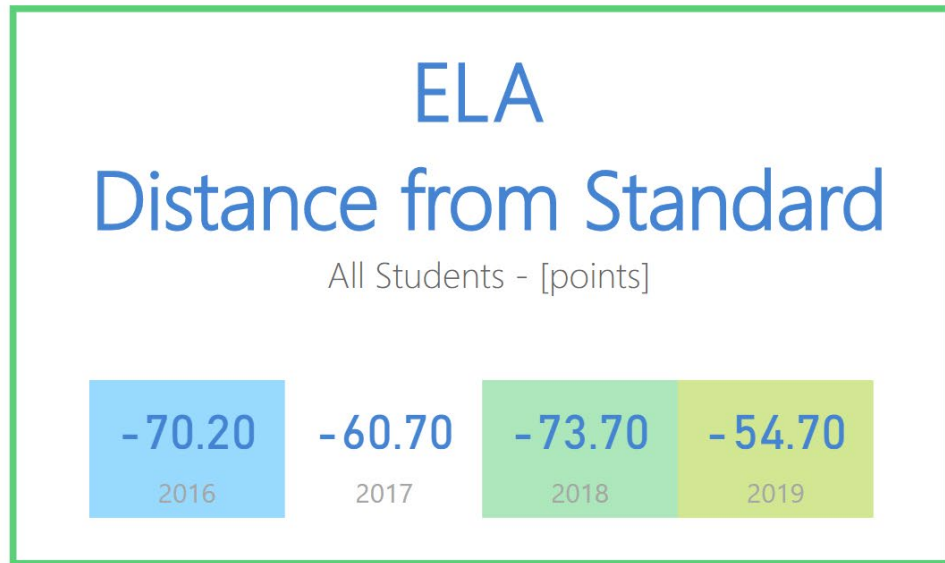
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

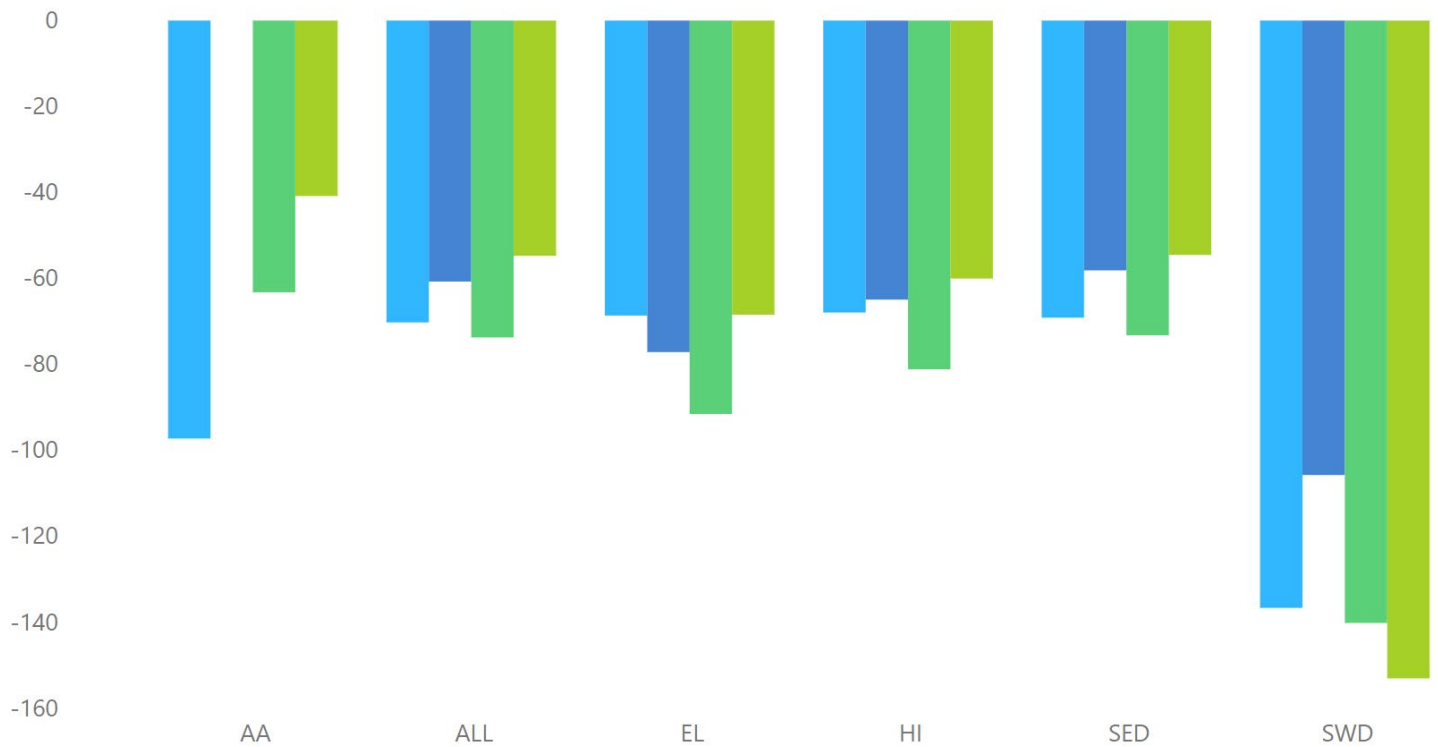


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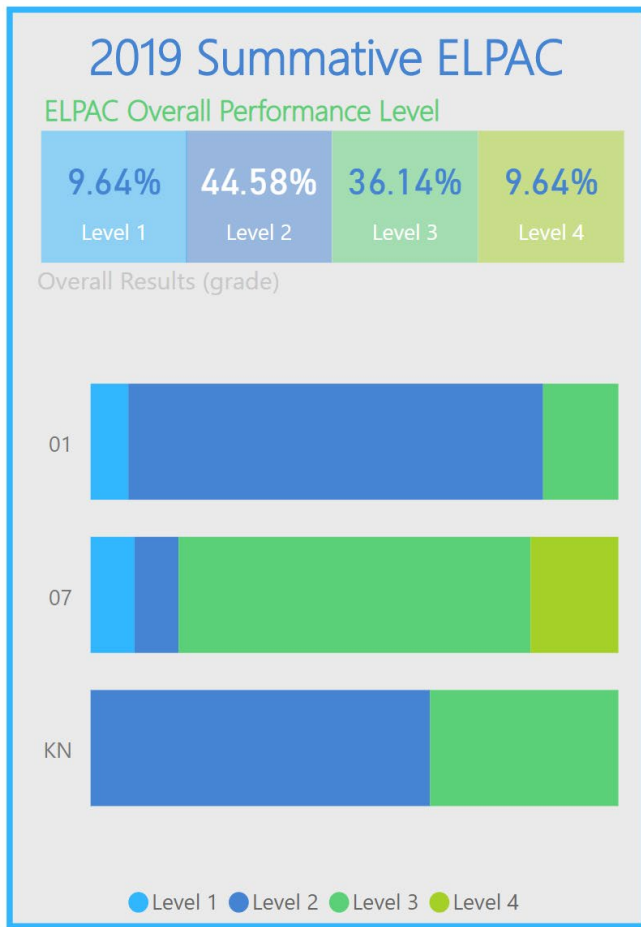


ELA Distance from Standard [points]

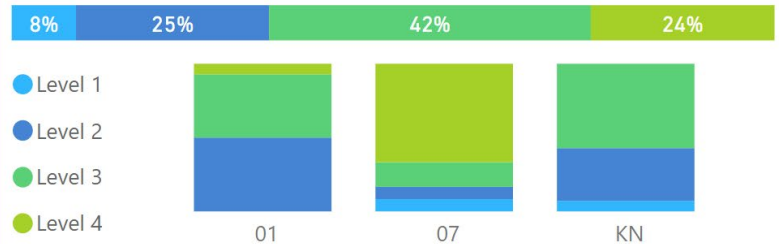
Year ● 2016 ● 2017 ● 2018 ● 2019



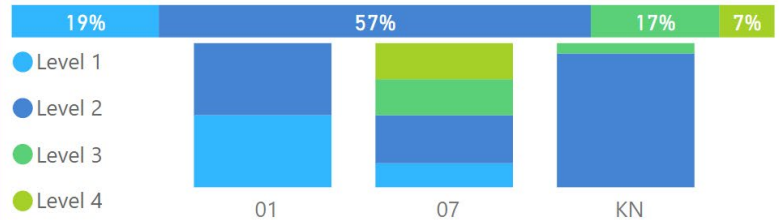
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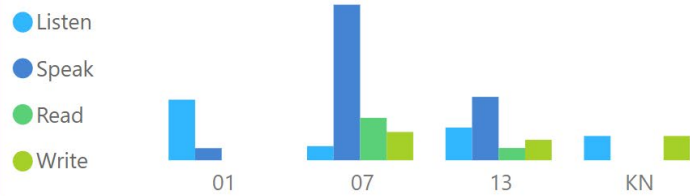
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



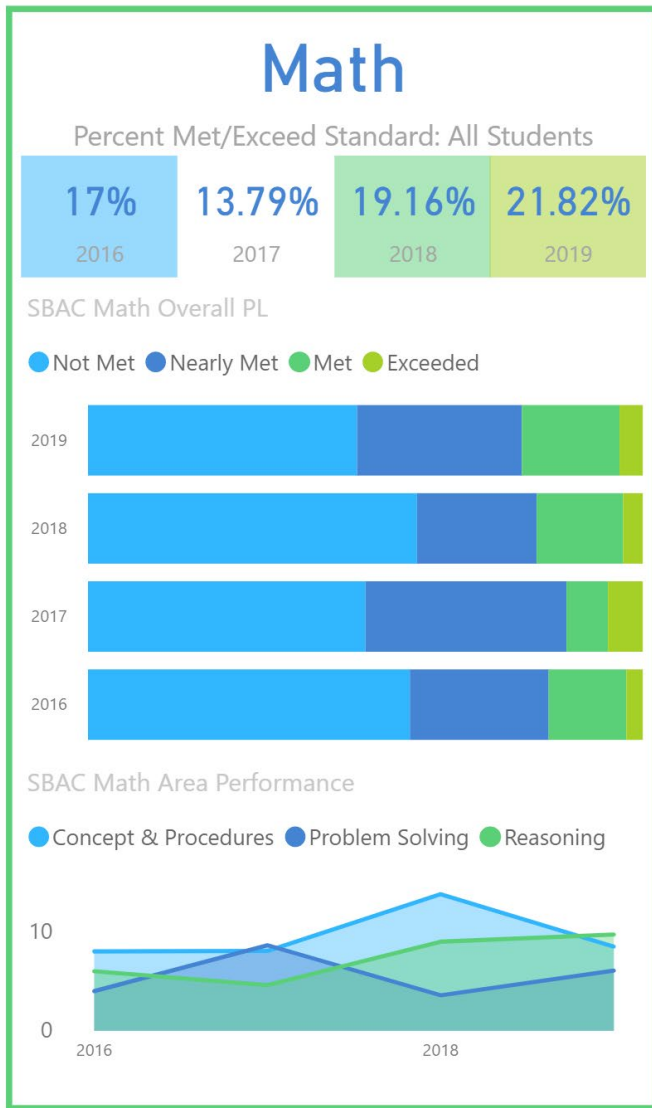
### English Learner Progress Reclassification Rates



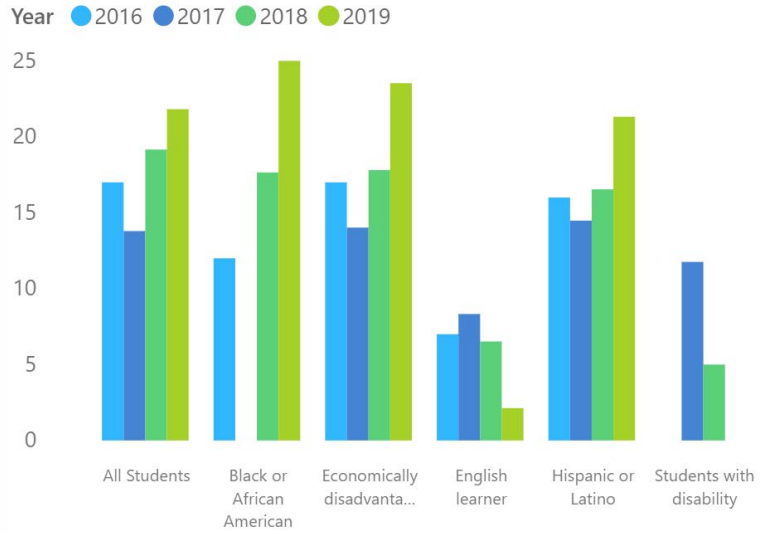
#### English Learner Progress Indicator (ELPI)

52.4%

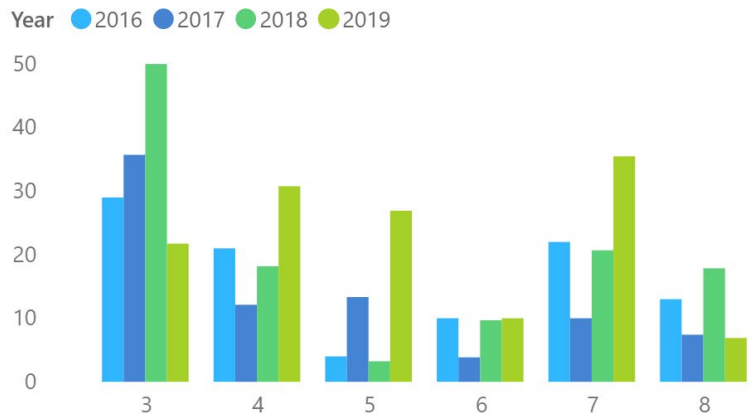
ELPI 2019



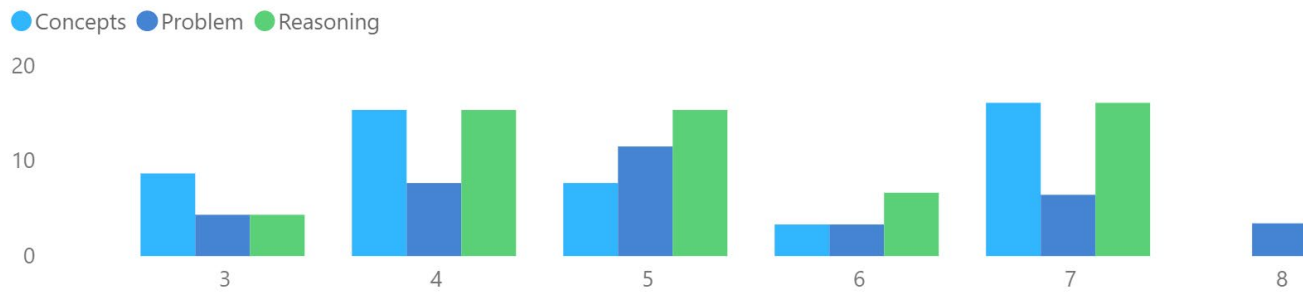
Math CAASPP: Percent Met/Exceed Standard

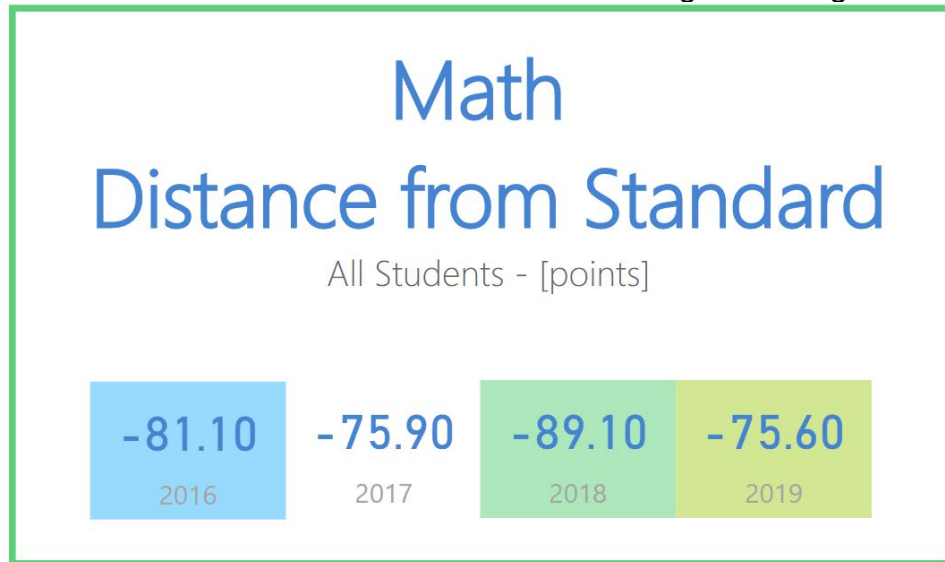


Math CAASPP: Percent Met/Exceed Standard by Grade Level



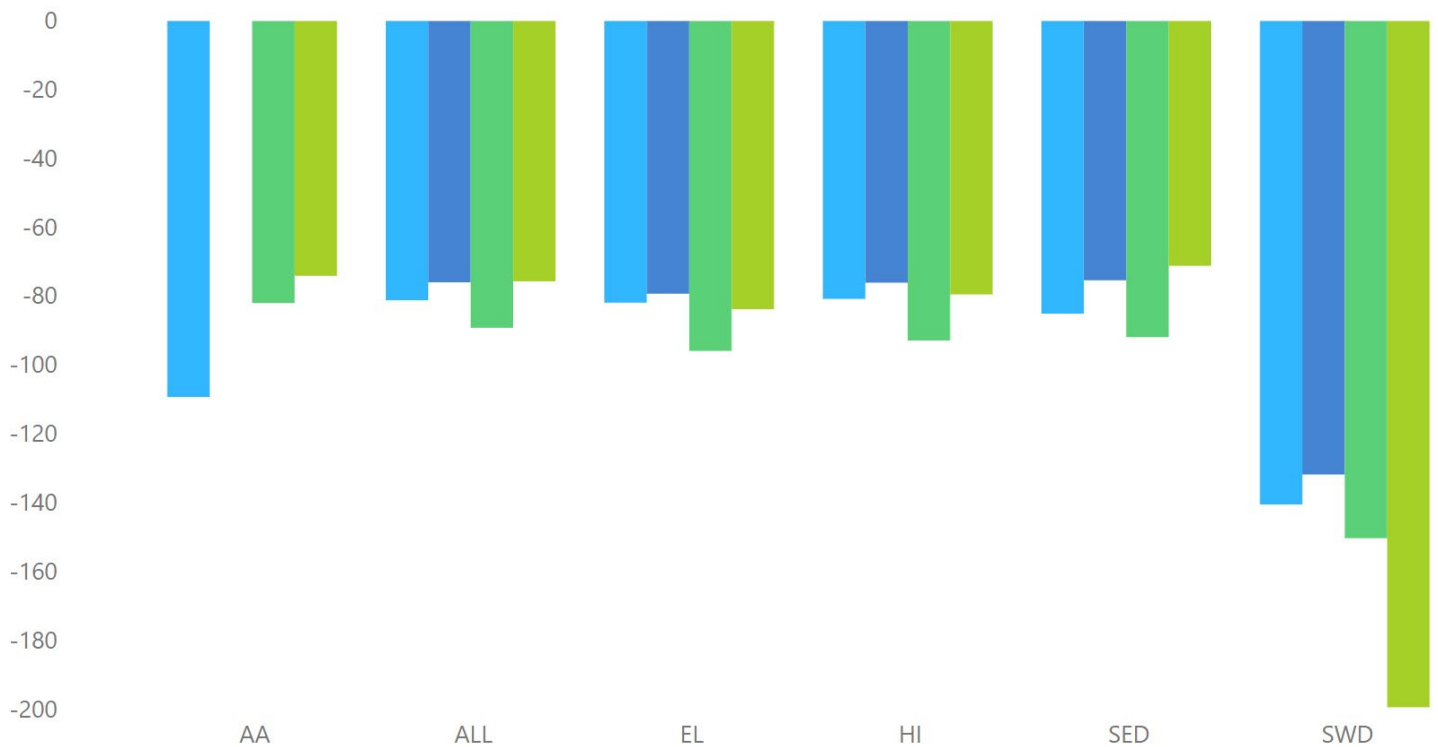
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

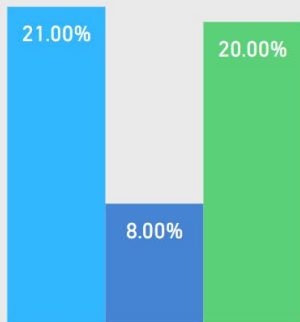
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

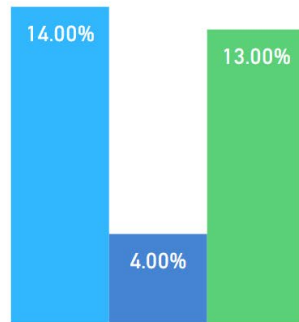
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018

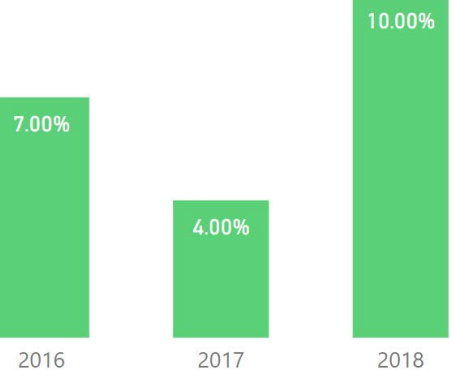


Year ● 2016 ● 2017 ● 2018



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**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	73.7 points below	70.7 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	89.1 points below	86.1 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, subgroup: Tier 2 &amp; 3

**Strategy/Activity**

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate. (9 days)

Substitute Pay Calculation: 9 days X \$200 = \$1,800

**Proposed Expenditures for this Strategy/Activity 1**

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

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$1,800	11700	Title I – 50643 Substitutes for academic conferences

**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, subgroup: English Learners

### Strategy/Activity

Increased teacher collaboration strategies to include to focus on PLCs, English Learners, AVID, strategies, Intervention, and the district's adopted curriculum for ELA and Math.

Additional Hourly Pay:

Teacher (Staff) Pay Calculation

9 teachers x 4 hours x 60 = \$2,160

Provide teachers and students with supportive resources that positively impact student learning through implementation of Professional Learning Communities (PLCs) and structured professional coaching.

Provide professional development opportunities through trainings and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on professional learning communities, coaching, and practices that support improvement of student achievement.

Conferences/Trainings/Workshops:

Professional Learning Communities, teacher support consultant - Fall 2021 - administrator, counselor, teachers

Professional learning using the coaching model to review data or to provide coverage for training during the school day and alignment of instructional strategies with the district's adopted curriculum. Substitutes will provide time for teachers to participate in professional learning activities.

Substitute Pay:

Substitute (Staff) Pay Calculation:

Substitutes X 25 days X \$200 = \$5,000

**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
\$2,160	11500	Title 1-50643 Teacher Hourly Pay
\$19,714	58100	Title 1 50671 Professional Development and support
		2 @ .5 FTE Instructional Coaches – Centralized Service

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description
\$5,000	11700	LCFF 23020 Substitute Pay for professional development and learning activities.
\$20,000	58100	LCFF 23030 Professional Development and support

### 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

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read-alouds and small group reading appreciation groups. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level.

Purchase additional books/novels to provide students with grade level and culturally relevant reading materials to supplement district curriculum including 6 double sided shelving units (\$1,300 x 6 = \$7,800) for purchased books.

Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignment (high-level math problems, more complex vocabulary, more challenging text, etc.) identified through grade level PLC collaborative process.

Appropriate materials/equipment to enhance/support ELA and Math instruction will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, computers, document camera projectors, color ink, pens, rulers, post it notes, SmartBoard or other interactive media, etc.

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

Duplicating expenses are for student materials in larger quantities such as plays, short stories to be used as additional resources/manipulatives for student learning.

#### 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
\$4,000	58450	Title 1 50643 License Agreement
\$15,000	43110	Title 1 50643 Instructional Materials
\$1,000	57150	Title 1 50643 Duplicating
(Not currently Funded) \$5,000	56590	Title 1 50643 Maintenance Agreements

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,623	24101	LCFF 23030 (.4375 FTE Library Media Clerk)
\$2,039	30000	LCFF 23030 (.4375 FTE Library Media Clerk Statutory Benefits)
\$5,486	42000	LCFF 23030 Books
(Not currently Funded) \$22,800	44000	LCFF 23030 Equipment

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students including subgroup: English Learners

### Strategy/Activity

Students identified needing Tier 2 and Tier 3 intervention will receive supports such as tutoring, one-on-one/small group instruction supporting district adopted curriculum focusing on concepts taught during the instructional day on reading, writing, and mathematics. Students identified will be provided pre/post assessment to verify growth. Support provided may be for 2 days per week based on student needs.

Substitute Pay Calculation: 60 days x \$200 = \$12,000

Provide students scheduled time with the bilingual assist to increase reclassification rate. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

### 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
\$12,000	11700	Title 1 50643 Teacher Substitute

## Fund Source – Site LCFF:

\$ Amount(s)	Object Code	Description
\$13,347	21101	LCFF-23020 (.4375 FTE Bilingual Assist)
\$1,285	30000	LCFF-23020 (.4375 FTE Bilingual Assist Statutory Benefits)
(Not currently Funded) \$3,000	43110	LCFF-23030 Instructional Materials

**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**

Teachers will enhance NGSS (science) curriculum through hand-on science experiments integrating Project Lead the Way and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials, including Portable sinks to be used for science experiments in the portable classrooms.

4 classes(sinks) x \$2000 = \$8,000

Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignments (high-level math problems, more complex vocabulary, more challenging texts, etc.) identified through grade level PLC collaborative process.

Applicable supplemental instructional materials to enhance/support instruction will include paper for graphic organizers, writing tools, whiteboards/chart paper, STEM specific materials, science specific project materials, 3D printers and Project Lead the Way specific project materials as well as AIMS science materials and CSIN materials.

Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

This will be implemented through Summer School/Extended Learning in order to extend student opportunities to explore and experiment through the hands-on, inquiry-based learning model of STEM/PLTW.

4 teachers x 10 days x 4 hours x \$60 = \$9,600 (allotting \$10,000)

**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
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(Not currently funded) \$10,000	11500	Title 1-50643 Teacher Hourly Pay
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\$ Amount(s)	Object Code	Description

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
(Not currently funded) \$3,421	43110	LCFF-23030 Instructional Materials
(Not currently funded) \$10,000	44000	LCFF-23030 Equipment



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

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

Subgroup: Preschool, Transitional Kindergarten

**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

Due to changes in leadership, the leadership team began working on the foundational pieces first, including identifying norms, and collective agreements. One of the collective agreements was to send 4 staff members to the PLC conference in the summer of 2018.

#### Effectiveness

PLCs was the primary focus of the implementation and laid the groundwork for an effective team. The effectiveness can be evidenced by common agreements to our school goals and improved student instruction. The four staff who attended the PLC conference collaboratively shared the key learnings at a meeting for all staff which resulted in additional staff participating in the PLC Process.

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

N/A

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

Streamline collaboration focusing on PLCs through continuing to support a deeper understanding of PLCs and the use of shared collaborative protocols.

## Goal 2 – School Climate

School Goal for Suspension: Suspension – Goal for 2020-2021 is to decrease suspensions by 1%.

School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy – Goal for 2020-2021 is to reduce chronic absenteeism by 5%.

## Identified Need

### Suspension –

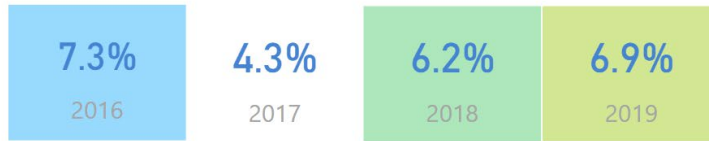
California Dashboard: 2019-Condition & Climate Outcome Dashboard data-suspensions school-wide RED 6.9%, an increase of 0.7%.

### Attendance/Chronic Truancy –

California Dashboard: 2019-Chronic Absenteeism, school-wide YELLOW 16.1%, a decline of 5.1%.

## Suspension Rate

All Students  
percent of unduplicated suspension



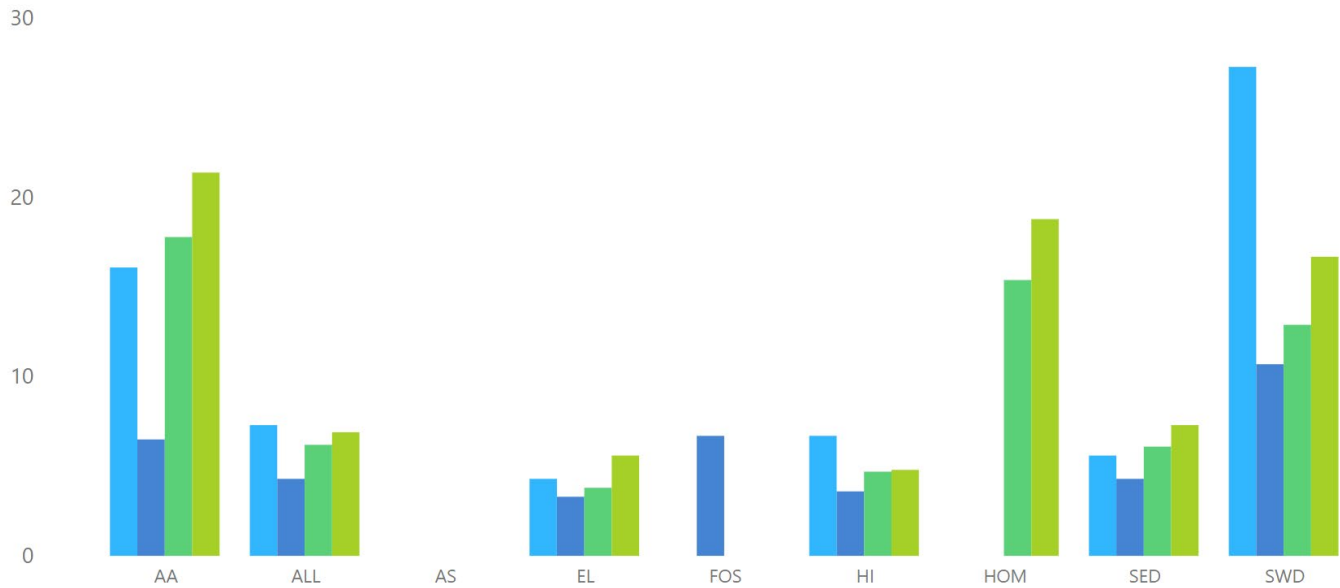
## Expulsion

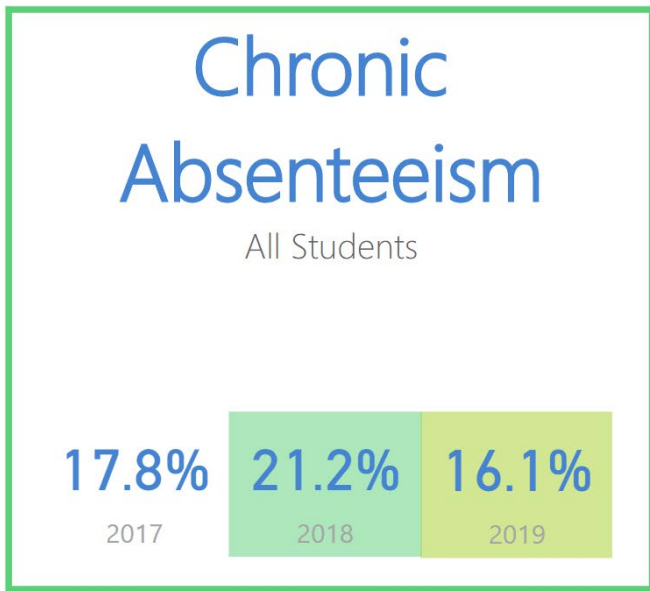
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



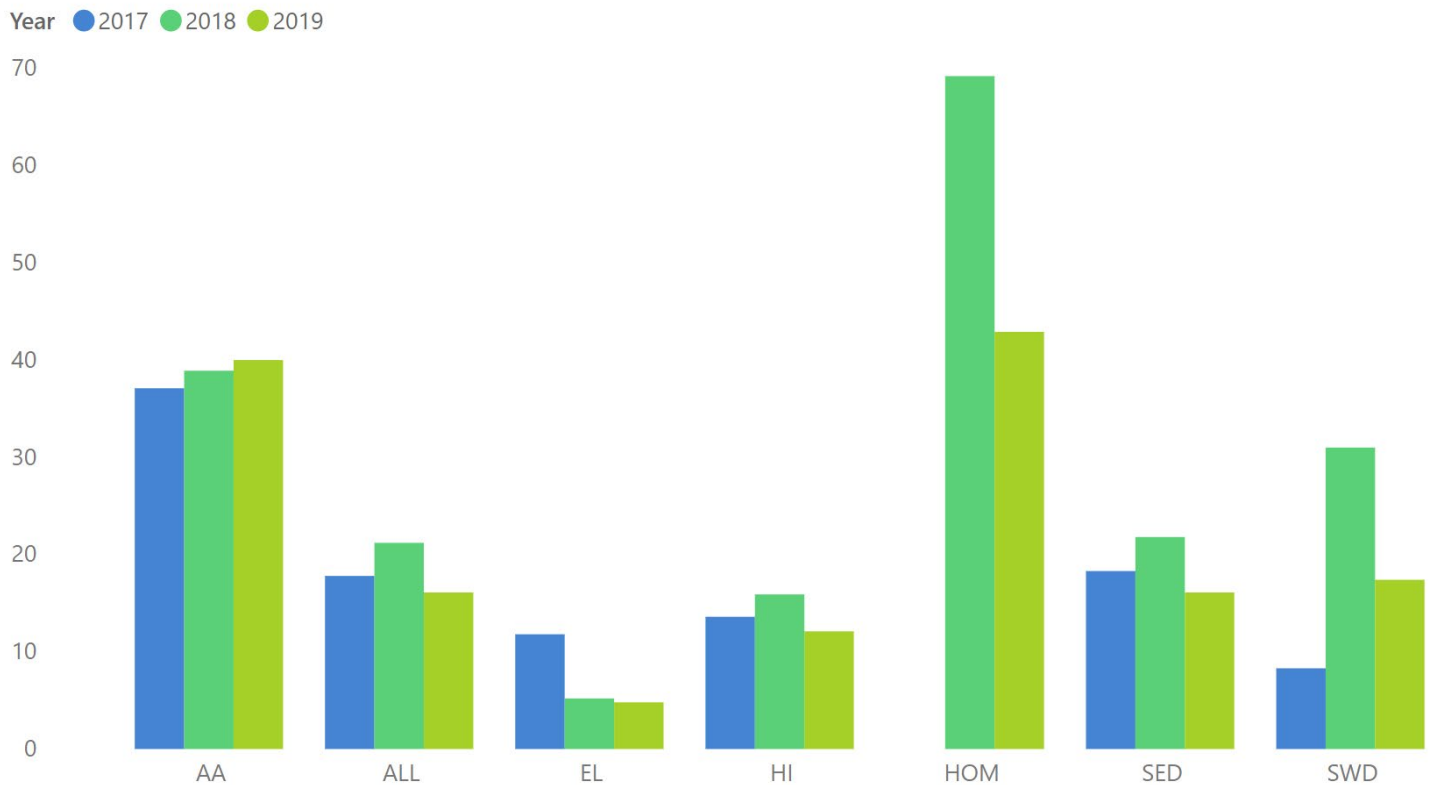
Suspension Rate: Student Group

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)	6.9%	5.9%
Chronic Absenteeism (All Students)	16.1%	11.1%

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All students and subgroups: African American and Hispanic

**Strategy/Activity**

Provide teachers and students with supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities.

Provide professional development opportunities through trainings and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on restorative practices, and PBIS practices that support awareness of student safety and well-being.

Conferences/Trainings/Workshops:

PBIS, teacher support coaching - Fall 2021 - administrator, counselor, teachers

**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

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**

Teachers will conduct home visits for students who are not attending school to make connections with parents who may not be able to attend parent/teacher conferences.

9 teachers x 60 x 7 hours = \$3,780 (Allocating \$4,000)

**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
(Not currently funded) \$4,000	11500	Title 1 50671

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description

## 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 on the PBIS team attended district sponsored PBIS meetings to learn more about PBIS.

#### Effectiveness

Teams are in the beginning stage of PBIS based on a survey given this year to schools.

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

N/A

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

Teacher will begin to receive professional development in PBIS using the current district curriculum in order to better understand how to address classroom and behavior issues.

PBIS activities will include good citizen celebrations, attendance incentives, including super recess, and classroom attendance celebrations.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships:

By June 2021, to increase the number of parent events one per trimester.

## Identified Need

Meaningful Partnerships:

8-10 Parent Coffee Hours

10-15 parents regularly attend Parent Coffee Hours

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets	5	10-15

## 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 parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings.

Events\* may include:

Lunch on the Lawn

Donuts with Dad

Muffins for Mom

SSC - SPSA advisory

ELAC - English Learner Advisory Committee

Parent Coffee Hour Meetings

After School Program

End of the Year Carnival

Scholastic Book Fair

Provide outreach in the form of letters, fliers, programs, invitations and informational packets to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and involvement in school and with their child which will then foster positive behavior habits with their child.

Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives.

\*There must be an agenda with appropriate topics to use parent involvement funds that is compliant with Title I regulations.

**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
\$610	43200	Title I – 50647 Non-Instructional Materials
\$500	43400	Title I – 50647 Parent Meeting

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
\$1,000	43200	LCFF – 23035 Non-Instructional Materials
\$500	57150	LCFF – 23035 Duplicating and Mailings

## 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

This goal was implemented and includes English Learner Parents, School Site Council meetings, Parent Coffee Hour, and Padres Comprometidos (Committed Parents) which was a 6-week parent class to build connections between schools and parents. A school mural was created on school grounds during this school year.

#### Effectiveness

All meetings were conducted in alignment with district regulations. The School Site Council was unable to come to agreement over the School Plan for Student Achievement. The final meetings were unable to obtain a quorum and the SPSA remained not approved when starting the 2019-2020 school year which caused a delay in many services. Committed Parents was conducted during the school day using the Bilingual Aide to teach the group which took from student assistance in the classroom.

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

N/A

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

If Committed Parents is continued, the class will be during a time that is outside of the Bilingual Aide's regular hours so that there is no interference with student assistance during school hours. Discussion will continue on the possibility of including virtual attendance in School Site Council meetings in order to assist members that have a hard time attending.



# 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	\$56,784
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	\$122,064

## 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	\$56,784

Subtotal of additional federal funds included for this school: \$56,784

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	\$65,280

Subtotal of state or local funds included for this school: \$65,280

Total of federal, state, and/or local funds for this school: \$122,064

## Budget Spreadsheet Overview – Title I

## WASHINGTON

Preliminary Budget Allocation - TITLE I  
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 55,674
TOTAL BUDGET DISTRIBUTED BELOW	\$ 55,674
TO BE BUDGETED (\$should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 1,110
TOTAL BUDGET DISTRIBUTED BELOW	\$ 1,110
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		\$ 2,160					\$ 2,160
11700	Teacher Substitute		\$ 13,800					\$ 13,800
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 15,960	\$ -	\$ -	\$ -	\$ -	\$ 15,960

## Books &amp; Supplies

42000	Books							\$ -
43110	Instructional Materials		\$ 15,000					\$ 15,000
43200	Non-Instructional Materials						\$ 610	\$ 610
43400	Parent Meeting						\$ 500	\$ 500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 15,000	\$ -	\$ -	\$ -	\$ 1,110	\$ 16,110

## Services

57150	Duplicating		\$ 1,000					\$ 1,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 4,000					\$ 4,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-Instructional		\$ 19,714					\$ 19,714
58320	Consultants-NonInstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 24,714	\$ -	\$ -	\$ -	\$ -	\$ 24,714

GRAND TOTAL \$ 55,674 \$ - \$ - \$ - \$ 1,110

I certify that the budget above is in the SP5A and has been approved by School Site Council

Principal Signature

School Site Council Chair

C:\Users\standridge\Desktop\Distance Lng\SP5A\2020-21 State and Federal Title One Site Allocations (1)  
WASHINGTON

## Budget Spreadsheet Overview – LCFF

## WASHINGTON

Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 65,280
TOTAL BUDGET DISTRIBUTED BELOW	\$ 65,280
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	

## Personnel Cost-Including Benefits

11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk		\$ 16,623	\$ 13,347			\$ 29,970
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits		\$ 2,039	\$ 1,285			\$ 3,324
Sub Total - Personnel/Benefits			\$ 23,662	\$ 14,632	\$ -	\$ -	\$ 38,294

## Books &amp; Supplies

42000	Books		\$ 5,486				\$ 5,486
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials					\$ 1,000	\$ 1,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 5,486	\$ -	\$ -	\$ 1,000	\$ 6,486

## Services

57150	Duplicating					\$ 500	\$ 500
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		\$ 20,000				\$ 20,000
58320	Consultants-NonInstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 20,000	\$ -	\$ -	\$ 500	\$ 20,500
GRAND TOTAL			\$ 49,148	\$ 14,632	\$ -	\$ 1,500	\$ 65,280

I certify that the budget above is in the SPSA and has been approved by School Site Council

Principal Signature

School Site Council Chair

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WASHINGTON