

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry Elementary	39686760111344	05/24/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Henry Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), and White student groups.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

At Henry, we have several different ways that we discuss the implementation and review of the SPSA. The SPSA goals are discussed regularly at Staff meetings, Leadership meetings, School Site Council (SSC), and English Language Advisory Council meetings (ELAC).

Analysis: Henry implemented a Decision making model (DMM) to analyze academics, school climate, and parent engagement.

Staff Meetings: The staff meetings in which the SPSA goals were discussed were on August 17, 2023, and January 24, 2023. During the August meeting, we discussed goal alignment and planning for the 2022-23 School Year. On January 24, 2023, we updated the staff on the SPSA and asked for recommendations for the 23-24 school year.

Leadership meetings: The Henry School Leadership Team meets before the start of the year and monthly. On July 21, 2023, the Henry Leadership team which consists of the Principal, the Program Specialist, and one teacher from each grade level including SDC met to discuss goals for the upcoming year in alignment with SPSA Goal #1. The Leadership Team also met on February 27, 2023, and March 27, 2023, to discuss recommendations for the 23-24 School Year SPSA. As a collective unit, we discussed including some new programs and not renewing programs such as HERO.

SSC meetings: The Henry SSC met on October 13, 2022, November 17, 2022, January 19, 2023, February 1, 2023, March 30, 2023, and May 17, 2023

ELAC meetings: In February a survey was sent out to all EL parents for recommendations for the school and SPSA. Parents indicated that they would like tutoring after school. On May 9, 2023, there was an ELAC meeting for parents to express recommendations for the SPSA. Parents indicated that they would like to find ways to make school more engaging for students, field trips, music teachers, and tutoring for students.

Staffing and Professional Development

Staffing and Professional Development Summary

Highly Qualified Teachers and Staff

Credentialed teachers- 28 In the process of obtaining credentials- 8

Professional Development Plan

The expectation for professional development on required days such as staff meetings is that all teachers attend and actively participate in the process. Unfortunately, we had to give up 4 opportunities for Professional development during staff meetings due to District mandated Keenan training. Professional development is centered on meeting the needs of our students and teachers ranging from mental health to academics and behavior. Professional development was conducted to support our schoolwide SWIM (Self Control, Work Hard, Integrity, Motivation) initiative for teaching classroom behavior skills and all common areas. In regards to curriculum, we provided opportunities for academic conferences and goal setting so teachers could dive into their future units and backward map their content. There was also professional development on the usage of our district-adopted curriculum, iReady. In addition, we provided professional development in strategies to support our English Language Learners and all students in state testing.

Professional Development Days

SAP process- 8/16/22

ULS/UWD- 8/16/22

Goal Setting (SMART Goal)- 9/20/22

ELD- 9/20/22

EL monitoring- 10/25/2022

Academic Conferences- including analyzing iready data- Two sessions Fall: 9/2022 Spring: 2/2023

PBIS- SWIM lesson plans Staff Meeting 12/13/22

ELD- 1/24/23

SBAC- 3/7/23

Collaboration- 8/9, 8/23, 9/13, 9/27, 10/18, 11/8, 11/29, 12/13, 1/17, 1/31, 2/14, 3/7, 3/21, 4/4, 4/18, 5/2, 5/16

Our school functions utilizing professional learning communities (PLC). There are two days a month where teachers have an opportunity to collaborate with their grade level team or another grade level team to discuss and analyze data, lesson planning, or instructional design of their lesson delivery.

Ongoing Professional Development

Instructional Assistance- Site support is offered to our new teachers. We currently have 5 new teachers matched with a veteran teacher at our site. They meet for one day a week.

Staffing and Professional Development Strengths

Staffing Strengths

We have 28 fully credentialed teachers with a wealth of knowledge from 2-38 years of teaching experience. Our new teachers are eager to learn from the veteran teachers as well as willing to take advantage of the district's available professional development. Teachers are encouraged to take advantage of district professional development that was available online this year.

Professional Development Strengths

When professional development occurs during staff meetings attendance is 100% or very close. When professional development occurs after contract hours, even if it is paid there are often only a few staff members in attendance. School-provided professional development strives to be focused on strategies that all teachers can implement the next day.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Site needs further development and support in building capacity as an effective Professional Learning Community and refining our collaborative practices. **Root Cause/Why:** Needs assessment of staff should have been given to help identify areas where teachers need to grow. Need opportunities during the school day for teachers to communicate academic goals and strategies to students. Provide more opportunities for vertical collaboration and refinement of PLC process.

Needs Statement 2 (Prioritized): There was not sufficient PD offered to teachers in the 2022-23 academic year. The degree of how this will affect student achievement is still to be determined. **Root Cause/Why:** Henry has not had an Instructional Coach for the past 2 school years. We have a need to provide teachers ongoing instructional support through the use of instructional rounds.

Teaching and Learning

Teaching and Learning Summary

ELA-

2022-23- Winter

iReady

874 students tested

46% in Tier 3

(398 students)

30% in Tier 2

(261 students)

25% in Tier 1

(215 students)

Math

iReady Winter

2022-23

868 student tested

39% in Tier 3

(341 students)

46% in Tier 2

(396 students)

15% in Tier 1

(131 students)

ELL- Currently 14 students have been reclassified during the 22-23 school year. We surpassed our goal of 10 from the previous year.

Classroom Observations were limited to just certificated observations and a few classroom visits, due to lack of staffing. Classroom observations did show the implementation of Instructional strategies that were appropriate to student development and need. Teachers used the adopted curriculum, and the supplemental materials when needed to help reinforce concepts and reteach as needed for students. The lessons presented by the teachers were standards-based and objectives were used to help guide the students in their learning. Teachers used checking for understanding throughout the lessons. Many teachers used partners and groups for students to collaborate and work together. Teachers circulated checking on students' work and monitoring partner or group discussions.

Analysis of the current instructional program is that most teachers are using the curriculum but not faithfully. Many teachers have expressed that the Benchmark (K-6) and My Perspectives (7-8), lack grammar instruction and writing.

Teachers have also expressed that the curriculum is written above the grade level, and has been challenging to adapt and differentiate based on student need.

Alignment of curriculum, instruction, and materials reveal that many teachers are not on pace with each other. Although teachers are collaborating twice a month, pacing has been a struggle due to student and staff absences.

Instructional minutes are given to provide a guide to the teachers. In grades K-6 the instructional minutes are as follows with time provided for Strategic Support for all learners. English Language Arts is 90 minutes, with an added 25 minutes of Strategic Support. Math is 70 minutes, with an added 25 minutes of Strategic Support. 1st and 2nd grades provide strategic support in phonics using SIPPS instruction during CORE ELA time. ELD is 30 minutes daily. PE is 20 minutes daily. Social Studies and Science are allotted 40 minutes daily with a rotation or split based on teacher discretion. All K-6 classes have 300 minutes of instruction, with a total of 50 minutes being given to supporting students in their ELA and Math areas of need. All 7th and 8th grade classes are 50 minute blocks (ELA, Math, Science, Social Studies, PE, ELD/Electives) for a total of 300 minutes of instructional time.

Instructional materials have been distributed to all teachers for the grade that they teach.

Meeting the needs of underperforming students was a concern, so the instructional schedule was developed to accommodate specific time to be used as strategic support time, 25 minutes for ELA and 25 minutes for Math. After school tutoring was also implemented to address the learning needs of our underperforming students.

Evidence-based instructional practices to raise student achievement showed inconsistency in assessments given by the teachers.

Teaching and Learning Strengths

We met our goal of reclassifying the EL students. Our goal was to reclassify 10 students and 14 students were reclassified during the 22-23 school year.

The i-Ready Data showed based on the Winter Assessment showed as follows based on the 2022-2023 School Year goals:

2022-23 Goal

ELA

41% in Tier 3 (341 students) Goal to move 41 students up

32% in Tier 2 (271 students) Goal to move 27 students up

27% in Tier 1 (229 students) Goal to maintain and increase by 12 students

Math

39% in Tier 3 (329 students) Goal to move 49 students up

38% in Tier 2 (321 students) Goal to move 32 students up

23% in Tier 1 (194 students) Goal to maintain and increase by 10 students

2021-22 Results based on i-Ready Winter Assessment

ELA

47% in Tier 3 (372 students) There was an increase of 31 students in this tier

34% in Tier 2 (270 students) This tier decreased by 1 student

18% in Tier 1 (150 students) There was a loss of 79 students from this tier

Math

39% in Tier 3 (305 students) There were 24 students moved into tier 2

50% in Tier 2 (394 students) There was an increase of 73 students to this tier

11% in Tier 1 (89 students) This tier had a loss of 105 students

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): According to our lack of data, teachers are not consistently administering assessments online. **Root Cause/Why:** Teachers are having a hard time implementing curriculum with fidelity.

Needs Statement 2 (Prioritized): State test score show that 56% of students in grade 3-8 performed 2 or more years below grade level in ELA and 65% performed 2 or more grade level in math **Root Cause/Why:** Need for professional development, inconsistent instructional practices, lack of collaboration opportunities, and beginning level of PLC development. Outdated instructional materials and equipment.

Needs Statement 3 (Prioritized): By second grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary. **Root Cause/Why:** Students do not have adequate resources to read, need more intervention through SIPPS, Hagerly, and other reading programs. Lack of opportunities for small group differentiation

Needs Statement 4 (Prioritized): Henry is identified as needing additional target support and improvement for these subgroups: Hispanics, homeless, socioeconomically disadvantaged, students with disabilities, and white students. **Root Cause/Why:** We will need more monitoring of the subgroups and aligning appropriate resources and support through staff/specialists. The specialist and bilingual aide will facilitate the coordination of ELD PD, support, and interventions. We also have a need for a supplemental curriculum to provide differentiated support for the subgroups.

Parental Engagement

Parental Engagement Summary

Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies, and emotional well-being. When parents and teachers work as partners, children do better in school and at home. We have a dedicated Parent Liaison who facilitates parental involvement at Henry Elementary School. She works together with staff, parents, and the community to foster and develop meaningful relationships.

Surveys were given to families at the beginning of the year to get feedback on topics of workshops. Parent Coffee hour is provided once a week which includes, but not limited to topics such as literacy, mental health, nutrition, parenting your children and teens, relationships between friends, inclusion, and much more. The ELAC committee met 4 times in the 22-23 school year to provide crucial information to the parents of our English Learner students.

Parental Engagement Strengths

Parents consistently attended parent coffee hour occurred on a weekly basis for 42 sessions which consisted of financial assistance, diabetes prevention, parenting, attendance, and drug awareness classes. On average about 15-20 parents attended the meetings.

Parents also attended school events such as Family Math Literacy Night, Picture with Santa, Trunk or Treat, and classroom walkthroughs.

There were 20 food drives during the 22-23 school year with an average of 150-200 families participating each time.

A survey was given to parents of EL students in regard to school climate, communication, and academic achievement. The results of the surveys were that many parents feel that the school is safe and that there are adequate programs. Parents would like to see more intervention tutoring for students that are struggling and excelling.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Provide opportunities to parents to support their children at home with school curriculum and assignments. **Root Cause/Why:** Parents do not have efficient knowledge of English. We need a parent liaison to facilitate meetings and provide ongoing support and training for parents.

Needs Statement 2 (Prioritized): We need more parents to be involved in the school from volunteering in classrooms, attending parenting and finance workshops on campus, and also increasing their own knowledge of the education process. **Root Cause/Why:** Only the same 15-20 parents attend parent meetings consistently. The parent liaison will coordinate events to provide engagement between parents and school staff in an academic environment.

School Culture and Climate

School Culture and Climate Summary

Henry's School-Wide- PBIS program provides a framework of behavior expectations and management strategies for successful student behaviors, across all campus areas- nurturing Sharks that SWIM, S-Self-Control, W-Work Hard, I-Integrity, M-Motivation. Stakeholder-developed PBIS materials and district resources provide a consistent guide for all staff for managing and addressing student behaviors. Additionally, Henry's PBIS program fosters engagement in school and motivation to perform well, through relationship building, trauma-informed instruction, and incentivized programs- as evidenced by student behavior and attendance data found in our district's Discipline and Chronic Absenteeism reports.

To develop and reinforce student engagement and motivation leading to achievement, all staff are able to participate in district-sponsored professional development in the areas of cultural awareness, relationship building through restorative practices, and trauma-informed instruction. In conjunction with the district's PBIS department-provided supports (Kelso's Choice, CHAMPS, STOIC, Second Step SEL), Henry staff will increase their efficacy in holding restorative conversations, employing alternatives to discipline (i.e. alternative learning environment, campus clean-up, Supervision Buddy, peer and conflict resolution circles), and drawing on appropriate interventions and support with data (consultations and SAP). Ongoing data monitoring will be facilitated by the site's PBIS committee, site admin, CSAs, school counselors, and other student support staff.

There is a dedicated PBIS team that meets almost monthly to discuss the school climate and culture amongst students and staff. We also have 2 full-time school counselors and a mental health clinician that provide support to our students. The team was able to discuss the implementation of SWIM lesson plans for effective classroom management techniques and differentiated equity-based intervention. Suspensions have increased this year. Teachers, the admin team, and school counselors have worked together to move students through the tiered system of the SAP process. This year's suspensions and bullying behaviors have increased overall.

School Culture and Climate Strengths

Our school counselors incorporated the Second Step SEL and college and career curriculum in all K-8th grade classrooms throughout the school year. They also provided PD for staff at various staff meetings on the SAP process and meeting student SEL needs.

PLUS program has 5 students. They sponsored several Spirit Week celebrations throughout the year highlighting Drug-Free Awareness, No One Eats Alone Day, and more. They also helped motivate students daily by conducting our morning announcements every morning and celebrating student accomplishments in iReady and birthdays.

Student Survey results:

Fall Data showed 6th-8th had 152 participants, Winter showed 29 participants

Fall Data showed 4th-5th had 78 participants, Winter had 4 participants

Campus incentives include:

- Attendance gift cards through raffles given by CWA
- Monthly citizenship awards

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Student participation wasn't as high it should have been. **Root Cause/Why:** Survey was not given on time to 6th-8th grade students and 4th-5th grade opt-in permission slips need a streamline process.

Needs Statement 2 (Prioritized): Students have many needs aside from academic needs and they need support from their counselors and teachers. **Root Cause/Why:** Students need help in dealing with their emotions and decision-making.

Needs Statement 3 (Prioritized): Counselors would benefit from training in SEL and other strategies to utilize with students as well as networking with other colleagues for ideas and support. **Root Cause/Why:** Counselors have not been able to attend any training outside of the district due to no funding source.

Needs Statement 4 (Prioritized): We need an opportunity to discuss and plan lessons and activities for the school year regarding our school-wide expectations to ensure that PBIS is being implemented. **Root Cause/Why:** Teachers and staff are not implementing PBIS daily and we need to have activities and incentives to

motivate students and staff to participate.

Needs Statement 5 (Prioritized): Chronic absenteeism is at 35%, rated as very high according to California Dashboard indicators. **Root Cause/Why:** To increase student attendance we are providing an incentive of Super Recess and Bingo for students. The parent liaison also coordinates with counselors to talk to parents about the importance of attendance. We have a need for incentives to improve student attendance.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 3 will decrease by 15% of Grade K-8 students which is 58 students. ELA: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 2 will decrease by 10% of Grade K-8 students which is 27 students. ELA: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 1 will increase by 5% of Grade K-8 students which is 11 students. Math: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 3 will decrease by 15% of Grade K-8 students which is 49 students. Math: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 2 will decrease by 10% of Grade K-8 students which is 39 students. Math: By EOY 2024, per iReady Winter Diagnostic Results Report, the total number of students performing in Tier 1 will increase by 5% of Grade K-8 students which is 7 students. EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 12 students.

Identified Need

Site needs further development and support in building capacity as an effective Professional Learning Community and refining our collaborative practices.

There was not sufficient PD offered to teachers in the 2022-23 academic year. The degree of how this will affect student achievement is still to be determined.

State test score show that 56% of students in grade 3-8 performed 2 or more years below grade level in ELA and 65% performed 2 or more grade level in math

By second grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary.

Henry is identified as needing additional target support and improvement for these subgroups: Hispanics, homeless, socioeconomically disadvantaged, students with disabilities, and white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 1 grade level below standard	ELA 256 Students Tier 2 Math 387 Students Tier 2	ELA- 229 students Math- 348 students
Number of students performing at grade level or above	ELA 210 Students Tier 1 Math 128 Students Tier 1	ELA 221 Students Tier 1 Math 135 Students Tier 1
Number of students performing 2 or more grade levels below	ELA 389 Students Tier 3 Math 327 Students Tier 3	ELA- 331 students Math- 278 students
Number of EL students meeting Reclassification requirements	12 RFEP Students	12 RFEP Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide teachers, program specialist, coach, parent liaison, administrators, and counselors the opportunity to attend the CAFE conference to increase awareness for EL students or any other conference relating to ELA, Math, or Science and Social emotional. The conferences will also provide staff with the necessary tools to enhance core instruction and skills with the students. \$7000 (LCFF) Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities, Universal Design for Learning, ELD, and SBAC Interim. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented. 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. Teacher Additional Hourly for 2023-2024 Leadership Planning: 11 teachers (Including Program Specialist and Coach) X 5 hours X 2 days X \$60 rate of pay = \$6,600 (Allocating \$6,700) (Title 1) Leadership Meeting -

(2023-24 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280 (Allocating \$5,500) (Title 1) 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 including analyzing resources to target all of our ATSI subgroups. 4 Subs x 5 days x 2 per year X \$200= \$8,000 (Title 1) 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 substitutes (Title 1) 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. Support college and career readiness mindset, exposing students to real-world experiences through the participation in SkillsUSA. Teachers will be supported with training targeted at all ATSI subgroups and attend state/ national competitions. \$2,000 (LCFF) Henry will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: Number of teacher receiving CABE training, number of student conferences conducted,

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,500	50643 - Title I
\$6,700	50643 - Title I
\$8,000	50643 - Title I
\$3,200	50643 - Title I
\$2,000	23030 - LCFF (Site)
\$7,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports The 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. Specific training will focus on our school initiatives and data results including analyzing resources to target all of our ATSI subgroups. 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. 1. FTE Program Specialist: 75% \$114,188- (LCFF) 25% \$38,062 (Title 1) 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 The Program Specialist will serve as the EL Coordinator, Assessment Coordinator. provide data for analysis. The Program Specialist will provide support for the Bilingual Assistants in supporting EL students. Instructional Coach (1 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 targeting all ATSI subgroups. 2. Training and extra support provided by the Program Specialist and Instructional Coach during school day to all teachers (38 teachers) for ELPAC assessments, ELA Curriculum, Math Curriculum, High Leverage Instructional Strategies, Classroom Management, and Technology targeting all ATSI subgroups. 4 Substitute X 12 days X \$200 = \$9,600 (Title 1) 3. Collaboration supporting staff on development/alignment/calibration of Professional Learning Communities scope and sequence, need, and alignment to school improvement focusing on scope and sequence planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of the school year for next year progression, reduction of the need for reteaching to move forward more efficiently and targeting all ATSI subgroups. ELPAC- We will begin to create and design targeted strategies through the development of a scope and sequence. Staff Additional Comp: 40 staff (38 teachers, 1 program specialist, 1 instructional coach) X 10 hours X \$60 = \$24,000 (Title 1) 4. Bilingual Assist - Will work with students identified as newcomers and levels 1 and These are students who may require primary language support. If we do not hire a bilingual assistant money will be allocated to hire an instructional assistant for general education. In addition, any funds not used will be allocated to purchase equipment such as materials, and supplies to achieve the same goal. If a bilingual assistant is not hired by November 2023 we will advertise for an instructional assistant to work with our Tier 3 students. In the event, no assistant is hired by January 2024 we will reallocate funds. 0.625 FTE Bilingual Assist \$60,892 (LCFF) 5. .4375 FTE 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 teaches students to read and organize books with the Dewey System. Library Media Assistant also reads to primary students with a focus on comprehension and reading fluency. (\$25,200) (Title 1) 6. Provide after-school tutoring

intervention for all students behind grade level. Propose 7 teachers for 1 hour per day 3x a week and .5 for prep (3.5 hours per week/per teacher) to provide good foundational skills for students to become grade-level proficient targeting all ATSI subgroups. 6 teachers X 3.5 hours X 21 weeks (Sept 25 -March 15) X \$60 rate of pay = \$26460 Allocate \$27,000 (Title 1) 1 Intervention Lead: Who will oversee the intervention program by running a monthly meeting or visiting intervention classrooms. - 8 x \$60= \$480 (Title 1) Metrics and monitoring: As evidenced by the number of students being reclassified, initially and summative tested, data analysis of students moving from Tier 3 to Tier 2 , classroom log of students visiting the library and checking out books, and an increase in CORE assessment results.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$114,188	23030 - LCFF (Site)
\$9,600	50643 - Title I
\$24,000	50643 - Title I
\$60,892	23030 - LCFF (Site)
\$25,000	23030 - LCFF (Site)
\$27,480	50643 - Title I
\$38,062	50643 - Title I
\$10,678	50643 - Title I Salary Contingency
\$26,019	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with opportunities to increase reading proficiency through literacy support and supplemental programs such as SIPPS and Haggerty. 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. 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. 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. 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 strategies 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. 1. Instructional Materials/Supplies - Applicable supplemental instructional materials include: novels/books, Whiteboards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, sheet protectors, Pencils, Construction paper, Color printer, Color printer ink, projector bulbs, 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, ballpoint 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. Applicable supplemental instructional materials include binders, organizers/planners, writing tools- whiteboards, sheet protectors, chart paper, poster board, and easel pads. 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, and TOPs. Teachers will use various equipment/ supplies such as the laminator, copier, Duplo, and poster maker. \$15,000 (Title 1) \$7301 (LCFF) 2. Henry 2nd-8th grade students will have access to the Accelerated Reader to build reading fluency and comprehension skills. Primary and Special Education students will have access to Starfall for additional fluency support. This will target all of our ATSI subgroups. Accelerated Reader Student Licenses for \$6525. (Title 1) Metrics and monitoring: As evidenced by instructional rounds with school and district personnel where students are utilizing SIPPS, Hagerty, EL strategies in both designated and integrated ELD, and making progress from beginning levels to extension and challenge levels.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$15,000	50643 - Title I
\$7,301	23030 - LCFF (Site)
\$6,525	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income
All Students

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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) (Title 1) Reprographics would provide copies of supplemental instructional materials that are crucial for our school. It ensures that we have high-quality and up-to-date resources to support learning in core subjects such as ELA, Math, Social Studies, and Science. This ultimately leads to better student outcomes and a more effective and engaging learning experience. \$4,000 (LCFF) Henry will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement in NGSS/CORE standards.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$10,000	50643 - Title I
\$4,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Kinder Summer Bridge Program 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

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

In some areas where possible Strategy 1 was implemented and effective. There was 1 Full-Time Bilingual Aide to work with approximately 58 newcomer students in grades 1st-8th. Leadership meetings occurred monthly with all grade levels represented except for the 3rd grade. Afterschool tutoring occurred targeting most grade levels as those were teachers who volunteered to participate. Two rounds of academic conferences were implemented. There was one in the fall and one in the winter. Also, training and extra support for teachers during the school day did not occur frequently due to the lack of subs and availability of teachers. There was collaboration during the day provided to new teachers on several occasions. A library media assistant was hired in January of 2023. Students are able to visit the library weekly.

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

There was no interest in focused collaboration between administration and teachers to meet regarding scope and sequence, data analysis, and vertical and horizontal alignment. The funds were moved to fund conferences. Due to the hectic nature of the end of the school year, we removed the last round of academic conferences that were to occur in May of 2023. We were not able to hire a full-time Bilingual Assist. The job is currently still open. Due to a lack of participation, we did not utilize SkillsUSA funding, and the money was allocated to instructional supplies for STEM.

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.

Strategy 1: Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities and SBAC Interim. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented. We will no longer utilize AVID strategies. We will continue to allocate funds to pay teachers for structured collaboration. Additional supplemental ELA & Math PD will focus on high-leverage strategies to utilize in ELA, Math, and Designated ELD. The Program Specialist will serve as the EL Coordinator and Assessment Coordinator. Provide students with opportunities to increase reading proficiency through literacy support programs. 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. Strategy 5: 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 with .5 a week for prep) to provide good foundational skills for students to become grade-level proficient. 7 teachers X 3.5 hours X 29 weeks (Sept. 1-Mar 1) X \$60 rate of pay = 42,630 - In addition, allocate 1 teacher for 8 hours to oversee data, prep groups, and meet with teachers regarding data. 8 x \$60= \$480 This is in Goal 1 Strategy 5.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) For the 2022-23 school year, about 96 suspension days were accumulated. By June 2024, Henry will maintain a low suspension rate and demonstrate a decrease in the number of total suspensions, as evidenced over the last 3 years. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2024, Henry will reduce the chronic truancy rate by 10 percentage points for all students from 35.1% to 25.1%.

Identified Need

Students have many needs aside from academic needs and they need support from their counselors and teachers.

Counselors would benefit from training in SEL and other strategies to utilize with students as well as networking with other colleagues for ideas and support.

We need an opportunity to discuss and plan lessons and activities for the school year regarding our school-wide expectations to ensure that PBIS is being implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	35% of students Chronically Absent	25% of students Chronically Absent
Suspension Rate	4% of students suspended	4% or lower

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
English Learners
All Students
Foster Youth

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide staff development and opportunities to collaborate in order to develop students' social and emotional well-being through supportive resources and programs that positively impact student learning via: PBIS, PLUS program, 2 counselors, and 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 We will continue to provide MTSS training to support the social/emotional well-being of students. Provide PBIS Meeting - (2022-23 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280, CSA X 1 hour X 8 months X \$60=\$480; (Counselor) X 2 X 8 months \$60=\$960 (LCFF) Henry will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Metrics for Progress Monitoring: Number of staff attending collaboration meetings, Number of staff receiving PBIS training.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$6,720	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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. 2 Noon Duty/classified staff x 9 events/days x \$50= \$900 (Title 1) 2. Counselors will teach the SEL lessons to students regarding bullying, growth mindset and self-care. 3. Counselors will attend Parent Coffee Hour to discuss with parents the importance of attendance. 4. Counselors will attend the ASCA and School Climate and Culture Conferences to enhance their learning of MTSS and School Climate. They will apply their knowledge to their lessons, PLUS, and PBIS strategies with students. \$4344 (Title 1) Henry will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Numbers of students receiving attendance rewards and counseling, Number of classrooms implementing SEL lessons, Number of Parent Coffee meetings, Number of staff attending conferences.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$900	50643 - Title I
\$4,344	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Counselor will provide students and teachers with social and emotional learning support and training that positively impact students learning. Programs that positively impact students will be implemented such as Kelso's choice, Second Step, 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. Instructional Materials Title1 \$1,000 Metrics for Progress Monitoring: Number of students participating in Restorative Circles, Number of PLUS coordinated activities, Number of students participating in career exploration activities.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Henry School strives to provide a safe and healthy learning environment for all students. One way we aim to do this is through monthly PBIS meetings where teachers and support staff gather together to brainstorm ways to foster engagement and positive student-teacher relationships. Consultants were not able to provide professional development to staff this year due to a lack of availability. Fortunately, counselors were able to provide some professional development to teachers regarding SEL for both teachers and students on site. Our 2 full-time counselors were able to form a PLUS group with students that worked on National Kindness Week, Spirit Weeks, Drug and alcohol awareness, and various other activities on campus. Counselors also participated in providing Second Step social-emotional lessons to students and teachers. 169 lessons were done in all classrooms. There were 20 Parent Coffee Hours this year conducted in person. There were 3 Renaissance assemblies that took place after each trimester was completed.

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

We did not utilize yard duties for the supervision of Super Recess. We were able to supervise using support staff.

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.

We need to communicate to yard duty staff the dates of the Super Recess in order to utilize them for supervision.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2023-24 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

Identified Need

Provide opportunities to parents to support their children at home with school curriculum and assignments.

We need more parents to be involved in the school from volunteering in classrooms, attending parenting and finance workshops on campus, and also increasing their own knowledge of the education process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents attending parent meetings	15-20 per meeting	An increase to about 17-22 parents per meeting.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide teachers, program specialist, coach, parent liaison, administrators, and counselors the opportunity to attend the CAFE conference to increase awareness for EL students or any other conference relating to ELA, Math, or Science and Social emotional. The conferences will also provide staff with the necessary tools to enhance core instruction and skills with the students. (LCFF) CAFE conference for parents to attend to increase their knowledge in EL standards and support.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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. 1. Parent Liaison will conduct home visits to provide outreach to parents of students who are 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. Farmers market offered groceries to parents on the last Friday of every month. The parent liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, at CARE/SSTs and IEPs. - \$126,536 (Title 1) 2. 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. The kindergarten team will have 3 meeting opportunities. Additional Hourly Pay for 38 teachers to plan for Data Team Review implementation 38 x 2 times x \$60= \$4560 (Title 1) 3. 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 (Title 1) Additional support for yard duty to supervise students 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 (Title 1)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$126,536	50643 - Title I
\$4,560	50643 - Title I
\$1,440	50643 - Title I
\$1,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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 Meeting: \$4,738 Light snacks and refreshments, parent training materials, such as chart paper, poster paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during the 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 the topics being discussed. Furthermore, monies will be used to offset the cost of duplication needs, materials, resources, and other meeting necessities. Approximately, 1% of Title 1 funds are allocated towards these endeavors. Non-Instructional Materials - 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. \$500 (Title 1) Metrics for monitoring: Number of parents attending parent meetings, parent coffee hour, ELAC, and ELA/Math Night as evidenced by sign-in sheets. Also, we will have parent surveys conducted 3 times a year.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,116	50647 - Title I - Parent
\$500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Our mission at Henry School is a genuine partnership between staff, students, and families working together to help students be successful. Parent meetings were held for Weekly Coffee Hour and Parent Liaison coordinated monthly food drives (20 total) where parents could receive fresh produce in a drive-thru procedure. On average 150-200 attended Math Night, on-campus Data Team meetings, and Parent Walkthroughs.

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

Not all teachers participated in Data team meetings. Only one grade-level team (Kinder) took advantage of the allocation. These are paid but they are on a voluntary basis. Latino literacy did not occur due to lack of interest.

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.

Strategy 3.1.2 will be modified at the beginning of the 23-24 depending on the teacher survey completed in August of 2023 determining their interest in participating.
Strategy 3.1.3 will be modified at the beginning of the 23-24 depending on the teacher survey completed in August of 2023 determining their interest in participating.

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	\$310,141.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$563,261.00

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 (\$)
50643 - Title I	\$294,347.00
50647 - Title I - Parent	\$5,116.00
50643 - Title I Salary Contingency	\$10,678.00

Subtotal of additional federal funds included for this school: **\$310,141.00**

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 (\$)
23030 - LCFF (Site)	\$227,101.00
23030 - LCFF Salary Contingency	\$26,019.00

Subtotal of state or local funds included for this school: **\$253,120.00**

Total of federal, state, and/or local funds for this school: **\$563,261.00**

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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