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

_____   _____
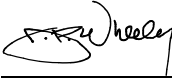   Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named 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
Mckinley Elementary	39686766042691	06/13/2023	07/11/2023

Purpose

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

McKinley 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, and Students with Disabilities (SWD) 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.

McKinley Elementary School's 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.

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

Surveys

Classroom Observations

Analysis of Current Instructional Program

The Administrative Team met to discuss the academic needs of our school. Attendance, suspension and parent involvement data were reviewed on 3/13, 3/27 and 4/3. On 4/17, 5/1, and 5/8 we met to examine SIPPS & Small Group Intervention data, iReady proficiency, Reclassification, and ELPAC proficiency trends for the curent school year.   We compared this data to past years, anticipated trends, and our current goals. We brainstormed problems that the data identified. We charted problem areas and discussed which of the needs were most pressing and used the "5 Whys" strategy to explore the possible root cause of those concerns.

Attendance

Whys

- 32.52% of our students are chronically absent
- families have depriorotized school attendence
- since distance learning students have lost the routine of attending school
- students have lost motivation to attend school
- students/families do not feel connected to the school

Root Cause: We need focused attendance recovery systems in place to improve attendance.

Engagement

Whys

- Students have difficulty initiating tasks.
- Students have difficulty setting and maintaining short term and long term goals: homework, assignnments, projects.
- Teachers need higher expectaions of student performance and independent learning ability
- Students need opportunities to process, collaborate and demonstrate understanding
- Teachers need pedagogy support to scaffold instruction to help students access standards

Root Cause: We need focused implementation of AVID strategies to support all learners in accessing grade level academic content

Quality of Instruction

Whys

- Many daily lessons lack sound pedagogy
- Lessons are not sufficietly scaffolded to reach all learners
- Lack of backwards planning to support access to standards for all learners
- New curriculum has many pieces and can be challenging and intimidating to fully implement

Root Cause: We need to deeply commit to the PLC process

Reading in Primary

Whys

- Many students are struggling with phonics and reading fluency
- Students struggle with phonemes and phonics

- Students need additional reading fluency and comprehension development opportunites
- Struggling students are not receiving enough targeted instruction at their level

Root Cause: We need to conitnue to implement and refine the SIPPS and Small Group Reading Intervention

Math Remediation

Whys

- Students are struggling with basic math skills
- Students have not had ample time to master these skills during their formative educational years
- Students struggle with mathematical processes (algebraic funtions, word problems, etc.)
- Intervention has focused on Reading instead of Math

Root Cause: We need to implement Math intervention

College, Career and Community Readiness

Whys

- Students are not entering High School on a College, Career and Community Ready Path
- Students do not have the academic skills needed to be successful in High School and beyond
- Teacher lesson delivery, pedagogy, does not provide consistent access to core standards
- Students lack study skills and organizational strategies to be successful in High School

Root Cause: Continue and refine schoolwide implementation of AVID and AVID driven professional development

Standards, Assessment, and Accountability

Staffing and Professional Development

Staffing and Professional Development Summary

Our teaching staff includes mostly veteran teachers who are credentialed for their area of instruction. Of our 30 classroom teachers, 16 have more than 18 years teaching experience, 4 have at least 10 years experience, 2 have at leaset 5 years teaching experiece. We have 28 fully credentialed teachers. Maintaining credentialed teachers is a strength at McKinley.

In order to support professional develdpment and program implementation school wide, it is essential we offer professional development opportunities during teacheer contractual hours. Our professional development will continue to focus on evidenced based instructional practices: ELD, SEL, PLC, AVID, GLAD, Math, ELA, PBIS and Science during staff meeting and teacher pull out PD. In order to provide these learning opportunities, there is a continued need to utilize substitute teachers.

Provide educators and staff with training opportunities to work within and across grade levels in the PLC process. This professional development will occur throughout the school year during contractual collaboration time, pull out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation. Professional development opportunities will focus on the PLC collaborative process, AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science.

Staffing and Professional Development Strengths

The analysis of our data indicates we need to continue to work towards closing the achievement gap for ELA and Math. An area of strength was our ability to offer on-site professional development opportunities as well as off site opportunities. 4 teachers from our Bilingual program attended CABE, 5 teachers attended AVID Pathways training, and after school SIPPS training was offered to all SIPPS teachers. Data review, math and reading strategies, AVID implementation, PBIS, EL targeted instruction and writing were all topics of focus during site staff meetings and 2 pull out teacher PD days delivered by our Program Specialist, Instructional Coach, and admin team.

McKinley has been AVID certified for 8 years and continues to grow its AVID program across all grade levels.

McKinley is striving to reach Silver certification as a PBIS school.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Quality of Instruction- Many daily lessons lack sound pedagogy. **Root Cause/Why:** We need to deeply commit to the PLC process.

Needs Statement 2 (Prioritized): College and Career Readiness- Students are not entering high school on a college and career ready path. **Root Cause/Why:** Continue to refine schoolwide implementation of AVID and AVID driven professional development.

Teaching and Learning

Teaching and Learning Summary

2022 / 2023 Academic Goal Progress:

Goal - By EOY 2023, per iReady Reading Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2022.

2021 / 2022 : 47%   2022 / 2023 : 47%

We did not meet this goal, but this remains an appropriate goal for the 2023 / 2024 school year.

Goal - By EOY 2023, 50% of students will meet their typical growth targets in Reading on the i-Ready Diagnostic 3.

48% of our students met their growth target in Reading, which was a 3% improvement from 2021 / 2022.

We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year.

Goal - By EOY 2023, the percentage of students meeting or exceeding achievement standards on the Reading iReady Diagnostic 3 will increase by 2% from the EOY 2022.

2021 / 2022 : 24%   2022 / 2023 : 22%

We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year.

Goal - By EOY 2023, per ELPAC, we will reclassify 10% of our EL students.

We reclassified 34 of our 350 English Learners.

We narrowly missed meeting this goal. It remains an appropriate goal for next year.

Goal - By EOY 2023, per iReady Math Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2022.

2021 / 2022 : 35% 2022 / 2023 : 35%

We did not meet this goal, but this remains an appropriate goal for the 2023 / 2024 school year.

Goal - By EOY 2023, 50% of students will meet their typical growth targets in Math on the i-Ready Diagnostic 3.

45% of our students met their growth target in Math, which was a 3% decrease from 2021 / 2022.

We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year.

Goal - By EOY 2023, the percentage of students meeting or exceeding achievement standards on the Math iReady Diagnostic 3 will increase by 2% from the EOY 2022.

2021 / 2022 : 23% 2022 / 2023 : 25%

We met this goal, and it remains an appropriate goal for the 2023 / 2024 school year.

Teaching and Learning Strengths

One of the biggest strengths of our instructional reading program is our use of SIPPS. Teacher buy-in and a tremendous sense of community has created a situation where all teachers from Kindergarten - 4th grade are platooning to teach SIPPS daily. In addition we have 8 administrative and support staff members that are teaching groups. This has allowed us to have groups sizes that average about 12 students, which lets us provide targeted small group instruction to our students daily. K-3rd grade students scoring proficient or above in Reading on the iReady test improved from 22% to 29% this year.

In addition to SIPPS, we provided small group reading intervention to our most struggling students. This intervention was provided by our instructional assists and CAI using the SPIRE curriculum. 59 of our most needy 1st-3rd graders showed an average growth of 43 points on the iReady Reading assessment from Diagnostic 1 to Diagnostic 3.

All of our K-6th grade classrooms had 3 hands-on science lessons provided to them this year, as well as an interactive and engaging science assembly. This has helped build interest in science school-wide and has provided motivation for teachers to provide more science instruction to their students next year.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Engagement- Students have difficulty initiating tasks.   **Root Cause/Why:** We need focused implementation of AVID strategies to support all learners.

Needs Statement 2 (Prioritized): Primary Literacy- Many students are struggling with phonics and reading fluency.   **Root Cause/Why:** We need to continue to refine our SIPPS and small group reading interventions.

Needs Statement 3 (Prioritized): Math Remediation- Students are struggling with basic math skills.   **Root Cause/Why:** We need to implement math intervention.

Parental Engagement

Parental Engagement Summary

<u>Increase parent participation to workshops, parent volunteers, and trainings</u>:

We will have 65% of our parents participate in Back to School Night, Spring Open House, or a parent / teacher conference, in the 2022 / 2023 school year, as measured by sign in sheets.

We had over 250 student's families at Back to School Night. We were unable to get complete teacher / parent conference data for this year. We will remove this goal and place a goal for parents connected on the Remind app in its place to help us track parent connectedness.

We will increase our parent participation in Coffee Hours, Parents by Choice, and Parent Cafe meetings, from an average of 9 participants to an average of 12 participants, in the 2022 / 2023 school year, as measured by sign in sheets.

2021 / 2022 - 9 parents   2022 / 2023 - 17 parents

We far exceeded our goal in this area. We will look to continue this progress and set a goal of 20 parents at next year's meetings.

We will increase the number of volunteers that participate in food distribution, Dia del Nino, School Carnival, Trunk or Treat, after school sales, or classroom prep from 12 to 15, in the 2022 / 2023 school year, documented in our volunteer binder.

2021 / 2022 - 12 parents   2022 / 2023 - 29 parents

We far exceeded our goal in this area. We will look to continue this progress and set a goal of 35 parent volunteers next year.

We will host at least 3 family events in the 2022 / 2023 school year, that may include our Winter Posada, AVID Night, Math / Science / STEM Night, Literacy Night, or Movie Night.

We met this goal, holding 5 family events this year. We will adjust this goal for next year to hold at least 4 family nights.

Parental Engagement Strengths

Our parent engagement efforts are spearheaded by our incredible parent liaison. In the last 3 years he has built our parent engagement program. We have at least three parent activities a week on site, and the program is continuing to expand. In addition to Parent Coffee Hours and other informational meetings, activities such as ESL classes and Zumba, and volunteer opportunities such as Food Distributions, PTO, and putting together school wide events has been added to our program.

The site PTO is connected and involved in our daily work. In addition to fundraising efforts, volunteers have created a parent workroom on campus, have organized a clothing closet, organize events such as the School Carnival, Posada, and Dia del Nino Celebration.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Inclusivity- Many of our English only parents are not attending parent meetings.   **Root Cause/Why:** Provide more meetings and workshops in English.

Needs Statement 2 (Prioritized): Parent Training- Parents need more support in the use of technology and the process of reclassification.   **Root Cause/Why:** Provide more technology trainings and ELD informational meetings.

School Culture and Climate

School Culture and Climate Summary

Goal Progress

School Goal for Suspension:
By the end of June 30, 2023, the percent of unduplicated student suspensions will decrease by 25% from the previous year as measured by Discipline cumulative reports.

2021 / 2022 - 12 unduplicated suspensions 2022 / 2023 - 33 unduplicated suspensions

We did not meet this goal. This goal should be adjusted to decrease suspensions by 30% from the 2022 / 2023 total.

School Goal for Attendance/Chronic Truancy:
By the end of June 30, 2023, we will reduce our chronic absentee rate below 20% as measured by P2 attendance reports.

2021 / 2022 - 42.96% chronically absentee 2022 / 2023 - 30.42% chronically absentee

We did not meet this goal. This goal should be adjusted next year to reduce the chronic absentee rate by 5%.

By the end of June 30, 2023, the overall attendance will increase by 5% from previous year as measured by the P2 attendance reports.

2021 / 2022 - 88.25% attendance rate 2022 - 2023 - 89.52% attendance rate

We did not meet this goal. The overall attendance rate did improve by 1.27% this year, but the goal should be adjusted to be a 2% increase for next year.

School Goal for School Climate:

In the 2022 / 2023 school year, we will utilize the following 5 questions given to 4th-8th grade students on the School Climate Survey to evaluate our growth in school climate.

2021 / 2022

- I feel like I am part of this school. (85%)
- I feel safe in my school. (83%)
- At my school, there is a teacher or other adult who really cares about me. (87%)
- I have friends my age that really care about me. (89%)
- I feel like my voice matters to the adults at my school. (73%)

2021 / 2022

- I feel like I am part of this school. (75%)
- I feel safe in my school. (70%)
- At my school, there is a teacher or other adult who really cares about me. (79%)
- I have friends my age that really care about me. (88%)
- I feel like my voice matters to the adults at my school. (63%)

These 5 key school climate questions showed an average decline of 7%. The goal should be adjusted next year to increase our school climate data by 5%.

School Culture and Climate Strengths

Our administrative and counseling support staff has a tremendous rapport and meet weekly to discuss both individual students as well as the implementation of our Tier 1 and 2 supports. Restorative Practices are consistently used by counselors, administration, and many of our teachers. We do need to revisit these strategies with a refresher training with the staff next year.

Our classroom management and Tier 1 supports regressed this year as we had a large increase of teachers sending students to the office for behaviors that could have been addressed in the classroom and with parent communication. The trickle down effect was an erosion in the quality of some of the school wide incentives led by the admin and counseling team.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Chronic Absenteeism- Over 32% of our students are chronically absent.   **Root Cause/Why:** We need focused recovery systems in place to improve 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

School Goal for ELA/ELD:
By EOY 2024, per iReady Reading Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2023.
By EOY 2024, 50% of students will meet their typical growth targets in Reading on the i-Ready Diagnostic 3.
By EOY 2024, the percentage of students meeting or exceeding achievement standards on the Reading iReady Diagnostic 3 will increase by 2% from the EOY 2023.
By EOY 2024, per ELPAC, we will reclassify 10% of our existing EL students.

School Goal for Math:
By EOY 2024, per iReady Math Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2023.
By EOY 2024, 50% of students will meet their typical growth targets in Math on the i-Ready Diagnostic 3.
By EOY 2024, the percentage of students meeting or exceeding achievement standards on the Math iReady Diagnostic 3 will increase by 2% from the EOY 2023.

Identified Need

Quality of Instruction- Many daily lessons lack sound pedagogy.

College and Career Readiness- Students are not entering high school on a college and career ready path.

Engagement- Students have difficulty initiating tasks.

Primary Literacy- Many students are struggling with phonics and reading fluency.

Math Remediation- Students are struggling with basic math skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing at or above grade level	ELA 22.5% (170 Students) Math 24.2% (182 Students)	ELA 24.5% (185 Students) Math 26.2% (197 Students)
Percentage of students meeting typical growth targets	ELA 48% Math 45%	ELA 50% Math 50%
Percentage/Number of students reclassifying as Fluent English Proficient	RFEP Rate 8.1% (33 RFEP Students)	RFEP Rate 10% (40 RFEP Students)
Percentage/Number of students performing 2 or more grade levels below	ELA 59% (208 students) Math 44% (154 students)	ELA 54% (187 students) Math 39% (135 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)

Strategy/Activity

All students, including targeted student groups: African American and Students with Disabilities, will benefit from PD, Collaboration, & Conferences. Students in the K-6 Bilingual Program will benefit from Bilingual specific PD, Collaboration, & Conferences.

Professional Development / Teacher Collaboration: Teachers will engage in professional learning opportunities through the following: Coaching opportunities on curriculum implementation, instructional strategies, standard-based instruction, AVID, PLC, GLAD, and classroom management. Collegial collaboration opportunities and support to support core grade level instruction Collaboration time to create, analyze, and lesson plan around common formative assessments aligned with ELA, Math & ELD objectives Conferences and collaboration that focus on the exchange of best practices and implementation of best strategies in the areas of AVID, DII, ELD, MTSS, PLC, and GLAD. Use of substitutes to pull teachers out on a monthly basis.

Teacher Additional Comp Pay Calculation (Object Code 11500):
32 teachers x 16 hours x $60 = $30,720 (Allocating $31,000) - Title I
Program Specialist Pay Calculation (Object Code 19500):
1 program specialist X 50 hours X $60 rate of pay = $1,980 (Allocating $2,000) - $1,000 - Title I; $1,000 - LCFF
Substitute Pay Calculation (Object Code 11700):
90 days X $200 = $18,000 - Title I

Conferences designed to build teacher capacity: AVID, Restorative Practices, SIPPS, Read180, Heggerty, LETRS, Unbound, GLAD, Bilingual / Dual, PLCs, & any other conference focusing on MTSS, Pedagogy Pull Out PD: AVID, Foundational literacy training, Coaching, DII, GLAD, PLC - throughout the year once a month Tutoring and literacy intervention before & afterschool sessions Trauma-informed/restorative practices training & support for teachers & staff Pull Out PD for Bilingual Program - throughout the year, once a month.

Program Specialist
Title I - provides Title I federally sponsored activities such as professional development support to teacher, scaffolding instruction, support training with parent on home instructional strategies, coordinator of AVID, SIPPS platooning, intervention, extended day (tutoring), extended year (summer school) and i-Ready.
LCFF non-federally sponsored activities relating to test coordination with, SBAC, ELPAC.

$40,642 - .25 FTE - Title I; $121,924 - .75 FTE LCFF

As a future AVID demonstration school, we will be utilizing the AVID CCI and walkthrough tools to monitor much of the implementation of this strategy. Administration, the program specialist, and instructional coach will also use our site instructional walk tool to monitor the implementatio of this strategy.

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)
$31,000	50643 - Title I
$1,000	50643 - Title I
$1,000	23030 - LCFF (Site)
$18,000	50643 - Title I
$40,642	50643 - Title I
$121,924	23030 - LCFF (Site)
$12,284	50643 - Title I Salary Contingency
$12,488	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 1.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All students, including targeted student groups: African American and Students with Disabilities, in Kindergarten - 8th grade will benefit from review of data with teachers, students and parents.

Data Analysis and Goal Setting based on I-Ready, ELPAC, & SBAC:
1) Teacher Pull-Out Academic Conferences - During pull out, administration meets with teachers to review iReady, ELPAC, SBAC, and Curriculum Assessment data and set goals for their class and individual students (twice a year, grades Kindergarten - 8th) Adaptive learning environment resources that address the learning characteristics (cultural & linguistic) of students in the planning and delivery of instruction PD focused on increasing student participation, active engagement, and application / demonstration within learning activities of standards-based grade level content
2) Teacher & Student Academic Goal Setting Conferences - Teachers meet with students in small group setting to review current data and set student goals (twice a year)
3) Teacher, Parent, & Student Conferences - Teachers meet with parents and students to review data and set student goals - new virtual option will be used to reach more families.
Substitute Pay Calculation (Object Code 11700): 50 of days X $200 = $10,000 - Title I

iReady diagnostic and usage reports will be the data sources that are used to monitor the implementation and effectiveness of this strategy. SIPPS, CORE test, and SPIRE assessments will also be used as a data monitoring tool. Administration, instructional aids, and teachers will partner in examining this data.

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

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)

Strategy/Activity

All students K - 8. AVID students 7th - 8th.

Field Trips & Extra-Curricular Activities: Provide students with hands-on experiential learning opportunities to supplement core grade level instruction and AVID requirements through field trips, guest speakers, traveling exhibits, etc. This strategy is to include extended year.

Consultants- Guest speakers or on-site presentations to deepen classroom instruction, provide social emotional learning opportunities, and enrich the educational experience of our students.
Consultants -$10,000- Title I (58100)

Field trips provide extensions of classroom learning and enrichment to our educational experience. These experiences will often include pre / post assessments or act as a culminating project.

Kinder - Children' Museum, Pixie Woods
First - Fog Willow Farm, Mickie Grove Zoo
Second - WOW Museum, Sacramento Zoo
Third - Monterey Bay Aquarium, Oak Grove Nature Center, San Francisco Zoo, AgVenture
Fourth -State Capital (Railroad Museum, Sutter's Fort, Indian Museum), SJCOE Fab lab, Walt Disney Museum
Fifth - Science Camp, Indian Grinding Rock, Lawrence Hall of Science
Sixth - Berkeley Hall of Science, SJCOE Fab lab, UOP Campus Visit, Kings Day, SF Exploratorium
Seventh - Berkeley Hall of Science, CSU Stanislaus Campus Visit, Marine World, SJCOE Venture
Seventh AVID - UC Davis Campus Visit
Eighth - CSU Sacramento Visit, Great America Math and Science Day, Levi Stadium, Great America
Eighth AVID - CSU East Bay, Edison High School, TLJ Indoor Soccer

Transportation in-District and out-District $15,000 - Title I
Pupil fess $8,000 - Title I

Teacher and student feedback will be used to monitor the effectiveness of this strategy. Teachers will utilize pre and post assessments and culminating activities to monitor the effectiveness of this strategy.

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
$15,000	50643 - Title I
$5,000	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 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

   We will provide academic support to all students, including targeted student groups: African American and Students with Disabilities, in kindergarten through 8th grade with special emphasis on reading, writing fluency, and math foundational skills.

Academic support for students to increase reading fluency, reading comprehension, writing fluency, and mastering foundation math skills:

1) Library Media Assist (6 hours) will conduct SORA and Epic Training that will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. She will also guide students in the selection of books leveled and conduct read-aloud demonstrating proper reading strategies.
$56,336 .625 FTE Library Media Assistant (salary and benefits) - LCFF 22601
$2,000 Library Media Assistant Additional comp. - LCFF 22500

Books: to enhance reading opportunities including multicultural and bilingual titles for library and classroom libraries.
$2,422 43110 Books - LCFF

2) Instructional Assistant (3.5 hours), Computer Assistant 1 (3.5 hours), or similar staff will provide "push in and pull out" individual and small group support to classrooms, including extended day and extended year, to work with students identified as needing support in reading, writing, and math fluency.
.4375 FTE Instructional Assistant $24,665- Title1 /
.4375 FTE Instructional Assistant $24,665- LCFF /
.4375 FTE CAI - $24,665 Title I   (21101)
Instructional Asst. & CAI extra hourly -$1,000 (21500) - Title I

3) License Agreements: In order to provide engaging and effective support, we will need several licenses and materials such as Rosetta Stone, Remind APP, & other similar applications that will facilitate the implementation of Response To Intervention.
License Agreement (Rosetta Stone, Remind App & other) - $8,000 (58450) - Title I

4) Instructional Materials - Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, electric sharpeners, quality notebooks, i-pads, furniture to support our strategies, ink for all printers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies.
* Classroom library books
* Supplemental publisher workbooks
* Realia such as visuals (maps, charts)
* Manipulatives
* Scientific Calculators
* Science Kits (labs)
* Instructional CDs, Videos, DVDs (not blank)

* Flashcards
* Periodicals
* Software License fees
* Educational Apps
* Leveled Readers
* Classroom set of novels not on the District's required reading list

Instructional Materials / Books - $16,989 43110 - Title I):

Typical Student Supplemental Materials: copy paper, toner, sentence strips, flashcards, educational games, manipulatives, binders Calculator, TI-108: handheld Chart Paper, Chart pocket, Compass, Composition Book, Dry Erase Board, Earbud, headphone, in-ear, Easel Pad, Goggles: splash-proof, Goggles: worn over glasses, Graph Paper, Highlighters, Index Cards, Play Money, Planners, Poster Board, Protractor, Ruler, Science materials (tweezers, thermometer, specimens, goggles, etc.), Tag Board / Sentence Strips, Yard/Meter Stick
****General supplies are unallowable using State & Federal funds.****

5) Equipment to enhance instructional strategies through blended learning may include:
* large monitors/screens
* interactive projectors
* laminators
* poster-maker
* Doc Cams
* Laptops, Netbooks
* iPads
* E-readers
* Projectors (overhead/LCD)
* Graphing calculators
* Document readers
* Classroom Printers
* Chromebooks
* Keyboards
* Flash Drive/Memory Cards
* Speakers/Headphones

Equipment- $2,000 - Title I 44000

6) Duplicating services: includes graphic organizers and note-taking forms for grade level support and specific project materials.
$1,000 57150 Duplicating - Title I

7) Maintenance Agreements: Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment (5 copy machines) is available and usable to provide a print rich environment.
Maintenance Agreement 56590- Title I $3,200 and LCFF $1,000

8) Extended day / Extended year: Tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school based on I-Ready data and report card grades. Teachers will provide additional academic support after school for 3 hours per week to identify students. The tutoring will focus on ELA and math. These services may also be provided as a part of intersession or summer interventions.
6 teachers X 3 hours X 20 weeks X $60. (Funding will be split from the teacher additional comp calculation in Strategy 1.)

9) Primary literacy intervention: Preschool teachers and assistants will provide small group academic support to K-2 students, focusing specifically on letter recognition, phonics, and phonemic awareness. These services may be provided as a part of extended day or extended year interventions.
2 teachers x 2 hours x 20 weeks x $25 = $3,000
Preschool Teacher and Assistants Extra Compensation- $2,000 (21500) Title 1

Library circulation reports, SPIRE and SIPPS assessment data, and the AVID CCI and walkthrough tool will be used by administration, instructio aids, teachers, and program specialist to monitor this strategy.

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)
$56,336	23030 - LCFF (Site)

$2,000	23030 - LCFF (Site)
$2,347	23030 - LCFF (Site)
$24,665	50643 - Title I
$24,665	50643 - Title I
$1,000	50643 - Title I
$8,000	50643 - Title I
$16,989	50643 - Title I
$2,000	50643 - Title I
$1,000	50643 - Title I
$3,200	50643 - Title I
$2,000	50643 - Title I
$24,665	23030 - LCFF (Site)
$1,000	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)

Strategy/Activity

  EL students in K - 8 & students in the Bilingual Program.

Bilingual Assistant (5 hours): Will provide small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels. Late Exit Model Bilingual Program: Provides English Language Learners in kindergarten through 6th grade the opportunity to obtain core subjects in their primary language - Spanish. One class per grade level in kindergarten through 6th grade has been assigned as a Bilingual Program classroom. Additional supports may be provided in extended day or extended year to meet the needs of our students.
$44,697 .625 FTE Bilingual Assistant (salary and benefits) - Covered by district funds

English Language Academic Hour (ELAH) - After school tutorial program 3 days per week for 1 hour daily - Tutoring focusing on all English language domains - Rosetta Stone / 2nd -8th. (Centralized services) Writing resources for ELD students to support writer's workshop experiences and develop student writing portfolios focused on language and skill development culturally and linguistically responsive teaching and learning PD, workshops, and resources to address the academic & social-emotional learning needs of students, Rosetta Stone sessions for ELs / DuoLingo, and I-Ready supports / iPads and headphones for instructional support PD & collaboration focused on implementing high quality instruction designated and integrated ELD program objectives and research-based instructional activities Reclassified Fluent English Proficient (RFEP) students are monitored for 4 years after reclassification beginning the following school year after the year of reclassification. If an RFEP student does not continue to maintain grade level progress, services such as tutoring and small group instruction are offered.

iReady diagnostic, SBAC, Rosetta Stone progress, and Reclassification data will help administration, teachers, and the program specialist monitor this strategy.

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 1.1.6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All incoming kindergarteners would benefit from the Kinder Bridge program. In this program students will have the opportunity to interact with their peers who will attend their kindergarten class promoting social skills, establish a connection between the kindergarten teacher and preschooler, practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the library.   Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

iReady data and teacher feedback will help teachers and administration monitor this strategy.

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.

2022 / 2023 Goal Progress: Goal - By EOY 2023, per iReady Reading Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2022. 2021 / 2022 : 47% 2022 / 2023 : 47% We did not meet this goal, but this remains an appropriate goal for the 2023 / 2024 school year. Goal - By EOY 2023, 50% of students will meet their typical growth targets in Reading on the i-Ready Diagnostic 3. 48% of our students met their growth target in Reading, which was a 3% improvement from 2021 / 2022. We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year. Goal - By EOY 2023, the percentage of students meeting or exceeding achievement standards on the Reading iReady Diagnostic 3 will increase by 2% from the EOY 2022. 2021 / 2022 : 24% 2022 / 2023 : 22% We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year. Goal - By EOY 2023, per ELPAC, we will reclassify 10% of our EL students. We reclassified 34 of our 371 English Learners. We narrowly missed meeting this goal. It remains an appropriate goal for next year. Goal - By EOY 2023, per iReady Math Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2022. 2021 / 2022 : 35% 2022 / 2023 : 35% We did not meet this goal, but this remains an appropriate goal for the 2023 / 2024 school year. Goal - By EOY 2023, 50% of students will meet their typical growth targets in Math on the i-Ready Diagnostic 3. 45% of our students met their growth target in Math, which was a 3% decrease from 2021 / 2022. We did not meet this goal, but it remains an appropriate goal for the 2023 / 2024 school year. Goal - By EOY 2023, the percentage of students meeting or exceeding achievement standards on the Math iReady Diagnostic 3 will increase by 2% from the EOY 2022. 2021 / 2022 : 23% 2022 / 2023 : 25% We met this goal, and it remains an appropriate goal for the 2023 / 2024 school year. Our CAI, 2 Instructional Assists, and 1 Bilingual Assist have provided small group instructional support to students in 1st-4th grades. They have also facilitated SIPPS groups during our platooning time. Our data has shown that most of the students in the intervention groups have made significant progress. Teachers have noted students being more confident and having increased skills. The librarian has worked closely with teachers to provide additional literacy support. Teachers and students have enjoyed and benefited from this. We conducted 2 pull-out PDs focused on i-Ready data review, AVID, and Math Discourse. We had several after school PDs focused on SIPPs. In addition 4 teachers from the Bilingual program attended CABE. 4 teachers attended the AVID pathways training hosted by the school district. 10 staff members attended the CPI training. We were not able to attend Unbound, PLC and Trauma Informed training. We have offered teachers additional compensation for PD hours outside of their contractual time, and saw an increase in attendance with these opportunities. The administrative team has been very strategic in planning professional development for AVID, PBIS, GLAD, and SIPPS during staff meetings, and these strategies have been implemented successfully by teachers. Additionally, the program specialist trained teachers in the use of SIPPS after school. Academic Conferences were implemented where teachers met with students individually to set goals for the year and strategies to meet these goals. Parent teacher conferences were completed and effective, however we need to explore ways to get more of the parents to attend in upper grades. Due to transportation challenges, the majority of the field trips did not take place. We did attend several virtual field trips including the NED Show, Mobile Dairy Classroom, Robert Vogel Magician Anti-Bullying assembly, and Science Alliance who implemented 3 hands on science lessons K-6 and 2 schoolwide assemblies. These field trip substitutes were very well received. The Science Alliance work was well received and we look to invite them to hose a STEAM night for the next school year. In addition our PLUS team, AVID students and 8th grade students attended fieldtrips hosted by Edison High School. Rosetta Stone was used in the Bilingual Program 1st - 3rd grade with average usage 2 hours weekly to better meet the needs of our younger students in the bilingual program. We improved our process for ordering instructional materials and funds were utilized by staff. Maintenance agreements and duplicating services were used and provided the expected benefit. After school tutoring took place, but lacked some of its potential impact due to limited teacher

participation and burnout. Our bilingual assist provides much needed primary language small group support to our bilingual students in K-3 and push in support to our bilingual middle school students in 7th and 8th. These supports have been very valuable, and we will explore the possibility of expanding these supports next year.

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 had a large amount of unspent funds that were set aside for field trips. Unfortunately, our students missed out on the opportunity to enjoy these educational experiences. However, late in the year we were able to bring consultants / assemblies to our campus utilizing some of these funds. In addition, we used some of these funds to send a greater number of teachers to conferences.

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.

In Strategy 1 more time needs to be allotted to Title 1 funding for the Program Specialist in order to better support Intervention and Bilingual programs. This would be an adjustment from 15% to 30% Title 1 funding. The current cost for Program Specialist 2023-24 should show Title .3 FTE which is $45, 616.80 and LCFF .7 FTE which is $106,439.20. Also in this section include "coordinating platooning and intervention schedules". should be added to the rationale for the program specialist. In Strategy 3, the detail for consultants can be improved. Include "provide SEL opportunities, motivation, mindfulness, teambuilding, and other opportunities to improve school climate." Correct the math, 9 teachers x 3 hours x 20 weeks x $60 = $32,400 This number is too large to be split with the number from Strategy 1. This should be adjusted to reflect only 3 teachers for the coming school year, 3 teachers x 3 hours x 20 weeks x $60 = $10,800 In Strategy 5, remove the funding for the Bilingual Assist as this is now being covered by the district. Add an additional strategy, Strategy 7. Preschool teachers, preschool assists, instructional assists, bilingual assist, and other willing and eligible staff will provide additional small group intervention support to students in ELA and Math.

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:
By the end of June 30, 2024, the percent of unduplicated student suspensions will decrease by 30% from the previous year as measured by Discipline cumulative reports.

School Goal for Attendance/Chronic Truancy:
By the end of June 30, 2024, we will reduce our chronic absentee rate by 5% as measured by P2 attendance reports.
By the end of June 30, 2024, the overall attendance will increase by 1% from previous year as measured by the P2 attendance reports.

School Goal for School Climate:
In the 2023 / 2024 school year, we will utilize the following 5 questions given to 4th-8th grade students on the School Climate Survey to evaluate our growth in school climate.

- I feel like I am part of this school. (75%)
- I feel safe in my school. (70%)
- At my school, there is a teacher or other adult who really cares about me. (79%)
- I have friends my age that really care about me. (88%)
- I feel like my voice matters to the adults at my school. (63%)

We will improve each of the 5 baseline measures from the 2022 / 2023 EOY School Climate Survey by 5% on the 2023 / 2024 EOY School Climate survey.

Identified Need

Engagement- Students have difficulty initiating tasks.

Primary Literacy- Many students are struggling with phonics and reading fluency.

Math Remediation- Students are struggling with basic math skills.

Chronic Absenteeism- Over 32% of our students are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students who feel they have friends that care about them	88%	93%
Chronic Absenteeism Rate	32.2%	27.2%
Suspension Rate	4.3%	3.01%
Percentage of Students who feel like their voice matters	63%	68%
Percentage of Students who feel staff care about them	79%	84%
Percentage of Students feeling safe at school	70%	75%
Percentage of Students feeling connected to school	75%	80%

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)

Strategy/Activity

  All students, including targeted student groups: African American and Students with Disabilities, in kindergarten through 8th grade will benefit.

Student Assistance Program (SAP): Grade level teams, Counselors, Administrators, parents, Mental Health Clinician, CWA Case Manager, and community partners will collaborate to provide strategies and resources for student success through the implementation of: PBIS, PLUS, CARE/SST meetings, Check-In/ Check-Out, Restorative Practices, Smart Kids, Xello, Kelso's Choice, Why Try, & counseling groups.

Mental Health Clinician 4 days per week / Centralized Services.

Counselors will facilitate after school groups, clubs, and other organized activities to improve school climate and conduct home visits to support school attendance goals. These groups can be provided in extended day and extended year to meet the needs of our students and families.
Counselors extra compensation: $1,500 LCFF

Counselor substitute pay to assist coordinating community building special events including Career Fair, Trunk or Treat, School Carnival, and Dia del Ninos celebration.
Substitute Counselor 5 days x $200 = $1,000 LCFF

Structured student engagement activities: ELEVO, YMCA Noon Time Sports, or similar coaching and mentoring group to provide organized activities during recess, lunch, after school, and extended day or extended year, intended to provide students inclusion, mentorship, and conflict avoidance and resolution strategies that will promote a positive school climate.
Non Instructional Consultant- $8,000 LCFF

In the efforts of improving attendance, reducing chronic absenteeism, and improve our school climate, we have strategies in place: Eagles Soar Attendance Challenge, Mindfulness Month activities, Kindness Month activities, Counseling small groups, trimester assemblies, Super Recess, School dances, perfect attendance celebrations and recognitions, check-ins for behavior and attendance, parent meetings, Student Store, home visits, and classroom incentives and celebrations.

CARE team meetings provided focus on connecting families with social service referrals and coordination resources.
Trauma-informed and restorative practices training, support for teachers and staff through Care Solace, small group counseling focused on social skills, trauma, and loss, as well as student leadership opportunities are provided.
PLUS team mentors and student buddy systems implemented focused on supporting daily attendance, inclusion, and well-being of the foster youth students.
Check-Ins - provide additional support to students having behavior or attendance challenges incentives - various incentives to motivate students in academics, social skills, and attendance.
Counselors & CWA Case Manager - to conduct home visits for students identified as chronically absent and support for outreach to parents.

Snack program helps address issues of food scarcity and school connection by allowing students to visit a supervisor in the recess room during their recess to get a healthy snack.
Student Incentives- $2,000 LCFF

Synergy attendance data will be monitored weekly by administration and counselors. Teachers will be the first line of defense and will be following up with families when they notice attendance concerns. Attendance groups and the SAP process will also be used to monitor and intervene with attendance concerns. The Healthy Kids survey will be used to monitor the overall school climate and effectiveness of our incentive programs.

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)
$0	23030 - LCFF (Site)
$0	23030 - LCFF (Site)
$0	23030 - LCFF (Site)
$8,000	23030 - LCFF (Site)

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.

Goal Progress School Goal for Suspension: By the end of June 30, 2023, the percent of unduplicated student suspensions will decrease by 25% from the previous year as measured by Discipline cumulative reports. 2021 / 2022 - 12 unduplicated suspensions 2022 / 2023 - 33 unduplicated suspensions We did not meet this goal. This goal should be adjusted to decrease suspensions by 30% from the 2022 / 2023 total. School Goal for Attendance/Chronic Truancy: By the end of June 30, 2023, we will reduce our chronic absentee rate below 20% as measured by P2 attendance reports. 2021 / 2022 - 42.96% chronically absentee 2022 / 2023 - 30.42% chronically absentee We did not meet this goal. This goal should be adjusted next year to reduce the chronic absentee rate by 5%. By the end of June 30, 2023, the overall attendance will increase by 5% from previous year as measured by the P2 attendance reports. 2021 / 2022 - 88.25% attendance rate 2022 - 2023 - 89.52% attendance rate We did not meet this goal. The overall attendance rate did improve by 1.27% this year, but the goal should be adjusted to be a 2% increase for next year. School Goal for School Climate: In the 2022 / 2023 school year, we will utilize the following 5 questions given to 4th-8th grade students on the School Climate Survey to evaluate our growth in school climate. - I feel like I am part of this school. (85%) - I feel safe in my school. (83%) - At my school, there is a teacher or other adult who really cares about me. (87%) - I have friends my age that really care about me. (89%) - I feel like my voice matters to the adults at my school. (73%) We will improve each of the 5 baseline measures from the 2021 / 2022 EOY School Climate Survey by 2% on the 2022 / 2023 EOY School Climate survey. The SST / CARE Team review process that we implemented this year was very successful,

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

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.

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: Increase parent connectedness, participation to workshops, parent volunteers, and trainings:

We will have 70% of our parents connected with their teachers via the Remind app, by November 1, 2023, as measured by teacher Remind app rosters.

We will increase our parent participation in Coffee Hours, Parents by Choice, and Parent Cafe meetings, from an average of 17 participants to an average of 20 participants, in the 2023 / 2024 school year, as measured by sign in sheets.

We will increase the number of volunteers that participate in food distribution, Dia del Nino, School Carnival, Trunk or Treat, after school sales, or classroom prep from 29 to 35, in the 2023 / 2024 school year, documented in our volunteer binder.

We will host at least 4 family events in the 2023 / 2024 school year, that may include our Winter Posada, AVID Night, Math / Science / STEM Night, Literacy Night, Escape Room Night, or Movie Night.

Identified Need

Inclusivity- Many of our English only parents are not attending parent meetings.

Parent Training- Parents need more support in the use of technology and the process of reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Number of Parents participating in meetings	17 Parents	20 Parents
Percentage of Parents connected to teacher via Remind App	50% Parents	70% Parents
Number of registered parent volunteers	29 Volunteers	35 Volunteers

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)

Strategy/Activity

All students in Preschool through 8th grade will benefit from the partnership of our parents and community.

Parent Liaison: Provides parents with support and resources that empowers them, allowing them to be more engaged in their student's learning. Benefits include parent training and workshops (Library Resources, ELD Strategies, Suicide Prevention, Early Childhood Development, COVID Precautions, Recreational Resources, Family Literacy Project, and Cyber Safety), technology support, translation services, parent social meetings (Zumba, ice cream social) volunteer opportunities. Serves on the SSC and ELAC committees to help create connections between our school and our parents. Workshops, trainings, planning and social events with parents will be available during extended day/year.
.5000 FTE Parent Liaison $59,075 (salary and benefits included) - Title I (29101)
Additional Compensation Parent Liaison - Title I (29500)

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Student focused and content-based school activities that have been shown to be effective at increasing family and community engagement in the school.

Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Parent / Guardian workshops and ongoing learning series to support increased involvement, participation, and capacity building of their ability to support their children and understand school structures and learning expectations
$2,288 Parent Meetings - Title I - 50647

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills and expand their knowledge in a variety of topics. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Books - $512

Non- Instructional Materials: Providing materials and workshops to families to help improve their child's academic achievement. Technology to support parent engagement such as completing on-line activities, surveys, and accessing and printing workshop activities. Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night, and other workshops provided by our district or outside agencies. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.
$1,000 43110 Non-Instructional Materials- Title I - 50647

Non-Instructional consultant: Workshops on a variety of topics. Providing workshops to families to designed to improve their child's academic achievement.
$1,000 58100 Non-Instructional consultants - Title I - 50647

Sign in sheets from our parent meeting will be the primary source of data for this strategy. Parent feedback that is obtained through parent surveys and informal interactions by administration and the parent liaison.

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)
$59,075	50643 - Title I
$0	50643 - Title I
$2,288	50647 - Title I - Parent
$500	50647 - Title I - Parent
$1,000	50647 - Title I - Parent
$1,000	50647 - Title I - Parent

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.

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

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.

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	$290,308.00
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	$520,068.00

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	$273,236.00
50647 - Title I - Parent	$4,788.00
50643 - Title I Salary Contingency	$12,284.00

Subtotal of additional federal funds included for this school: $290,308.00

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)	$217,272.00
23030 - LCFF Salary Contingency	$12,488.00

Subtotal of state or local funds included for this school: $229,760.00

Total of federal, state, and/or local funds for this school: $520,068.00

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](#)

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

H

Acronym	Description

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

K

Acronym	Description

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

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

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

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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