

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Bush (B1 - 211)

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

Attested:

Youlin Aissa
Typed Name of School Principal

Youlin Aissa

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
Bush Elementary	39686760100206	04/21/2022	06/28/2022

Purpose

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

The School Plan for Student Achievement provides details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire District.

Bush Elementary is implementing a Schoolwide Program. Bush Elementary has been identified as Additional Targeted Support and Improvement (ATSI) for the Two or More Races (TOM) student group.

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.

The annual process of developing, reviewing, and updating the Plan is conducted by the school's School Site Council (SSC), a collaborative, advisory group made up of school staff, parents, community members, and, at the secondary level, students. Development of the SPSA is the Council's primary responsibility, and offers schools and their respective communities an opportunity to:

- Be part of a collaborative and inclusive school support and growth process
- Review and analyze state and local student achievement, attendance, and climate data
- Engage the community in providing input to identify and develop school improvement priorities
- Build relationships geared toward a mutual goal of supporting the success of **all** students
- Celebrate and highlight the work of the schools in building performance and growth

This partnership and collaboration in the problem-solving and planning process throughout the year is essential to help identify and organize strategies and resources that will lead to increased student achievement at the school.

Bush Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Advisory groups (School Site Council and ELAC) consisted of school staff, parents, and community members. Parent conferences were conducted to discuss learning goals and progress, as well as support the development of our community partnership and communication. Student feedback was elicited through the implementation of climate surveys, local assessment data, and student conferencing or counseling.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

School Site Council met to review data as part of a regularly scheduled meeting on March 3rd, 2022. SSC reviewed the available iReady data from the 21-22 school year, at that point the data was available from the Fall and Winter assessment. SSC noted that all grade levels showed significant growth in both Language Arts and Mathematics from the Fall to Winter assessment. Principal cautioned that we historically didn't see that type of growth from Fall to Winter and that it might be due to students not putting in a genuine effort in the Fall and that we were eager to see the results of the May assessment to truly measure growth. Met with the leadership team on 3/29/22, which is comprised of a grade level representative from each grade as well as administration. Teacher wonderings included similar thoughts from SSC, that they were encouraged by the growth that was shown but were cautiously optimistic about its true value. Leadership also reviewed attendance data for the school year noting that the chronic truancy rate was astronomically high compared to years past. Upon further analysis it was determined that this was due to the students enrolled in virtual academy and all the students that were sent home per district protocol for quarantine and COVID.

Staffing and Professional Development

Staffing and Professional Development Summary

2 out of 34 Bush Teachers are Intern Teachers. 2 others are in Probationary Status. The remaining 30 teachers are considered highly qualified and range in experience from 4 years to 41 years in the teaching profession.

30 out of 34 Bush teachers are AVID trained, and four are scheduled to attend a Summer Institute this summer which will bring that number to 32 teachers fully trained.

Staff Development for the 22-23 school year will focus on AVID, UDL, Equity and writing strategies.

Teachers who are not fully credentialed will consistently work with the Bush instructional coach, program specialist, and our special education teachers will work with the special ed program specialist.

All teachers will have access to the Bush Program Specialist to assist with technology and curriculum concerns.

Bush teachers collaborate using the PLC process at least twice a month.

Bush teachers have the ability to participate in vertical collaboration at least twice a year.

Bush teachers and Bush Administration have participated in AVID Summer Institute for the past 8 years.

Staffing and Professional Development Strengths

Our strengths are the number of highly qualified teachers on staff and the range of experience on the staff, providing the opportunity for fresh new ideas to meet tested methods in collaboration. Our strengths also include a stable administration, the Principal will be in her 10th year at Bush in the 22-23 school year and the assistant principal will be in her 6th year at Bush in the 22-23 school year. Our professional development strengths include our nearly 100% trained staff in AVID strategies and the ability for administration and support staff to provide ongoing professional development in a variety of areas.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Bush School does not have 100% of teachers trained in AVID as recommended for certification for AVID school-wide. **Root Cause/Why:** Bush School has acquired several new teachers in the past three years. The pandemic has limited the training opportunities in the past two years. We currently have 4 teachers who have not been trained in AVID.

Teaching and Learning

Teaching and Learning Summary

- All Bush teachers adhere to the 360 minutes of required instruction daily.
- 30/34 Bush Teachers are fully credentialed.
- All Bush English Learner students receive designated ELD instruction daily K-6 receive 30 minutes and 7th/8th students receive 50 minutes daily.
- All Bush teachers use the district adopted curriculum (Benchmark, Pearson, Ready Math) and follow the district's suggested pacing guideline.
- All students participate in the district diagnostic assessments by taking the iReady assessment in math and ELA 3 times a year.
- K-6 teachers use small group instruction and have time built into their daily scheduled for strategic intervention.
- 7/8 teachers use small group instruction and identified students are scheduled into a strategic mathematics class or a language arts strategic class.
- Program Specialist identifies students needing Tier 3 support. These students are offered first choice in the Step-Up afterschool program.
- AVID strategies for reading, math, science, and social studies are implemented school-wide.
- AVID organizational strategies are implemented school-wide.
- Teachers reevaluate a vertical matrix of AVID implementation yearly.
- Bush School utilizes Google Docs to share and store agendas, resources, assessments and more for the staff.
- Bush teachers participate in grade level PLCs at least twice a month.

Teaching and Learning Strengths

Bush School has a largely stable school staff providing continuity of instructional practices and community.

Bush School is an AVID school with teachers consistently utilizing AVID strategies.

Bush School has a strong PLC teams at all levels - K - 8.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Student achievement growth did not meet expectations. **Root Cause/Why:** The instructional program at Bush was interrupted by COVID-19 protocols and the high number of absences it created. Bush School followed district protocols that resulted in a large number of student and staff absences. All students suffered from the loss of instruction due to the absences.

Needs Statement 2 (Prioritized): A population of students did not receive effective instructional minutes. **Root Cause/Why:** Instructional program at Bush was interrupted by students enrolling in the Virtual Academy moving back and forth between VA and in person instruction. Parents were allowed to move students back and forth between VA and in person instruction. Additionally, parents were allowed to move students without any administration or teacher input on what is best for student.

Parental Engagement

Parental Engagement Summary

Parent engagement efforts include parent coffee hours, ELAC and SSC meetings via Zoom. Each teacher has 18 required hours to be used for parent conferences. Teachers on Bush campus set up parent conferences with every parent in the first tri-mester after the Fall assessment of the iReady Diagnostic. Additionally, teachers are available throughout the year to meet with parents if they have concerns about student behavior or academics. Bush school also held monthly CARE meetings staffed by administration, counselors, mental health clinician, and resource teacher. The purpose of CARE was to discuss and provide support to the classroom teacher for any student that was brought to CARE. If CARE felt the next step needed to be taken an SST was scheduled to include the parent. We held SST meetings in person or via Zoom throughout the school year. School to Parent communication was accomplished through automated phone calls, flyers, website postings, and individual teacher efforts utilizing Class Dojo, Jupiter Ed, etc.

Parental Engagement Strengths

Although the number of parents attending parent coffee hours was consistently minimal, those who did attend were able to benefit from the many guest speakers that presented. Additionally, while parent attendance to events like coffee hour is low in the in-person and virtual settings, parent attendance to parent conferences was nearly 100%, a testament to our parents showing up when needed for their students.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent involvement and presence on campus was lower than ever. **Root Cause/Why:** COVID measures prevented parents from volunteering on campus and attending assemblies for all but one month of the school year.

School Culture and Climate

School Culture and Climate Summary

- Bush School promotes student safety first, academics second.
- Through our AVID school-wide culture Bush School promotes college culture throughout the campus, each classroom adopts and represents a college, we have college banners throughout the office and in the cafeteria.
- Bush students have an opportunity to participate in a leadership program, PLUS, PLUS is comprised of 7th and 8th grade students who complete an application process before being selected to be part of PLUS. PLUS meets twice weekly with their advisor and throughout the year they host PLUS forums and other activities for the entire school.
- Bush School is a PBIS school. Our PBIS committee is comprised of counselors, administration, teachers and campus safety advisors. PBIS interventions and strategies are utilized school wide to improve student behavior and attendance.
- Bush School has monthly character trait assemblies honoring the selected students from each class that display the character trait of the month.

School Culture and Climate Strengths

- Bush School's PLUS program is a popular program for promoting 6th graders, they are eager to be part of the leadership team during middle school.
- PBIS strategies and norms are effective and implemented school-wide

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): High rate of chronic truancy this school year. **Root Cause/Why:** Due to Virtual Academy and quarantine measures Bush school (and the entire district) had a lot of student absenteeism this school year.

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: (Must be a SMART Goal)

By Spring 2023, Increase met/exceeded on iReady Diagnostic (or district assessment measure) by 5%.

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

By Spring 2023, Increase met/exceeded on iReady Diagnostic (or district assessment measure) by 5%.

Identified Need

Student achievement growth did not meet expectations.

A population of students did not receive effective instructional minutes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Spring Diagnostic	ELA 31% Math 22%	ELA 36% Math 27%

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

Strategy/Activity

Teachers will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics. Activities will include, but not be limited to, the following; co-teaching events demo lessons Observations of classroom instruction teachers receiving coaching targeted professional development (AVID, Solution Tree, Curriculum Training) classroom observations Academic Conferences, 2 times a year, all staff, 3 days each time, 38 subs 90 days X \$200 rate of sub pay = \$10,000

Title I-\$20,000

LCFF-\$28,464

Conferences: allocation to provide teachers and administration with professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics. Conferences/training may include AVID, Solution Tree, UnboundED, site based training, and other trainings the support and enhance instructional strategies.

Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum-not to exceed \$24,000.

Teacher Additional Comp Pay Calculation (Object Code 11500): 400 hours X \$60 rate of pay = 24,000 (Allocating \$12,000 each LCFF & Title I)

Program Specialist Additional Comp Pay Calculation (Object Code 19500): 33 hours X \$60 rate of pay = \$1980 (Allocating \$2000)

Instructional Coach Additional Comp Pay Calculation (Object Code 19500): 1 Instructional Coaches X 33 hours X \$60 rate of pay = \$1980 (Allocating \$2034))

Program Specialist: 1 FTE @ \$154,242

60%-Title I=\$92,545

40%-LCFF=\$61,697

- Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration (i-ready), collection and submission. CAASPP/SBAC/ELPAC/i-ready and other data analysis, assisting in administration to small groups, make-ups, and special ed students. AVID Coordinator, manage, prepare for site leadership meetings, collect AVID evidence, prepare and complete certification documents, manage and coordinate AVID recruitment process, provide ongoing site based training in AVID strategies. Assists with school plan and SSC. Implement SPSA goals/strategies/activities. Coordinates academic hour - recruits teachers and identifies students for program supports.

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)
\$undefined	50608 - Title I/ELA/Math Coach,InstSprtSu
\$2000	50643 - Title I
\$20000	50643 - Title I
\$28464	23030 - LCFF (Site)
\$undefined	23030 - LCFF (Site)
\$12000	50643 - Title I
\$10000	50643 - Title I
\$92545	50643 - Title I
\$61697	23030 - LCFF (Site)
\$2034	50643 - Title I
\$12000	23030 - LCFF (Site)
\$10000	23030 - LCFF (Site)

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

Strategy/Activity

SPSA: Goal 1, Strategy 2:

Strategy to support Library Media Assistant and student literacy needs.

Students to be Served by this Strategy/Activity: All Students, Subgroup: English Learners

Strategy/Activity: Library Media Assist will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text. Grade level teams will provide EL students opportunities to improve through designated daily strategic support CFAs, DRA & MAP data Observations of classrooms; grade level formative assessments; growth on CELDT/ELPAC assessment

Data Measures: # of EL students, # of EL students at each performance level, # of EL students RFEP

LCFF -

* \$47,359 - 22601 - .6250 FTE Library Media Assistant: Library Media Assistant will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text.

* \$8,000 - 42000 - Books: to provide students with opportunities to increase reading proficiency through literacy programs, leveled books (in classroom and at home), class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills.

Title I-

* \$22,000-42000-Books: to provide students with opportunities to increase reading proficiency through literacy programs, leveled books (in classroom and at home), class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills.

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)
\$8000	23030 - LCFF (Site)
\$47359	23030 - LCFF (Site)
\$5000	23030 - LCFF (Site)

\$22000	50643 - Title I
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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

Strategy/Activity

Provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments

Instructional materials (\$25,000 - Title I, \$12,000 - LCFF) include AVID specific project materials, PLTW specific project materials, science related experiment materials, math center specific materials, language center specific materials, chart paper, colored paper, binders, dividers, pencil pouches, colored pencils/markers/crayons, composition books, planners, highlighters, Step Up to Writing project materials, flash cards.

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

Equipment may include: laminator, copier, Duplo, laptops and will be allocated as necessary when funding is available.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction.

Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment. Resources: Maintenance Agreement for; IR6575i Copier \$3,090 IR6275B Copier \$1,377 Duplo 330Le \$295 Duplo F510 \$295 Laminator \$377 Laminator 2 \$377

* \$2,000 - 56590 - Maintenance Agreement: To cover the cost of maintenance agreement for the laminator.

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)
\$25000	50643 - Title I
\$6000	50643 - Title I
\$11800	23030 - LCFF (Site)

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

Students to be Served: Subgroup: Preschool, Transitional Kindergarten

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.

Funding: District Level Centralized

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: 2021-2022

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.

Achievement goals of increasing student achievement by 5% were not met due to the fact that school was online for the majority of the school year. Student attendance was not consistent nor was student work completion. Additionally, assessment was completed online and there was some concern over the validity of the results.

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

Targeted reteaching did not happen in a uniform manner across grade levels or classes due to the fact that instruction was taking place online and contractually administration was unable to mandate that all teachers provide small group targeted instruction. Even for those teachers who did offer targeted instruction attendance was not consistent.

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.

Goals and strategies will not be significantly changed given that in-person learning returned.

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)

By Spring of 2023 we will decrease suspension rates by 1%.

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

By Spring of 2023 we will decrease chronic truancy by 1.5%.

Identified Need

High rate of chronic truancy this school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Truancy Rate	49%	47.5%
Suspensions	14	13

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)

All Students

Strategy/Activity

Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives.

Provide a consultant to provide students with mentoring and leadership support to serve needs at the school site. Supporting making connection with students by enhancing problem solving skills, conflict resolution, leadership skills. (If funding allow the estimate cost is \$10,000.)

Also supports the path to enhance connections with parents.

Assistant Principal guiding implementation of PBIS and PLUS strategies and programs in order to increase student engagement/connectiveness with school and reduce disciplinary infractions (including suspendable offenses) and increase student attendance.

School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates)

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: 2021-2022

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 for reducing suspension was achieved largely due to the fact that students were in virtual learning and therefore there was no reason or opportunity to suspend

students.

Reducing chronic truancy was not achieved due to the fact that students were in virtual learning and attendance by a number of students was inconsistent throughout the school year despite phone calls and home visits.

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

The strategies listed required that we be in in-person instruction, we were unable to implement these strategies during distance learning.

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.

The goals will not change given that we will be back to in-person instruction.

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)

By Spring of 2023 will increase number of dedicated classroom volunteers by 10%
By Spring of 2023 will increase number of parents completing EPIC (or similar) parenting training by 10%

Identified Need

Parent involvement and presence on campus was lower than ever.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer sign ups EPIC certification	0% Parent volunteers 0% Parents Completed	1% Parent volunteers 1% Parents Completed

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)
All Students

Strategy/Activity

Increased parent involvement through parent engagement hours, parent training events, parent conferences, family curriculum nights, committees and information nights.

- # of parents attending all events
- # of parents attending parent coffee hours
- # of parent coffee hours
- # of parents attending parent conferences
- # of parent conferences
- # of parents attending curriculum nights
- # of curriculum nights

Parent Meeting - \$500 (50647): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks.

Non-Instructional Materials - \$3581 (50647): Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home.

Community Assistant will coordinate parent events and conduct outreach to parents and community to increase parent engagement. .4375 FTE @ \$25939(50672)

Additional hourly for Community Assistant for support of after school meetings. 30 hours X \$50 = 1,500 (50647)

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)
\$25939	50643 - Title I
\$500	50647 - Title I - Parent
\$3581	50647 - Title I - Parent
\$1500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

The goals were not met due to the fact that we were in virtual instruction. There were no opportunities for parents to volunteer on campus.

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 were unable to host any of the events in person, while we had some events virtually (zoom parent conferences, etc) there was no measureable outcome.

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 will need to adjust these goals given that for the majority of the 22-23 school year we were prohibited from having parents on campus due to COVID restrictions.

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	\$223099
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	\$407419

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	\$219018
50647 - Title I - Parent	\$4081
50608 - Title I/ELA/Math Coach,InstSprtSu	\$[Enter Amount here]

Subtotal of additional federal funds included for this school: \$223099

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)	\$184320

Subtotal of state or local funds included for this school: \$184320

Total of federal, state, and/or local funds for this school: \$407419