

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: McKinley (M5 - 262)

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:

JP Wheeler
Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mckinley Elementary	39686766042691	06/16/2022	06/28/2022

Purpose

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

McKinley Elementary is implementing a School wide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for African American (AA) 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 comprehensive needs assessment.

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The Administrative Team met on 2/28, 3/7, 3/10, and 3/11 to discuss the academic needs of our school. In these meetings we examined the iReady proficiency and growth data for this school year. We compared this data to past years, our current goals, and discussed the possible impact of the COVID pandemic upon the data and our expectations. We brainstormed problems that the data identified. We placed problem areas on Post It notes. We discussed which of the needs were most pressing and used the 5 Whys strategy to explore the possible root cause of those concerns. The following is the topics discussed. Bullets indicate the 5 Whys that were presented, with the final dark bullet being identified as the root cause.

1. Engagement

- Many students are not engaged in daily lessons through the school
- The lesson content is far beyond their ability
- These students are missing vital skills from previous grades
- High quality first instruction and effective interventions have not been present
- Lack of teacher training, accountability, and an intervention plan
 - We need focused professional development, more walk-throughs, and a more robust intervention plan in primary grades levels

2. Quality of Instruction

3. Standards and Objectives

- The standard is not written, discussed, and repeated
- Lack of “know how” from the teachers / commitment
- Lack of accountability and understanding its importance
- Lack of modeling / admin accountability
 - Model, expect, inspect in regards to standards

4. Phonics in Primary

- Students are not mastering basic phonics in K-2
- They are not getting enough high quality phonics instruction and practice
- Lack of time in the school day to master these phonics lessons
- We are focused on too many items and not focused on the non negotiable
 - Create more interventions (including after school) to address phonics instruction

5. Student Study Skills

6. Taking Spelling Tests

7. Academic / Reading Endurance

On 3/9 and 3/10, PBIS cohort teams made up of J.P. Wheeler (principal), Brandy De Alba (assistant principal), Sandra Khan (counselor) and six teachers met to explore the needs of our school climate and Goal 2. We looked at the data in the School Climate Survey comparing it to earlier this year as well as past years. We discussed the data we were currently using as well as possible changes we would make to our data collection process. After exploring some of the needs of our school we agreed that school connectedness was the greatest issue at our school and we completed the 5 Why's process to find the root cause.

School Connectedness

- Many students feel like they do not belong
- They do not feel like friends and adults on campus care about them
- The students do not have enough opportunities to engage positively with adults
- They need their voice to be heard
 - Need teachers to share about themselves and find more opportunities (clubs, activities) for positive engagement.

It was decided that the data that will be used to drive out School Climate goal will now include an average of the following 5 questions from the School Climate Survey.

- I feel like I am a part of my school.

- I feel safe at my school.
- At school there is a teacher or other adult who really cares about me.
- I have friends my age that really care about me.
- I feel like my voice matters to adults at my school.

On 3/8, the Parent Engagement Team made up of J.P. Wheeler (principal), Brandy De Alba (Assistant Principal), and Danile Molina (Parent Liaison) gathered to discuss the Goal 3 needs concerning Parent Engagement. We looked at the current data that drives Goal 3 of our SPSA which is parent attendance at meetings and discussed data points that might be more effective in the future. We discussed which of the needs were most pressing and used the 5 Whys strategy to explore the possible root cause of those concerns. The following is the topics discussed. Bullets indicate the 5 Whys that were presented, with the final dark bullet being identified as the root cause.

1. Technology Illiteracy

- They do not know how to use the computer / many no email
- They have not been exposed
- They have not been allowed on campus
 - Need more technology training on campus

2. Access to primary language support

3. Struggle to get parents on campus

- Fear of the pandemic
- Restrictions of the CDC / this area was hit hard
- Multi family living situations and loss of the habit
 - Need more parent activities (running club, Zumba, child care, ESL classes, volunteer opportunities, food, incentives, raffles).

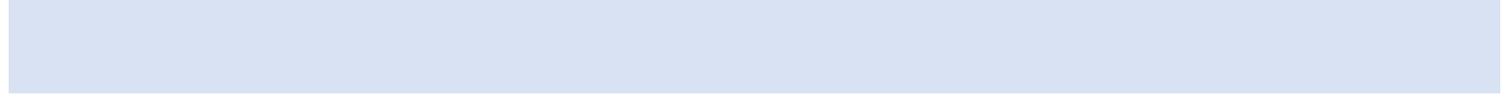
We also spoke about our SPSA goals for Parent Engagement and changing the way we monitor this strategy. Being a part of our Facebook or Instagram, attending Back to School Night, parent conferences. and events like Science or Movie nights, we discussed. We are exploring a way to easily track these, and setting a new goal.

Staffing and Professional Development

Staffing and Professional Development Summary



Staffing and Professional Development Strengths



Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Students need more time and attention from the adults on campus in order to provide high quality, differentiated instruction while meeting their individual social emotional needs. **Root Cause/Why:** We do not have enough counselors and adults providing academic intervention support.

Teaching and Learning

Teaching and Learning Summary



Teaching and Learning Strengths



Needs Statements Identifying Teaching and Learning Needs

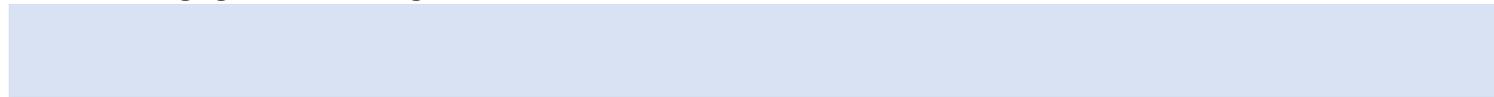
Needs Statement 1 (Prioritized): Student engagement has become a barrier to student learning. **Root Cause/Why:** We need focused professional development, more walk-throughs, and a more robust intervention plan in primary grades levels

Parental Engagement

Parental Engagement Summary



Parental Engagement Strengths



Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Many parents are not connected to our school. **Root Cause/Why:** We need more parent activities that include technology training, running club, Zumba, child care, ESL classes, food, incentives, and raffles.

School Culture and Climate

School Culture and Climate Summary



School Culture and Climate Strengths



Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are not feeling like they are connected to our school. **Root Cause/Why:** Adults on campus need to share more about themselves and find more opportunities (clubs, activities) for positive engagement.

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 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.

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

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.

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

School Goal for Math:

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.

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

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator 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 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

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):

28 teachers x 15 hours x \$60 = \$25,200 (Allocating \$26,000) - 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):

50 days X \$200 = \$10,000 - 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, Accelerated Reader, 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, AVID coordinator, coordinating our SIPPS platooning, intervention coordinator, coordinates extended day (tutoring) and extended year (summer school) and i-Ready.

LCFF non-federally sponsored activities relating to test coordination with, SBAC, ELPAC.

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)
\$26000	50643 - Title I
\$1000	50643 - Title I
\$1000	23030 - LCFF (Site)
\$10000	50643 - Title I
\$22621	50643 - Title I
\$128184	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

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 protocol will be used to reach more families.

Substitute Pay Calculation (Object Code 11700): 50 of days X \$200 = \$10,000 - Title I

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)
\$10000	50643 - Title I

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

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 -\$5,000- 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

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)
\$5000	50643 - Title I
\$15000	50643 - Title I
\$8000	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

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.
 \$3,075 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, Seesaw, Remind APP, Class DOJO, & other similar applications that will facilitate the implementation of Response To Intervention.

License Agreement (Rosetta Stone, Remind App & other) - \$2,000 (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 - \$24,003 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- \$6,000 - 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.
 \$3,200 Maintenance Agreement - Title I 56590

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

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)
\$56336	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)
\$3075	23030 - LCFF (Site)
\$24665	50643 - Title I
\$24665	50643 - Title I
\$1000	50643 - Title I
\$2000	50643 - Title I
\$24003	50643 - Title I
\$6000	50643 - Title I
\$1000	50643 - Title I

\$3200	50643 - Title I
\$2000	50643 - Title I
\$24665	23030 - LCFF (Site)

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.
\$2,000 21500 Bilingual Assistant additional comp - LCFF

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)
\$2000	23030 - LCFF (Site)

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.

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.

We have not yet taken the End of Year iReady diagnostic, but after looking at the Mid Year diagnostic, it appears that we will meet many of our academic and reclassification goals.

Our CAI and Instructional 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.

Our Professional Development Strategies have been negatively impacted by the COVID pandemic and the resulting substitute teacher shortage. We did not attend the Unbound Ed, Rethinking Our Classroom Practices, PLC, Trauma Informed Practices, and some of the AVID trainings we had planned on attending. We also did not complete the book study that was planned for this year.

We have offered teachers additional compensation for PD hours outside of their contractual time, but have had limited attendance for 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 did not happen due to the substitute shortage. The Goal Setting Conferences did take place, but they were not done in the manner than normal as teachers tried to pull students to a back table while the rest of the class worked individually. This was less effective than in past years due to the inability of the teacher and students to completely focus on the conference.

Parent teacher conferences were completed and effective, however we need to explore ways to get more of the parents to show up.

Due to the pandemic the majority of the field trips did not take place. We did attend several virtual field trips and brought a BMX consultant out to discuss following dreams and anti-bullying. These field trip substitutes were very well received.

Site leadership chose to discontinue the use of Accelerated Reader and Achieve 3000. The time spent on those programs has been effectively reallocated to other instructional needs.

Many of the instructional materials we budgeted for were not purchased for a number of reasons. We will look to improve our processes next year to better use these allocated funds.

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 quantity of unspent funding in teacher additional compensation and substitute pay. This was due mostly to the lack of substitute teachers and inability to attend professional development, due to the pandemic. Teachers did not learn and grow as much as we had planned due to the limited professional development.

Similarly, we had a large amount of unspent funds that were set aside for field trips. We were also unable to bring consultants / assemblies to our campus for much of the year due to COVID restrictions. Unfortunately, our students missed out on the opportunity to enjoy these educational experiences.

Accelerated Reader and Achieve 3000 were discontinued this year, so that we could better focus on our core instructional curriculum.

We did not utilize all of the funds set aside for instructional materials. Administration needs to look into ways to receive more support in this area so that the school does not miss out on the benefits that could be realized with these funds.

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, the conferences strategy, we need to include the goal of "building teacher capacity", and the additional programs, "SIPPS, Heggerty, LETRS, Read180, Rosetta Stone or other site adopted curriculum interventions".

The math needs to be corrected for additional compensation $28 \text{ teachers} \times 22 \text{ hours} \times \$60 = \$36,960$

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."

In Strategy 4, remove the Accelerated Reader support and Achieve 3000 support. Include "individual and small group literacy support, technology troubleshooting, curriculum and technology distribution, and Virtual Academy support," in the description for the librarian.

Remove the licensing agreements for Accelerated Reader and Class Dojo. Add the licenses for Rosetta Stone for the bilingual classes in K-3.

Correct the math, $9 \text{ teachers} \times 3 \text{ hours} \times 20 \text{ weeks} \times \$60 = \$32,400$

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, $3 \text{ teachers} \times 3 \text{ hours} \times 20 \text{ weeks} \times \$60 = \$10,800$

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.
Preschool Additional Comp- 2 teachers x 40 hours x \$30 = \$2,400

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, 2023, the percent of unduplicated student suspensions will decrease by 25% from the previous year as measured by Discipline cumulative reports.

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.

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

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator 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 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

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

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)
\$1500	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)
\$1000	23030 - LCFF (Site)

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 SST / CARE Team review process that we implemented this year was very successful,

During distance learning we did not suspend any students. In the last pre-pandemic year, 2018 / 2019, our unduplicated suspension rate was 3.7%. This year, our unduplicated suspension rate dropped to 1.7%, meeting the goal we had set in the SPSA. With this rate being so low, we have decided to continue to monitor this data point, but choose an alternate data point to evaluate our growth in creating a positive school climate.

This year our chronic absentee rate skyrocketed from 20.1% in 2019 to 43.6%. This was due to the county and CDC directive to send any student with COVID symptoms and anyone with possible exposure home for 10 days. We followed these guidelines very closely, and while it helped us keep our community safe, it resulted in a tremendous increase in our chronic absentee rate.

Our overall attendance rate this year was 87.97%. This is a significant drop from our pre-pandemic rate of 94.20% in the 2018 / 2019 school year. This was also due in part to the challenges that the pandemic presented.

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 only budgeted expenditure for this goal pertains to the non-instructional consultant. This position was previously supported with YMCA Noon Time Sports. We were unable to utilize this service this year, until the last 3 weeks of the year when Elevo was sent to our site to provide similar services. These services were a tremendous asset to our campus. It helped reduce conflict on the playground and gave students who may be feeling excluded an opportunity to join an organized activity. We would like to continue to partner with Elevo or a similar service next year.

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 would like to make the following adjustment to our SPSA goal for School Climate.

Our goal for the 2022 / 2023 school year regarding chronic absenteeism will be to reduce our pre-pandemic chronic absentee rate of 20.1%, by 2% as measured by P2 attendance reports.

In the 2022 / 2023 school year, we will raise our overall attendance rate to 95% as measured by the P2 attendance reports.

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%)

The percentages in parenthesis are the baseline data from Fall of 2019. These numbers will be used as the baseline because it represents 460 fourth through eighth grade students' feelings before the pandemic.

We would like to make the following additions and adjustments to the budget regarding this strategy.

Counselors will facilitate after school groups, clubs, and organized activities including PLUS and Leadership to improve school climate. Counselors will also provide attendance support through home visits after school.

\$3,000 Counselor additional compensation - LCFF

Additional hourly compensation for retired counselor to assist with the planning and execution of special projects including Career Day, Carnival, Dia del Nino Celebration, and other culture building activities.

Substitute pay calculation $\$50 \times 40 \text{ hours} = \$2,000$

Student snack program will allow students who are hungry to pick up a healthy snack during their recess. This will allow us to continue to meet the needs of our students and build school culture.

\$2,000 Student Incentives - LCFF

Student incentives for attendance and positive behavior are an important motivation tool for meeting our school climate goals.

\$8,000 Student Incentives - LCFF

To assist us in our efforts to improve school climate, we would like to increase the services of our mental health clinician from 3 to 5 days a week.

To assist us with our attendance goals we would like to increase our parent liaison to a 6 hour, 5 day per week, position.

Recess and lunch time activities organized by Elevo, YMCA Noon Time Sports, or a similar program to give our students opportunities to be included in organized games and reduce

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 participation to workshops, parent volunteers, and trainings:

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 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.

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.

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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

Strategy/Activity 3.1.1

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 year.

.4375 FTE Parent Liaison \$50,894 (salary and benefits included) - Title I (29101)

\$1,000 29500 Parent Liaison Additional Comp - Title I

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

\$1,923 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

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)
\$50894	50643 - Title I
\$1000	50643 - Title I
\$1923	50647 - Title I - Parent
\$512	50647 - Title I - Parent
\$1000	50647 - Title I - Parent
\$1000	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Alliance with community agencies that provide services for our community. The partnership will include training during our Coffee Hours, additional workshops, home visits, and general information of services within our community.

NO FUNDING ALLOCATED

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.

Unfortunately, we did not meet our goal of increasing parent participation in Coffee Hours and parent trainings by 25%. We experienced a drop in our participation from an average of about 14 parents pre-pandemic to about 9 parents this year. While this regression was disappointing, we did have several new parents coming on campus to volunteer for activities including our Dia del Ninos celebration, School Carnival, and to assist classes with things that included cutting items out and stapling packets.

Our parent liaison was an incredibly valuable position at our site. He has established a very strong rapport with our parents and has looked to expand the opportunities to connect our parents and community with our school. He was a valuable member of our SSC and ELAC committees, and spends much of his time crafting presentations for parent Coffee Hours and reaching out to local agencies to have them provide valuable information and resources to our families. He has several ideas on how we can expand our parent outreach next year and we hope to increase the time he is on our campus next year so that we can provide these services 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.

There were no major differences between the intended implementation and budgeted expenditures for this goal. The only expenditure that was different than planned involved the funding set aside for parent meetings. Because we were unable to hold these meetings in person for much of the year, some of this money was

unable to be spent.

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 would like to expand upon our goals for Meaningful Partnerships next year. First we would like to 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.

Second, we would like to 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.

Third, we would like to 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.

Finally, we would like to 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.

For the 2022 / 2023 school year, we would like to increase the number of days that our parent liaison works at our site from 3 to 5. This will increase this position from .26 to .43 FTE and \$28,610 to \$47, 683, but will be instrumental in our ability to meet our Meaningful Partnerships Goals.

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	\$242483
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	\$472243

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	\$238048
50647 - Title I - Parent	\$4435

Subtotal of additional federal funds included for this school: \$242483

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)	\$229760
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$229760

Total of federal, state, and/or local funds for this school: \$472243