

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Washington Elementary School	19-64337-6012025	October 27, 2022	December xxxx, 2022

Purpose and Description

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

Schoolwide Program

- Washington is a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff are based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures is performed by the School Site Council

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All 3rd through 5th grade students will gain 3% or more on both the 2022-2023 CAASPP in English Language Arts and Mathematics. English Learners will also grow 3% on the ELPAC.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 11
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - Student Population..... 14
 - Overall Performance 16
 - Academic Performance 18
 - Academic Engagement 24
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 39
 - Goal 3..... 44
 - Goal 4..... 49
 - Goal 5..... 55
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- Budgeted Funds and Expenditures in this Plan..... 61
 - Funds Budgeted to the School by Funding Source..... 61
 - Expenditures by Funding Source 61
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 61
 - Expenditures by Goal..... 62
- School Site Council Membership 63
- Recommendations and Assurances 64
- Instructions..... 65
 - Instructions: Linked Table of Contents..... 65

Purpose and Description66
Stakeholder Involvement.....66
Resource Inequities66
Goals, Strategies, Expenditures, & Annual Review67
Annual Review68
Budget Summary69
Appendix A: Plan Requirements71
Appendix B:.....74
Appendix C: Select State and Federal Programs76

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During 2022-2023, a staff survey will determine how they felt about the school year (climate, academic program, principal effectiveness, school culture, staff relations, and communication with the community). The survey will be helpful to the new principal in determining whether the school's mission is being addressed. Parents will be surveyed by a district survey, parent meetings, at ELAC, and at SSC. Parents provide input on school climate, parent involvement needs, schedules, and other topics. Previous surveys indicate that parents reported satisfaction with the school overall and suggested that parents be provided more information on California standards and ways that parents can help at home with their child's learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2022-2023 school year, the principal will make a point of getting into classrooms between 3-5 days per week, with the goal of seeing every class each month. The principal will provide teachers with release time to observe one another to increase collaboration time and facilitate articulation between grade levels. The principal will spend a significant amount of time with the special education program, observing and providing feedback and support to the teachers. The principal will conduct 5 formal teacher evaluations this year, involving two observation visits per teacher.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Analysis of the student achievement results (from interim district assessments) indicated that, as a school, students were generally struggling in the area of writing and reading comprehension. Foundational skills of reading were an area of strength. The grade level that struggled the most was the fourth grade (the current fifth grade class).

In math, district benchmark assessments and math unit tests indicated that students at Washington had the most challenge with multi-step problems. Computation was an area of relative strength.

English Learners mainly struggled in the areas of reading comprehension and writing. This has been shown in district benchmark assessments (STAR tests) and student writing samples.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Washington Elementary School uses iReady and School City to monitor student progress in curriculum-embedded assessments. In turn, Interim Assessment Review meetings are held each trimester to ensure that instructional plans are appropriately paced and modified to ensure that all students are accessing the standards-based curriculum.

Analyzing the assessment data, we can see that Washington must continue to dedicate significant resources to the language development and academic improvement of English Language Learners and Hispanic students and mathematics (especially in the areas of multiple-step problems and word problems). Hence, the emphasis on continued focus on improving instruction for ELL students is a critical area of resource allocation and professional development focus for the year.

A review of our previous years' CAASPP and interim assessment data indicates that reading comprehension continues to be an area of focus. Most specifically, the data suggests that more support needs to be provided to the ELL subgroup and Hispanic student subgroup in this area.

Curriculum-embedded assessments also indicate that areas that need more attention, throughout the school, are Writing Strategies and math problem-solving skills.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members at Washington meet Highly Qualified Staff (ESEA) requirements: certificated (State credentials) and classified instructional assistants (District employment tests).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Washington Elementary School meets the sufficiency requirements of credentialed teachers. Teachers participate in district-wide professional development related to student engagement; diversity, equity, and inclusion; number sense in mathematics; school-wide staff development related to the disaggregation of District benchmark assessments; GATE teacher training; and development and implementation of successful instructional strategies. Teachers have also participated in staff development in Systematic ELD, Project GLAD, and Benchmark Advanced ELD components.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned with State content standards based on the areas of needs as identified on District common assessments and iReady assessment results. CAASPP results from spring 2022 provide a helicopter view of student academic needs including: Reading, Writing and Math Concepts and Procedures.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We receive and participate in ongoing professional development provided by BUSD including in-services provided by school staff. Our District-wide focus is on diversity, equity, and inclusion. The district has hired two consultants to work specifically with the school to create and implement goals in that area.

Train teachers in the use of common core standards-aligned materials and research-based practices:

Identify and develop best practices in instruction such as engagement strategies, differentiation, universal access, Systematic ELD, technology, character development, safety awareness, and current professional research-based literature.

Provide in-service to implement instructional programs connected to standards.

Improve student achievement through collaboration and training during school-wide staff development, teacher planning days, grade level and vertical grade-level meetings, faculty and leadership meetings, workshops, demonstration lessons, and attendance at conferences.

Examine student work in a collaborative setting to ensure that students are mastering standards.

Differentiate instructional materials and strategies to meet the needs of all students, including English Language Learners, Gifted and Talented, Special Education, and At-Risk students.

Continue to train teachers and instructional assistants in research-based practices and materials. This includes Systematic ELD.

Provide demonstration lessons (curriculum specialists) and follow-up.

Provide substitute time for teachers to observe exemplary teaching practices and plan in grade-level teams.

Provide professional development related to behavior and school safety which includes programs such as PBIS.

Curriculum Specialists keep up-to-date on the latest research and maintain a research-based curriculum lab.

Support teachers in the implementation of a systematic, State-adopted research-based core curriculum – English Language Arts by Benchmark Advance, Mathematics by Go Math, History-Social Science by TCI Publishers, and Science by Houghton Mifflin.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher Data Chats and Interim Assessment Review Protocols: At Washington, grade level teams are provided substitute release time to engage in “Data Chats” to analyze data in-depth in order to discover programmatic trends, as well as specific student needs. In addition to reviewing interim assessment data by grade level, student scores are routinely so compared to how students at each grade level performed in English Language Arts and in Math from the previous year. Intervention groups are created based on the results of these data analyses. We carefully study student progress and review the Rtl groups in which students are placed according to instructional needs. We discuss target students and ways in which we can modify our instructional program and pacing to ensure all standards are being taught in a timely way. We identify students who are “on the bubble” and develop lessons to help students make progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum, instructional plans, and materials at Washington Elementary School are strategically aligned to the California State Standards. We provide teachers with grade level release time (and early dismissal Tuesday time) to plan and pace, per grade level. At these meetings, we make sure to address the ESEA performance standards for all students, and set goals to surpass the federally designated proficiency rates in ELA and Math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are required to turn in their class schedules to be checked for adherence to District and State recommended/required instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are provided with District developed pacing schedules for both Math and Language Arts, and have the flexibility to adjust the pacing schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to District approved, State Board of Education adopted instructional materials in every subject area.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every student has access to District approved, State Board of Education adopted instructional materials in every subject area, including materials those used in intervention sessions.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Special Education students learn specific content based on their individualized educational plans.

English Learner students learn specific language structures and functions based on their performance on the annual ELPAC assessments. Specific strategies and materials for student instruction were based on the techniques of Systematic ELD, as well as other English Language development materials.

All of the teachers who work with ELLs were trained in these strategies with the assistance of a certificated lead teacher, the principal, the curriculum specialist, and the ELD coordinator.

All English Language Learners are assessed, grouped into English Language Development (ELD) groups, and provided instruction at their ELD levels for a minimum of 30 minutes each day.

Targeted students (ELLs and SpEd) are additionally supported by small group intervention through our school-wide RTI program for 45-50 minutes each day with certificated intervention teachers. This is designed to facilitate their meeting grade-level academic standards.

Differentiated instruction through programs and strategies and specialized instructional materials such as Systematic ELD, Express Readers, I-Ready, SIPPS, Write From the Beginning, Thinking Maps, and special software programs for multi-level learning and expansion of classroom links for classroom computers.

Monitor and support student progress through Student Study Team meetings with parents, teachers, and support staff to discuss academic, social, emotional, and behavioral issues.

504 Plans offer students support with accommodations.

Evidence-based educational practices to raise student achievement

California State Standards Professional Development

Schoolwide Response to Intervention Program (K-5)-Power Hour Program

Differentiated Instruction

Kagan Student Engagement Structures

Systematic ELD

Project GLAD

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School wide assessment results and plans for program funding are reviewed and interpreted at Faculty, SSC, ELAC, and GATE meetings throughout the school year. Parents have many opportunities to participate in school activities and events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are offered a wide variety of parent involvement opportunities at our school. In the fall, the principal shares previous years' assessment information with stakeholder groups, such as the P.T.A., English Learner Advisory Committee, and the School Site Council.

Additionally, we hold an annual Title 1 meeting at which parents are provided with critical information regarding the Parent Involvement Policy and the Parent Home / School Compact. At this meeting, they have opportunities to inquire about our academic support programs. We have made a conscious effort to improve the level of contact and the involvement of all parents in classrooms.

Parent representatives involved in Washington's School Site Council are involved in continually monitoring the effective implementation of the Single Plan for Student Achievement where data information will be shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners.

The Transitional Kindergarten and Kindergarten Orientation "Round-Up" for new TK and K parents give parents of brand new students an early insight into elementary education. At our school, we host two rounds of parent teacher conferences each year. At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child's performance.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Federal Title I funds are used to provide targeted academic assistance to underperforming students. Federal Title III funds are used to provide targeted academic assistance to underperforming English Learner students.

Fiscal support (EPC)

Federal Title I funds are used to provide targeted academic assistance to underperforming students: \$184,815.00 and \$2,063.00 for parent engagement.

Federal Title III funds are used to provide targeted academic assistance to under-performing English Learner students and Immigrants in homework support: \$9,547.00 and \$1,292.00 for parent engagement.

Federal Title III immigrant funds of \$0.00.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council reviewed, edited and approved the school plan. The budgeted expenditures from 2021-2022 were also reviewed by the school site council. Additional input was provided by the staff.

Resource Inequities

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

Teacher ratios are the same as in other schools.

Funding across the district is consistent.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	0.2%	0.23%	2	1	1
African American	3.05%	3.0%	2.93%	15	14	13
Asian	6.3%	4.3%	3.15%	31	20	14
Filipino	6.3%	6.7%	5.18%	31	31	23
Hispanic/Latino	43.5%	41.0%	43.92%	214	190	195
Pacific Islander	0%	%	0.23%	0		1
White	34.76%	38.9%	37.61%	171	180	167
Multiple/No Response	2.03%	3.0%	3.38%	10	14	15
	Total Enrollment			492	463	444

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	101	114
Grade 1	71	68	59
Grade 2	75	72	62
Grade3	97	71	67
Grade 4	63	90	59
Grade 5	67	61	83
Total Enrollment	492	463	444

Conclusions based on this data:

1. Washington enrollment has declined over the last few years though should be recovering in 2022-2023.
2. The Hispanic/Latino subgroup is the largest with White being second.
3. The school facilities are satisfactory to meet enrollment needs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	136	120	104	28.1%	24.4%	22.50%
Fluent English Proficient (FEP)	53	68	56	11.0%	13.8%	12.10%
Reclassified Fluent English Proficient (RFEP)	17	19	6	13.0%	14.0%	1.30%

Conclusions based on this data:

1. 22.5% of enrollment is English learners.
2. Reclassification rate is 5.0% and has stayed pretty much constant.
3. 12.10% of students are Fluent English Proficient.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
444	50.7	21.8	0.9
Total Number of Students enrolled in George Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	21.8
Foster Youth	4	0.9
Homeless	5	1.1
Socioeconomically Disadvantaged	225	50.7
Students with Disabilities	86	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.9
American Indian	1	0.2
Asian	14	3.2
Filipino	23	5.2
Hispanic	195	43.9
Two or More Races	15	3.4
Pacific Islander	1	0.2
White	167	37.6

Conclusions based on this data:

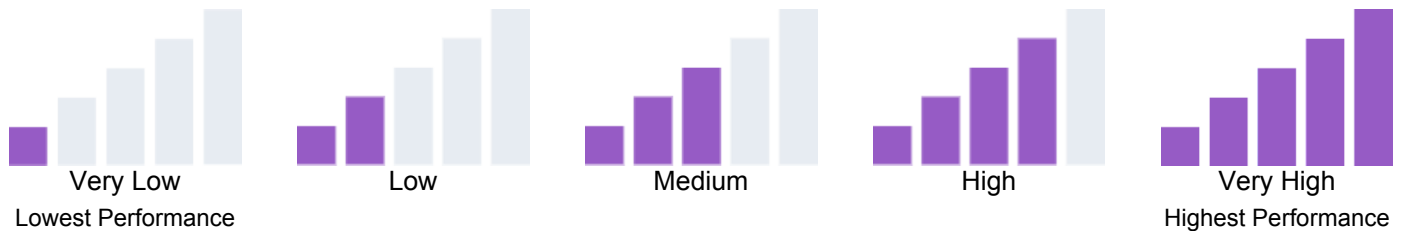
1. Of the 444 students enrolled at Washington, 50.7% of students are considered socio-economically disadvantaged students.
2. Of the 492 students enrolled at Washington, 21.8% of students are considered English Learner students.
3. Of the 492 students enrolled at Washington, 19.4% of students are considered Students with Disabilities.

School and Student Performance Data

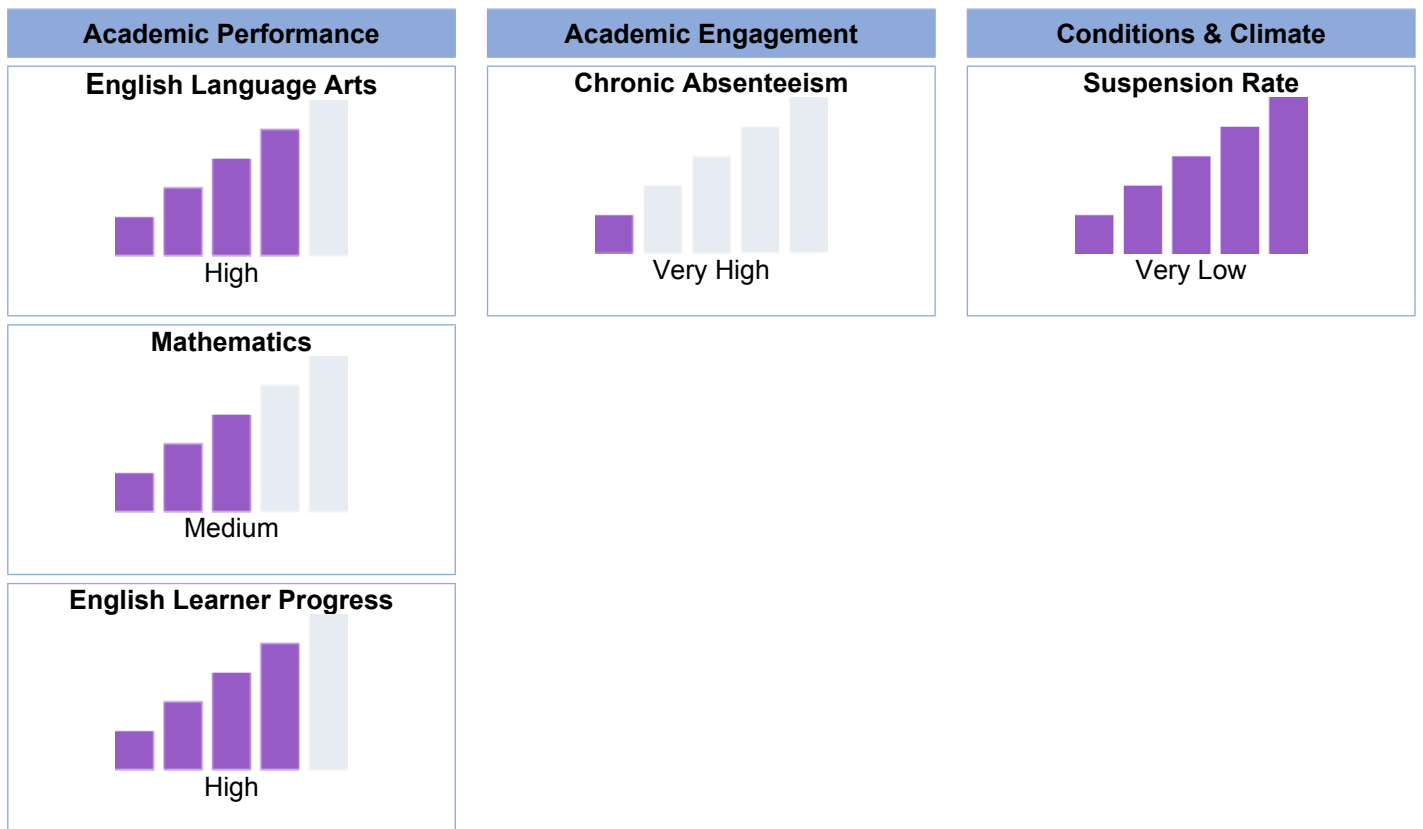
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

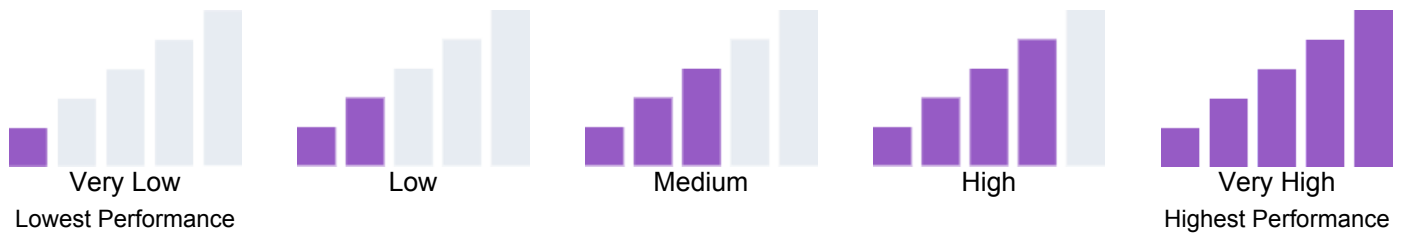
1. English Language Arts achievement is in the High category as in English Learner Progress.
2. Math achievement is in the Medium category.
3. Chronic Absenteeism is Very High (not good). The Suspension Rate is Very Low (good).

School and Student Performance Data

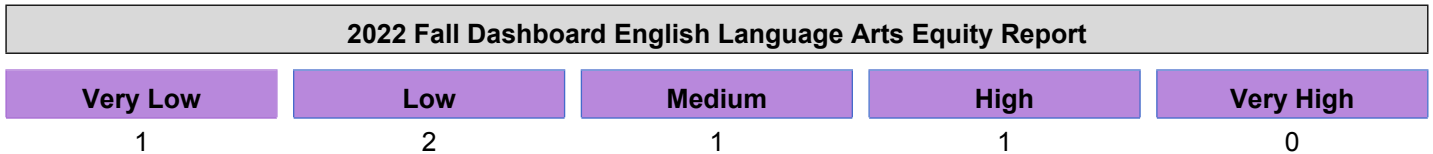
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

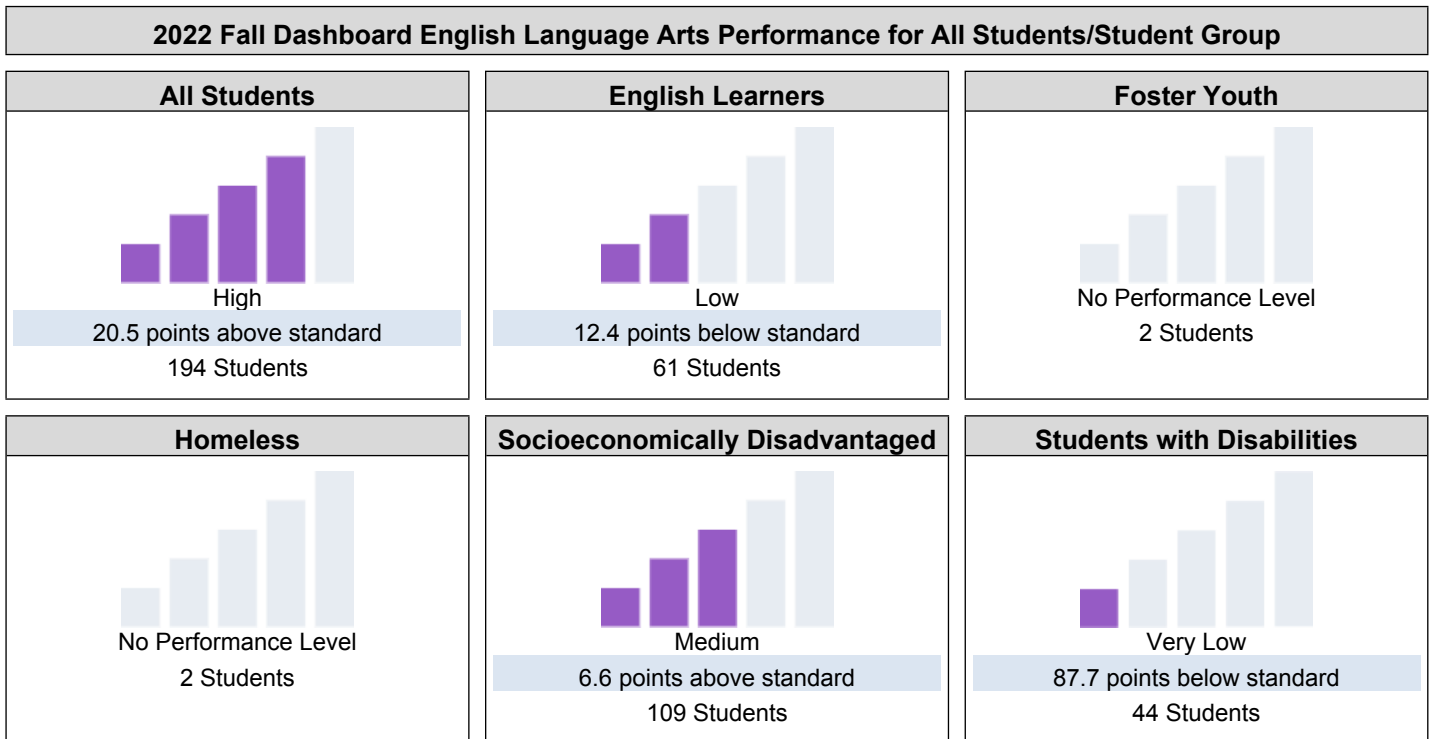
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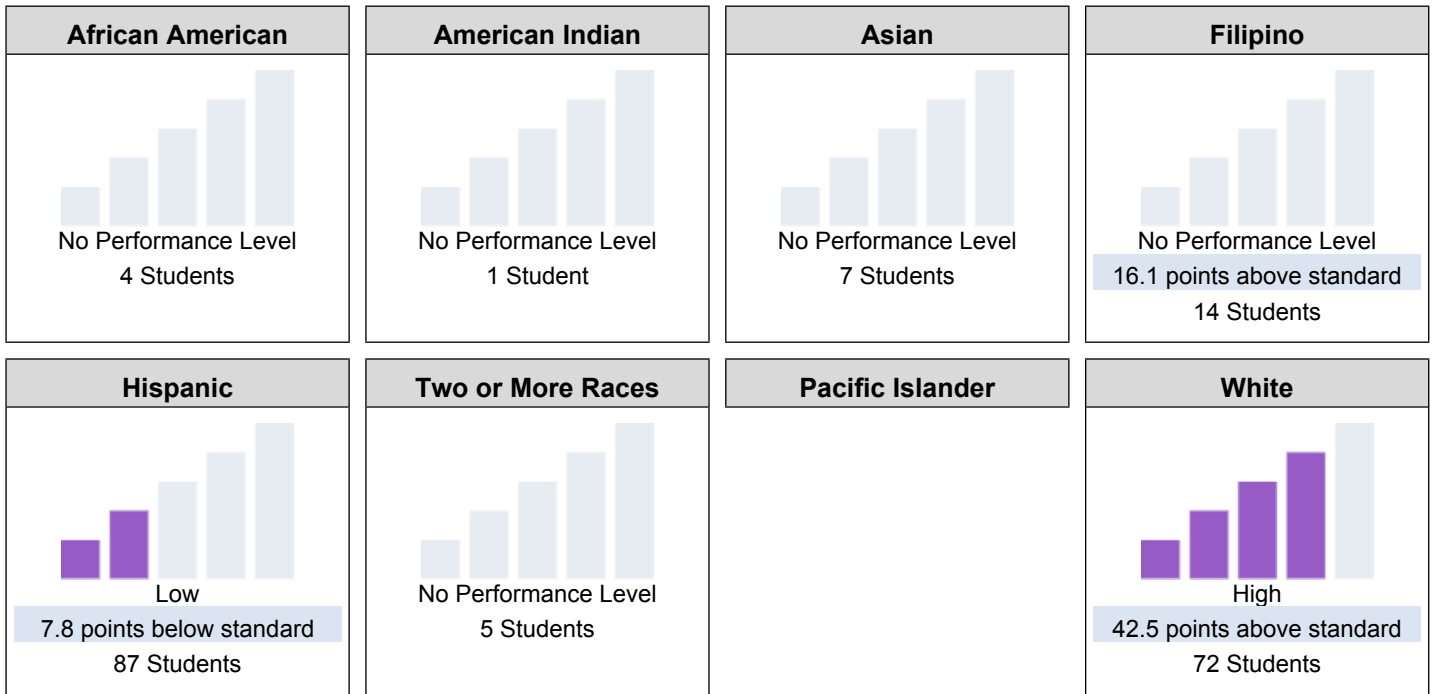
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
39.5 points below standard 31 Students	6.1 points above standard 31 Students	23.5 points above standard 113 Students

Conclusions based on this data:

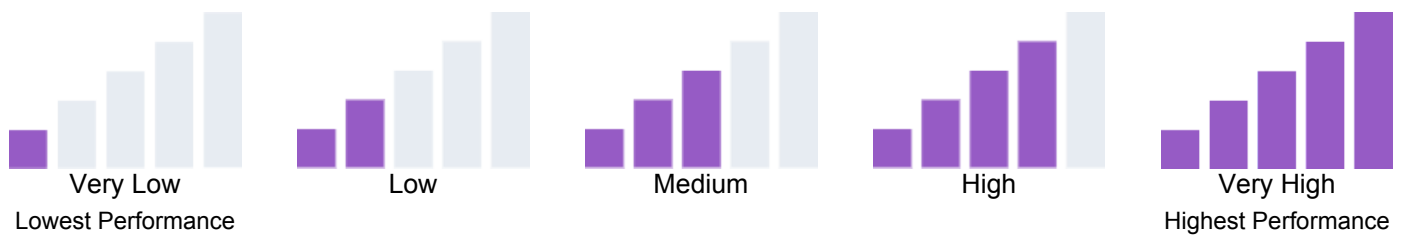
- The achievement rate for All Students is in the High category with 20.5 points above standard. The White subgroup is also in the High category with 42.5 points above standard.
- The Socioeconomically Disadvantaged subgroup scored in the Medium category and is 6.6 points above standard.
- The English Learners and Hispanic subgroups scored in the Low category and is 6.6 and 7.8 points below standard, The Student with Disabilities subgroup scored Very Low and is 87.7 points below standard.

School and Student Performance Data

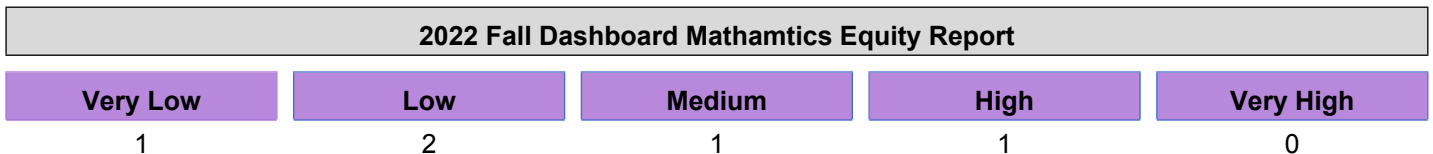
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

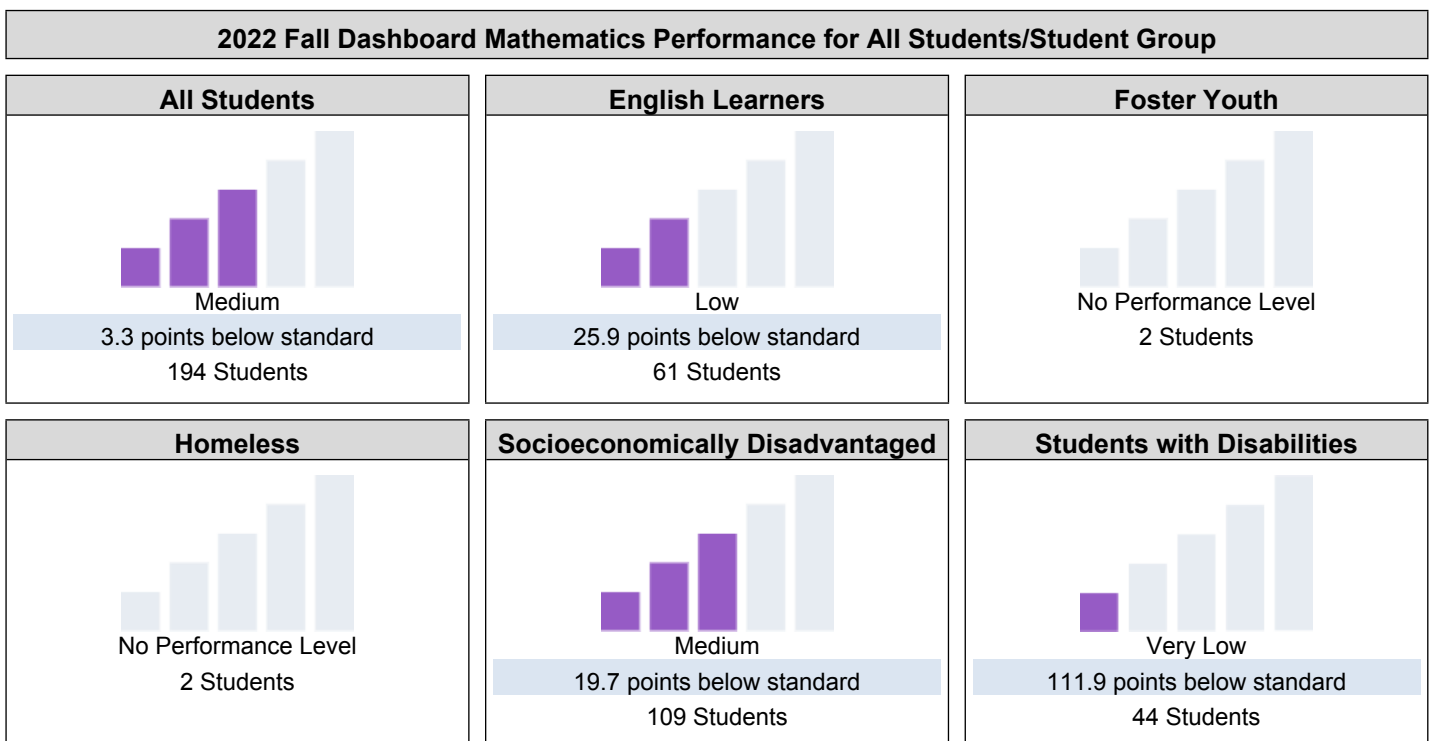
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



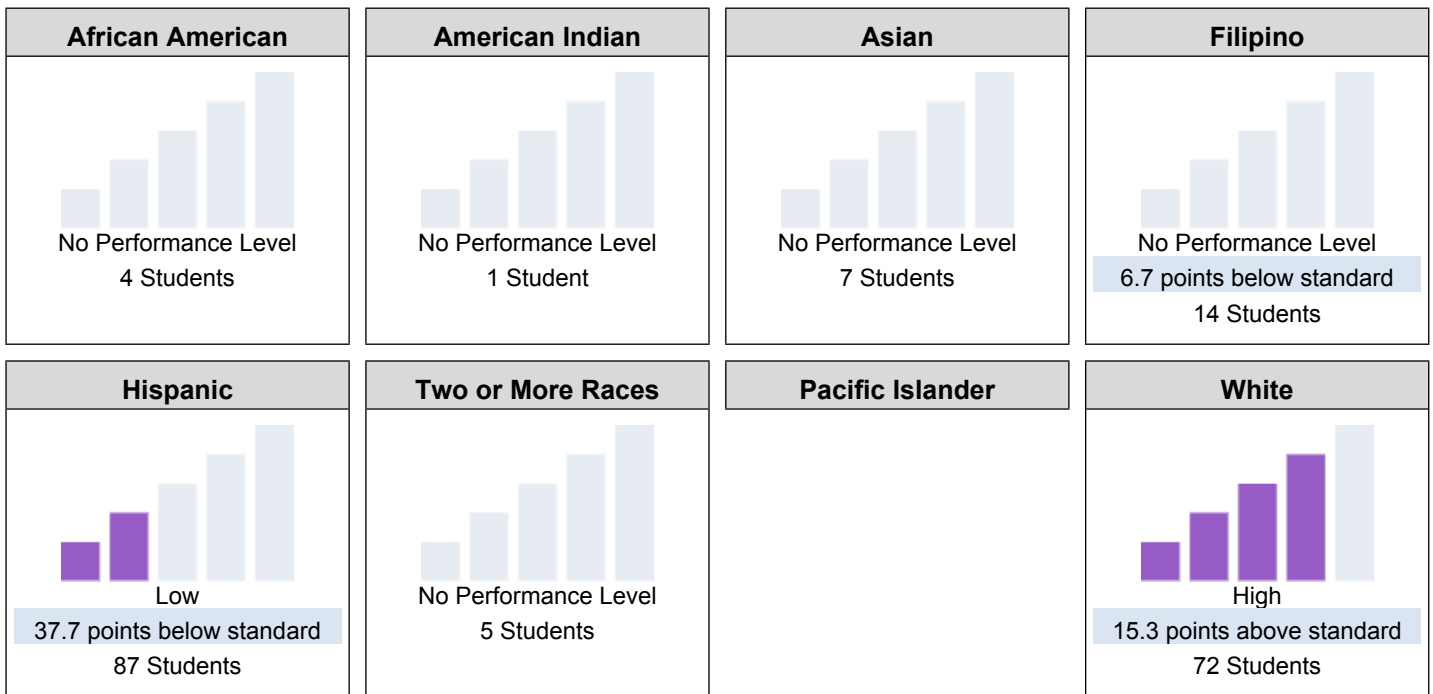
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.9 points below standard 31 Students	13.1 points below standard 31 Students	4.5 points below standard 113 Students

Conclusions based on this data:

1. The All Student subgroup scored in the Medium category and is 3.3 points below standard. The Socioeconomically subgroup scored in the Medium category and is 19.7 points below standard.
2. The English Learners and Hispanic subgroups scored in the Low category with 25.9 points and 37.7 points below standard.
3. The Students with Disabilities subgroup scored 7 in the Very Low category and is 111.9 points below standard.

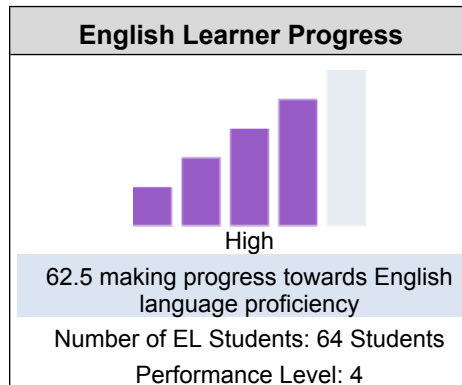
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	14	3	37

Conclusions based on this data:

1. There are 64 English Learner students of which 62.5 percent are making progress towards English language proficiency.
2. 10% of tested ELPI students decreased one ELPI level.
3. 37% of tested ELPI students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

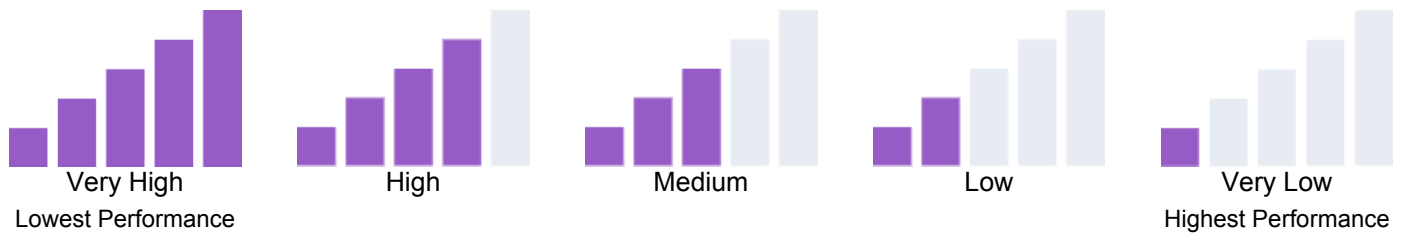
1.

School and Student Performance Data

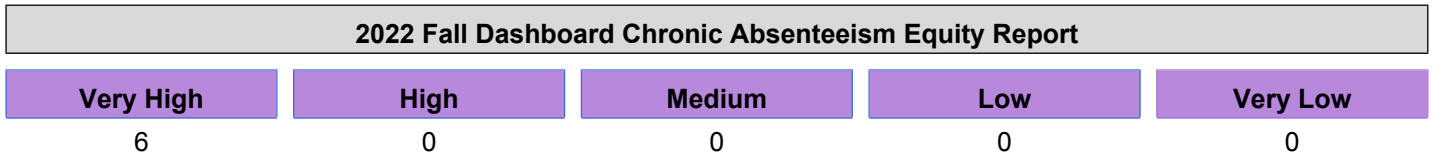
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

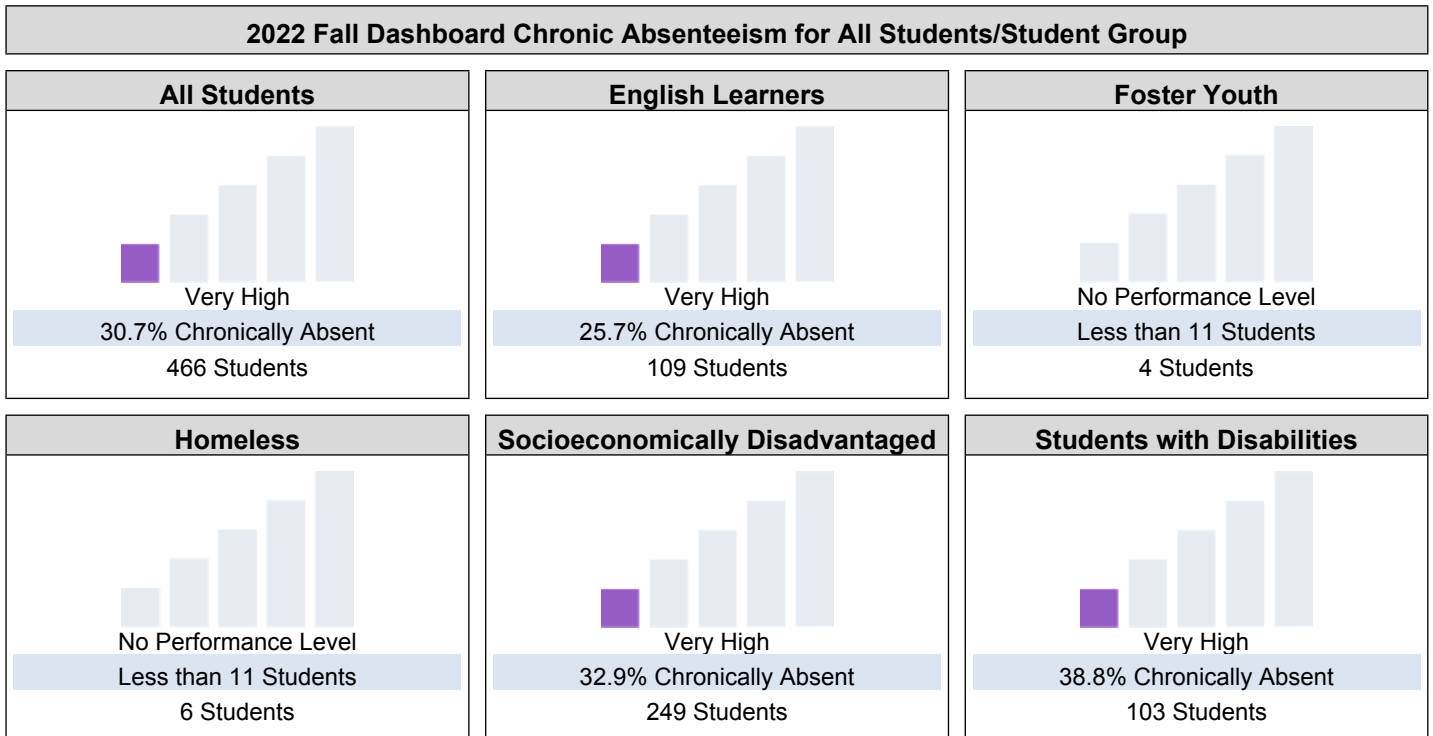
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



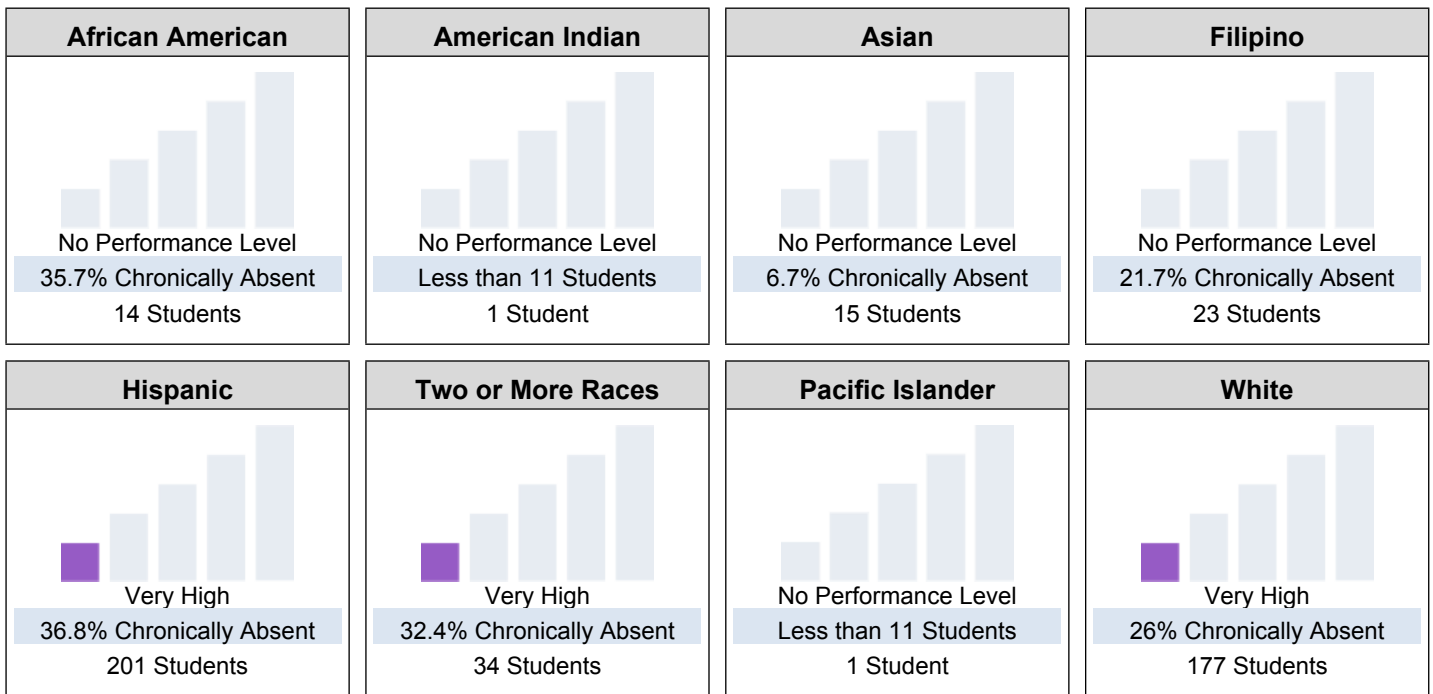
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

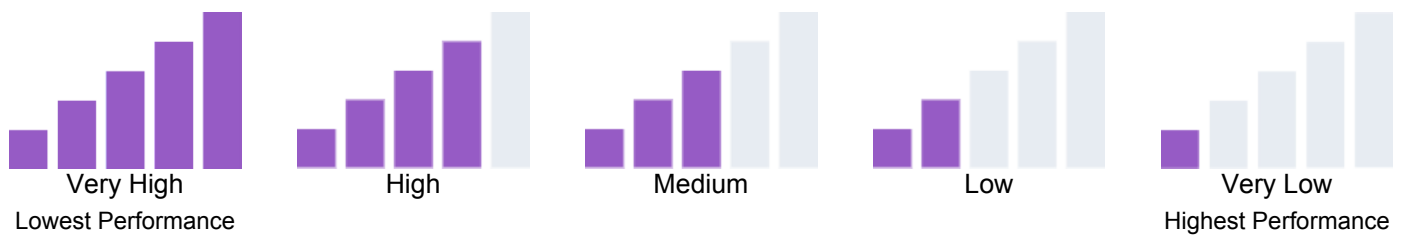
1. The Chronic Absenteeism rate is 30.7% (not good).
2. All subgroups fall with teh Very High category (not good): ELs, WEDs, Hispanic, SWDs, and White
3. A plan should be created to address the issue and implemented to correct the problem.

School and Student Performance Data

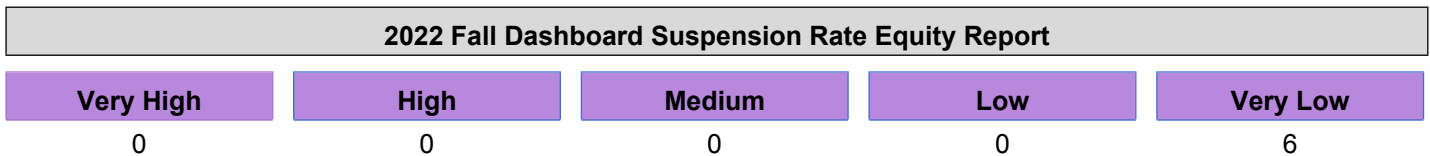
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

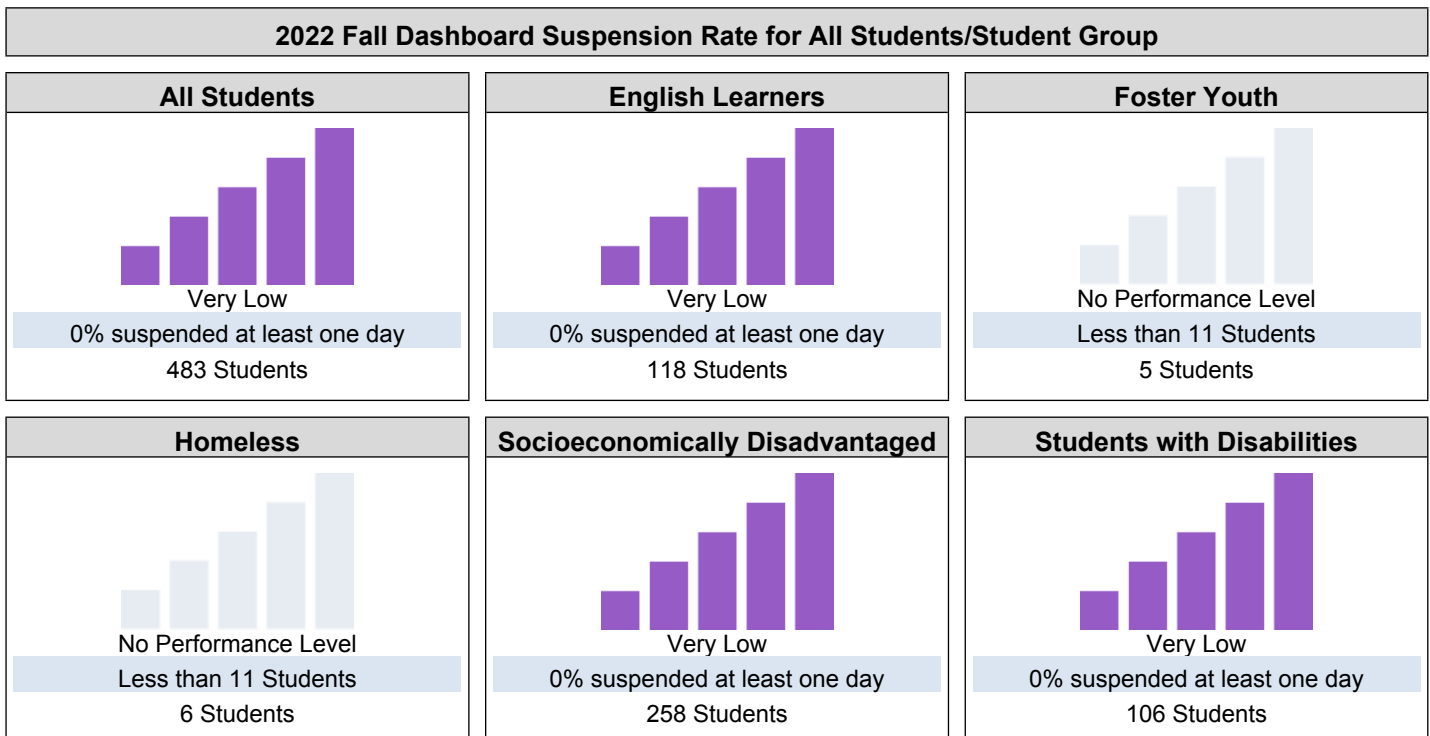
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



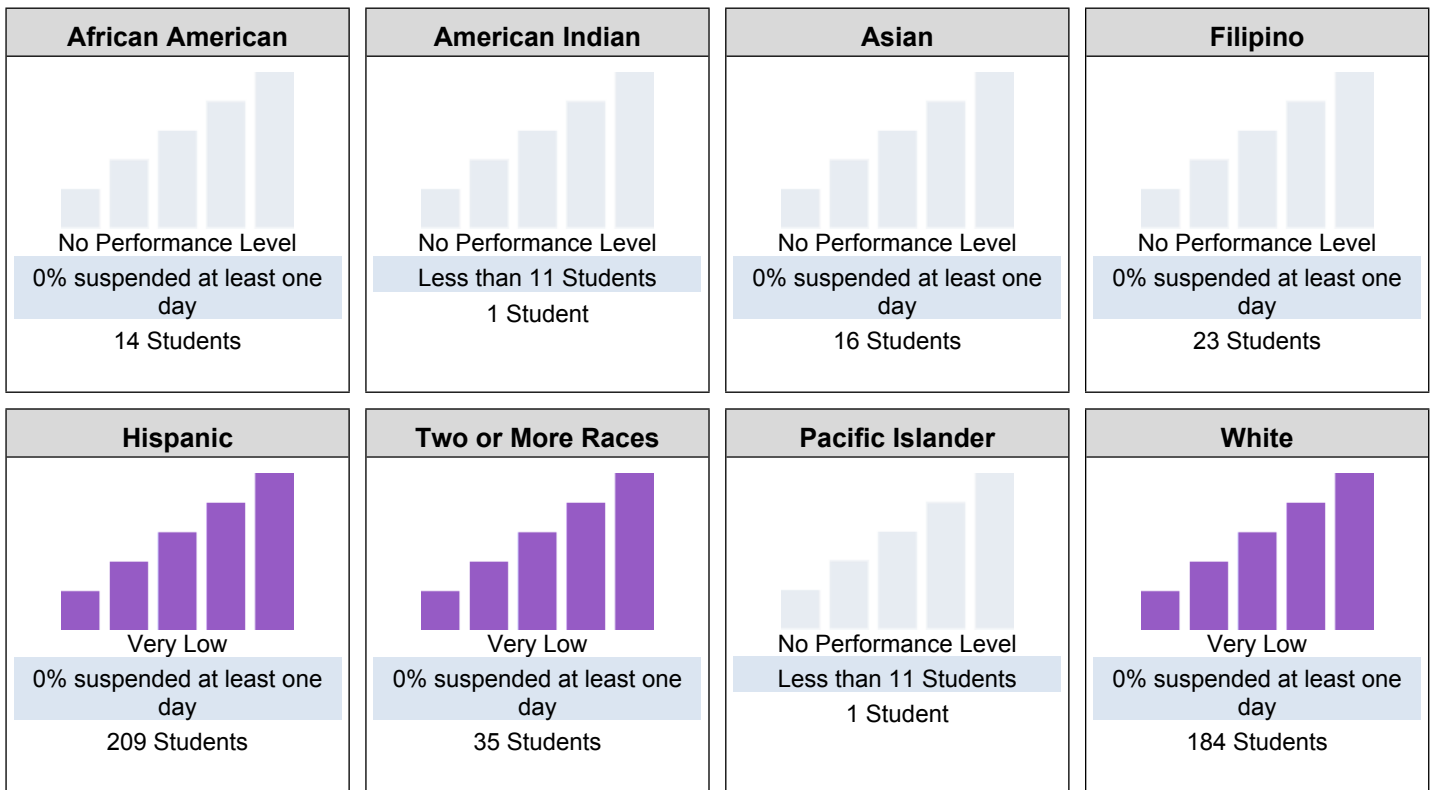
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. All subgroups scored Very Low (good).
2. No students were suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English/Language Arts

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

By the end of the 2022-2032 school year, 60% of all Transitional Kindergarten students will be 50% proficient on letter identification.

By the end of the 2022-2023 school year, 75% of Kindergarten students will know 90% of the letter sounds.

By the end of the 2022-2023 school year, 75% of Kindergarten students will be able to read 50% of the 40 Kindergarten sight words.

By the end of the 2022-2023 school year, 60% of all first graders will read the Level I passage with 90% proficiency.

By the end of the 2022-2023 school year, 60% of all first grade students will read 100 to 124 sight words.

By the end of the 2022-2023 school year, 60% of all first grade students will read an Oral Reading Fluency (ORF) Passage at 60 words per minute.

By the end of the 2022-2023 school year, 70% of all second graders will be 100% proficient on the Oral Reading Fluency (ORF).

By the end of the 2022-2023 school year, 65% of all second graders will be 80% proficient on the End of Year (EOY) Reading Comprehension Test.

By the end of the 2022-2023 school year, 50% of all second graders will be 80% proficient on the written portion of the EOY Test.

By the end of the 2022-2023 school year, an average of 61% (3% increase) of 3rd, 4th and 5th grade students will reach the proficiency or advanced levels in English Language Arts.

By the end of the 2022-2023 school year, an average of 53% (3% increase) of 1st through 5th grade students will reach one grade level above or early on grade level on the I-Ready Diagnostic Assessment (assessment includes phonological awareness, phonics, high frequency words, vocabulary, comprehension literature and comprehension informational text).

Identified Need

Students needing additional intervention and instructional materials to focus on phonics, vocabulary, fluency, comprehension and writing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3% growth on District benchmarks		

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

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Purchase Vocabulary.com to support 5th grade Rtl

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)
464.00	Title I 4000-4999: Books And Supplies Targeted supplemental instruction to help close the reading gaps in 5th grade

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students
English Learners

Strategy/Activity

(1) Provide daily intervention support (small-group) with credentialed teachers. Rtl is four days per week, for the entire school year.

(2) Provide additional support as needed and resources are available for English Learners and under-performing students.

(3). Work with EL families to underscore importance of regular school attendance; translate documents, and encourage strong attendance at school events, including SSC and ELAC.

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)

21,559.00

Title I
1000-1999: Certificated Personnel Salaries
(1).
Hire 3 extra credentialed teachers to offer daily targeted intervention in English Language Arts.

40,958.00

EIA Funds
2000-2999: Classified Personnel Salaries
(2).
.6563 FTE of salary for Instructional Assistant, ELD.

Paid for out of out of LCFF funds dedicated for assisting EL students. These are non categorical funds.

20,187.00

Title I
2000-2999: Classified Personnel Salaries
(3).
.43750 of salary for Community Liaison (Spanish).

16,403.00	Title I 2000-2999: Classified Personnel Salaries (4). .3750 of salary for Community Liaison (Armenian).
13,690.00	Title I 2000-2999: Classified Personnel Salaries (5) .3750 FTE of salary for Instructional Assistant for Curriculum Lab, teachers & students.
22,049.00	Title I 2000-2999: Classified Personnel Salaries .3750 ELD assistant, .0650 ELD assistant, .1875 ELD assistant
690.00	Title I 4000-4999: Books And Supplies (7) Curriculum Associates - supplemental materials for intervention (K-5)
4,050.00	Title I 2000-2999: Classified Personnel Salaries (8) .1250 FTE of salary for Instructional Assistant Media Specialist (work 1 hour per day; 5 days per week) supporting students in the lab
6,284.00	Title I 2000-2999: Classified Personnel Salaries (9) .1084 FTE of salary for Instructional Assistant - Library Assistant (work for 1 hour per day; 5 days per week) supporting students in the library

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide teachers with the equivalent of 6 hours of planning/collaboration outside of their contractual hours in order to discuss performance on trimester assessments, diagnostic assessments, set goals and groups for intervention rotations.

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)

8,114.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Curriculum/planning hourly rate - \$58.80 per hour (includes statutory benefits) x 6 hours total for 23 teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide intervention (Power Hour-Rtl) program to support under-performing students, as well as differentiation in E/LA for students at/above grade level (3 intervention teachers)

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)

21,562.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Hourly certificated teachers to assist with Rtl instruction.

5,038.00

Title I
4000-4999: Books And Supplies
Accelerated Reading Program - Renaissance Learning (TK-5) annual site license

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide early intervention support (for under-performing students) in 3 Kindergarten classrooms by hiring an instructional assistant (3 hours per day; 1 hour per classroom each day)

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)

12,149.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
.3750 of salary for Kindergarten instructional assistant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Parent communication for Spanish, Armenian, Russian and Arabic families during conferences, ELAC Meetings and school-wide events.

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)

586.00

Source(s)

Title I Part A: Parent Involvement
5900: Communications
Provides families communication in their native language.

996.00

Title I Part A: Parent Involvement
5900: Communications
Parent App (School Aptitude) for phone use in order to deliver notifications, reminders and emergencies.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Mystery Science Materials for all TK-5 grade students

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)

2800.00

Source(s)

Title I
4000-4999: Books And Supplies
Hands-on materials and lessons for TK-5th grade students and teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Pearson Intervention materials from Curriculum Associates/I-Ready

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)

999.00

Source(s)

Title I
4000-4999: Books And Supplies
Mystery Science online Science supplemental activities for TK-5 students and teachers to help meet the needs and teach the new California Science Standards.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Teachers need supplies and materials for the hands-on STEM Science projects, using the new adopted curriculum from StemScopes.

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)

1,000

Source(s)

Title I
4000-4999: Books And Supplies
Provide hands-on materials and supplies for students to access StemScopes Science lessons.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide family nights for parents based on SSC and ELAC parent/guardian ideas.

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)

2,063.00

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Family Math Night, Family Reading Night

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Materials to support reading and reading intervention

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)
957.00	Title I 4000-4999: Books And Supplies Scholastic books for students
2,478.00	Title I 4000-4999: Books And Supplies Express Readers (ELA intervention)
675.00	Title I 4000-4999: Books And Supplies Express Readers Toolkits for Teachers
5000.00	Title I 4000-4999: Books And Supplies Library Books
7,000.00	Title I 4000-4999: Books And Supplies Materials and Supplies for student learning

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Use Kahoot online program to provide early intervention for students who are close to meeting standards and to provide parent communication about the students' progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,711.00	Title I 4000-4999: Books And Supplies Kahoot licenses for teachers in 3rd-5th grades

Annual Review

SPSA Year Reviewed: 2021-22

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.

While student achievement in English language arts is steady and has shown improvement greater achievement is needed in reading comprehension, vocabulary, and writing.

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

Greater attention to the the understanding of the California State Standards, depth of knowledge and expectation on the CAASPP.

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.

Greater focused, more intentional classroom instruction and interventions are planned with the goal of greater student achievement (at least 3%) as measured by SBAC, ELPAC and District benchmarks.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

By the end of the 2022-2023 school year, an average of 52% (increase 3%) of 3rd, 4th and 5th grade students will reach the proficiency or advanced levels in Mathematics Standards.
By the end of the 2022-2023 school year, an average of 49% (increase 3%) of 1st through 5th grade students will reach grade level or above grade level on the I-Ready Diagnostic Assessment (assessment includes number and operations; algebra & algebraic thinking; measurement and data; and geometry).

Identified Need

Student achievement in mathematics, and in particular in the areas of problem solving and data collection, is lagging when measured by the SBAC which may be due to the need for greater understanding of the California State Standards, depth of knowledge and the expectations of the SBAC targets.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
at least 3% growth on the SBAC in mathematics		

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

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Implement Mathematics Power Hour (Rtl) to targeted English Language Learners, in grades K-5, during the third trimester for Rtl.

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)
20,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Targeted instruction based on Math State Standards to fill the achievement gaps, by providing 4 days per week, small group math instruction. This will take place second semester, in-person learning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students
Socioeconomic disadvantaged students

Strategy/Activity

Supplement curriculum with material from Teachers Pay Teachers, including intervention lessons and interim assessments.

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)

4,200.00

Source(s)

Title I
4000-4999: Books And Supplies
Teachers Pay Teachers site licenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide opportunities to collaborate with colleagues on effective ELD strategies and materials.

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)

[Empty box for amount]

Source(s)

No additional site categorical funds required.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide professional development on effective ELD strategies, grouping, scheduling and materials with the assistance of the District ELD Specialist, Intervention Specialist and Curriculum Specialist.

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)

[Empty box for amount]

Source(s)

No additional site categorical funds required.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Math intervention to develop number sense, basic 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)

2,640.00	Title I 1000-1999: Certificated Personnel Salaries Before- and after-school intervention classes
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622.00	Title I 1000-1999: Certificated Personnel Salaries Marcy Cook Math Tiles
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Intervention targeting 3rd grade "bubble" students to prepare them for state testing.

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)

2,640.00	Title I 1000-1999: Certificated Personnel Salaries After-school intervention classes
----------	--

Annual Review

SPSA Year Reviewed: 2021-22

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.

Greater attention needs to be given to the implementation of California State Standards, concept development, procedures, traditional math skills, and transfer of knowledge. In addition, students need support with number sense as well as basic math skills.

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

Small group instruction will be used in an intervention setting with focused students to teach students mastery of the math standards.

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.

Student achievement in mathematics is lagging when measured by the SBAC which may be due to the need for greater understanding of the California State Standards, depth of knowledge and the expectations of the SBAC targets.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Professional Development and Collaboration

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

100% of teachers will be trained and supported with the State Standards through district-wide staff development, staff development meetings, and common grade level meetings at our school site. 100% of teachers and staff will be trained and supported with the continued trainings of Positive Behavior Intervention and Supports (PBIS) emphasizing trauma informed practices, and DEI (Diversity Equity and Inclusion).

Identified Need

Teachers need support implementing strategies that address both academic and social-emotional needs of students, especially in light of the effects of COVID and distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom instruction will improve as measured by classroom observation and the level of collaboration among teachers.		

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal will observe classrooms 3 days a week, for a total of 3 - 5 hours per week.

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)

No site categorical funds required.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create a site DEI goal, support teacher site leads in the implementation of the goal.

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)

No site categorical funds required. Staff development funded by District categorical allocation.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal will highlight outstanding observed lessons and strategies for all teachers to see during grade level or site staff developments.

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)

No site categorical funds required.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal will provide feedback to teachers as State Standards' lessons are observed.

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)

No additional site categorical funds required.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal will step into classrooms and release teachers, thus providing ongoing professional development time for teachers to work with peers on adapting and implementing effective classroom strategies.

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)

No site categorical funds required.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Teachers will have release time to review data, collaborate with colleagues, and plan lessons that address areas of need. In addition, teachers will have the opportunity to observe in one another's classroom and create informal PLCs in the area of teaching and learning.

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)

8,114.00

Title I
1000-1999: Certificated Personnel Salaries
Teacher collaboration release time.

4,057.00

Title I
1000-1999: Certificated Personnel Salaries
Substitutes to release teachers to engage in PLCs

Annual Review

SPSA Year Reviewed: 2021-22

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.

Planning and collaboration was performed in 2021-22; however, since the disruption of in-person learning due to COVID, and the subsequent challenges related to returning to in-person learning, teachers need time and support to continue improvements. Student achievement is the focus.

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

More intentional collaboration, planning and understanding of the California State Standards and the delivery of lessons to students.

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.

Teachers will be provided planning and collaboration time with the goal of improved implementation of the California State Standards and the teaching of the standards and mastery of the standards by students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Arts for All & Social-Emotional Intelligence

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

All Preschool, Transitional Kindergarten, and Kindergarten through 3rd grade will receive biweekly music instruction and 4th and 5th grade students will receive a comprehensive weekly music instructional program.

All K-5th grade students will receive grade level training on the playground to follow rules, structure, and order, of maintaining a peaceful playground environment through different lessons and games. Schoolwide PBIS (Positive Behavior Supports and Intervention) will focus on providing students with social-emotional support and providing teachers with tools and strategies to support students' social-emotional learning.

Identified Need

Increased exposure, arts skills and participation in the arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased exposure and knowledge of the playground games by teachers and students participation rates		

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Participation in Nickelodeon "Let's Draw" and "Chalk Day" 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)

No site categorical funds required

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue TK - 3rd grade music instruction via Education Through Music Los Angeles, and 4th-5th grade music instruction via BUSD music program.

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)

Donations
1000-1999: Certificated Personnel Salaries
PK, TK, K, 1st, 2nd & 3rd grade students will receive biweekly music instruction for 30

minutes, per classroom. TK-3rd grade music will be paid by the Patriot Fundraising Committee. 4th and 5th grade will be paid for by the school district.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implementation of performing arts assembly program.

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)

Donations

No site categorical funds required. The assemblies are paid for by Washington PTA.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development on aligning State Standards and Music will take place from Education Through Music Los Angeles (music partnership), for all TK through 5th grade teachers.

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)

No site categorical funds required.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Participation in Art Expos and Gallery Showcases.

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)

[Empty box for Amount(s)]

No site categorical funds required.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will participate in a 6-week dance instructional program and perform for students, staff and parent community.

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)

[Empty box for Amount(s)]

Donations
No site categorical funds required.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Peaceful Playground program providing activities and lessons for outdoor games

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)

[Empty box for Amount(s)]

[Empty box for Source(s)]

	Donations No site categorical funds required.
500.00	Title I 4000-4999: Books And Supplies Playground equipment to support the Peaceful Playground program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Creating a space in classrooms that can be used as areas of small group instruction, "think space" for students in need of social-emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,020.80	Title I 4000-4999: Books And Supplies Learning Carpets

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide folders for weekly communication with families to share strategies for supporting socio-emotional needs of students outside of school

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)
503.00	Title I 4000-4999: Books And Supplies School Mate (Thursday Folders)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students
Socioeconomic disadvantaged students

Strategy/Activity

Provide social-emotional support for students who are struggling with this need and manifesting unwanted behaviors.

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)

576.00

Source(s)

Title I
4000-4999: Books And Supplies
Little SPOT series books and activities

Annual Review

SPSA Year Reviewed: 2021-22

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 arts program supported by districts funds and parent donations will continue.

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

None

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.

Greater degree of participation by teachers and students

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

By the end of 2022-2023, 7% growth on the I-Ready (ELA and Math) for grades 1-5 of English Learners.

Identified Need

English learners need to increase their achievement in English language arts, mathematics and English language development as measured by ELPAC, SBAC and District benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
at least 3% growth on SBAC, ELPAC and District benchmarks		

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

English Language Development Assistants will support instruction during weekly Intervention and classroom instruction, in the English Language Arts and Rtl blocks.

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)

47,477.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
English Language Development Assistant, 4 hours per day, 5 days per week.
English Language Development Assistant, 5 hours per day, 5 days per week.
.5625 FTE and .50 FTE

629.97

Title III
4000-4999: Books And Supplies
Lakeshore Learning materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide all written printed material to be translated into Spanish. Provide parent resource by utilizing the Community 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)

0

EIA Funds
2000-2999: Classified Personnel Salaries

All written news for parents to be translated in Spanish.
All weekly phone call blasts to parent community will be translated into Spanish.
(funding in other goals)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide translation for parent-teacher conferences to discuss student progress.

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)

500.00

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Translation for parent meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide all written printed materials to be translated into Armenian. Provide parent resource by utilizing the Community Liaison for the Armenian population.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parent education via parent night activities giving parents information about how to support their child's learning

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)
592.00	Title III 4000-4999: Books And Supplies Parent nights
700.00	Title III 2000-2999: Classified Personnel Salaries Community Liaisons additional salary to provide translation for parents during parent night activities

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

After school ELA intervention for at risk English Language Learners in 5th grade

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,739.50	Title III 1000-1999: Certificated Personnel Salaries After school intervention classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide books in native languages for English Learners

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)
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1,385.53

Title III
4000-4999: Books And Supplies
Library books

Annual Review

SPSA Year Reviewed: 2021-22

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.

Continue to provide the level of support needs for staff, students and families

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

No changes

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.

No changes

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$324,358.80

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$181,169.80
Title I Part A: Parent Involvement	\$3,645.00
Title III	\$9,547.00

Subtotal of additional federal funds included for this school: \$194,361.80

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 (\$)
EIA Funds	\$40,958.00
LCFF - Supplemental	\$89,039.00

Subtotal of state or local funds included for this school: \$129,997.00

Total of federal, state, and/or local funds for this school: \$324,358.80

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
EIA Funds	40,958.00
LCFF - Supplemental	89,039.00
Title I	181,169.80
Title I Part A: Parent Involvement	3,645.00
Title III	9,547.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	95,047.50
2000-2999: Classified Personnel Salaries	184,447.00
4000-4999: Books And Supplies	43,282.30
5900: Communications	1,582.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EIA Funds	40,958.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,562.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	47,477.00
1000-1999: Certificated Personnel Salaries	Title I	47,746.00
2000-2999: Classified Personnel Salaries	Title I	94,812.00

4000-4999: Books And Supplies	Title I	38,611.80
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,063.00
5900: Communications	Title I Part A: Parent Involvement	1,582.00
1000-1999: Certificated Personnel Salaries	Title III	5,739.50
2000-2999: Classified Personnel Salaries	Title III	1,200.00
4000-4999: Books And Supplies	Title III	2,607.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,462.00
Goal 2	30,102.00
Goal 3	12,171.00
Goal 4	5,599.80
Goal 5	57,024.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Laura Vinyard	Principal
Brenda Calderon	Parent or Community Member
Theresa Landin-White	Classroom Teacher
Julie Lambert	Classroom Teacher
Diana Saa	Parent or Community Member
Robert Ossio	Parent or Community Member
Diana Valverde	Parent or Community Member
Yvonne Seta	Other School Staff
Arshia Khan	Parent or Community Member
Kristina Lincoln	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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 10/27/2022.

Attested:



Principal, Laura Vinyard on 11/14/2022



SSC Chairperson, Diana Valverde on 11/16/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- 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 either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Washington Site Council Meeting #2

10/27/2022

In attendance: Laura Vinyard, Principal; Yvonne Seta, Staff Member; Kristina Lincoln, Teacher; Theresa Landin-White, Teacher; Arshia Khan, Parent; Diana Saa, Parent.

Excused absences: Diana Valverde, Julie Lambert, Brenda Calderon, Robert Ossio

Welcome: Principal Vinyard started the meeting at 3:05pm.

Going forward she will create a text messaging group for Site Council so text messages can go out to members reminding them of the meetings.

Approval of Minutes: Arshia Khan motioned to approve minutes as read and Theresa Landin-White seconded the motion. Motion approved.

Approval of Proposed Agenda: Arshia Khan motioned to approve the proposed agenda and Kristina Lincoln seconded the motion. Motion approved. See the Agenda.

Review of Title I Expenses:

- Salaries have increased and there are some changes in expenditures. See the 2022-2023 Title 1 Budget and Expenditures.
- **New Purchases:** Vocabulary.com; Teachers Pay Teachers for 27 teachers including RSO, RTI, LEAP classes; Kahoot site license for 4th/5th grades. Kahoot also has informal assessments; PBIS supplies – readers for kids plus a digital version.
- New RTI Teacher for K-2 will start November 28. This is targeted instruction. There is also a 3rd grade after school intervention class for 12 weeks (twice a week) and 4th & 5th grades will receive after school math intervention.
- Purchase new equipment for Peaceful Playgrounds.

- The cost of materials and supplies has increased.
- We will also provide teacher collaboration and observations. Teachers will collaborate with other grade level teachers and observe teachers in their classrooms.
- This budget goes through June 2022.

Arshia Khan motioned to approve the 2022-2023 Title I Budget and Expenditures as written. Diana Saa seconded the Motion. Motion approved.

NEW BUSINESS:

- **Safety Plan**

Principal Vinyard is completing the School Safety Plan. She proposed adding a "People" and "Place" goal to the safety plan. See plans added to this report. Arshia Khan made a Motion to approve People and Place goals. Diana Saa seconded the Motion. Motion was approved.

- **Single Plan for School Achievement**

Principal Vinyard presented the revised goals for the Single Plan for School Achievement. Arshia Khan made a Motion to approve the revision of the Goals for the Single Plan for School Achievement.

- **Review of Discipline Rules**

Principal Vinyard presented the discipline rules which had not been approved at the first Site Council Meeting. Arshia Khan made a Motion to approve the Discipline Rules as written and Diana Saa seconded the Motion. The Motion was approved.

Adjournment

Meeting adjourned at 3:40.

**Burbank Unified
School District
George Washington
Elementary School
Site Council Minutes**

10/27/2022

x	1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/Development	x	3a. School Safety Plan Development & Approval
x	1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment		3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
	1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
x	1e. School Plan Approval	2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description	2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
	1g. Program Improvement Requirements-CSI, FSI, or AFSI	2g. EL – Language Consensus Discussion (R36)		3g. Academic Standards
	1h. Effective Communication w/Parents	2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	x 2i. Parent Input on Title I, III		3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

- A. Approval of Minutes
- B. Approval of Proposed Agenda

II. Unfinished Business

Adjustments to Title I Budget and spending plan presented by Laura Vinyard

III. New Business

Draft of School Safety Plan presented by Laura Vinyard

Draft of Single Plan for School Achievement presented by Laura Vinyard

Review of Discipline Rules

IV. Adjournment

2022-2023 Title 1 Budget & Expenditures - George Washington Elementary School

Revised October 27, 2022

Starting Amount (unconfirmed as of 9/19/22) Confirmed as of 10/14/22	156,879	184,815	
Expenditures and Salaries			
Community Liaison (Armenian), Kaline Alberian	0.375	15,524	16,403
Additional hours for community liaison for parent conferences			586
Community Liaison (Spanish), Adriana Chavez	0.4375	16,769	20,187
Curriculum Lab Assistant, Crystal Weinstein	0.375	11,594	13,690
Kindergarten Instructional Assistant, Beth Ontiveros	0.375	14,626	12,149
Technology Assistant supplemental hours (VACANT)	0.125	5,400	4,050 Will start approx November 7
Librarian Assistant supplemental hours, Amy Erickson	0.1084	8,153	6,284
New RTI Instructional Aide		11,625	N/A
Increase English Language Learner instructional assistant hours		11,600	9,500
Learning carpets		5,000	4,021
Mystery Science Program (digital subscription, science curriculum)		999	999
Science materials for classroom and Mystery Science materials		1,000	1,000
Mystery Science Hands-on Kits		5,668	
Science materials for kits			2,800 replacing Mystery Science hands-on kits
Marcy Cook math manipulatives for building number sense			622
School Aptitude - phone app (Communication)		996	996
Renaissance Place (Accelerated Reader)		5,038	5,038
Scholastic books for student giveaways (AR)		957	957
Read Naturally (ELA intervention)		690	690
Express Readers (ELA intervention)		2,478	2,478
Express Readers Tool Kits for teachers		675	675
Ghion-Gillingham Sounding Intervention Resources (RTI)		5,666	
Vocabulary.com (5th grade RTI material)			464
Teachers Pay Teachers site license (reproducibles)			4,200
Kahoot site license (for motivation / parent communication)			1,711
School Mate (Thursday Folders)		503	503
Parent involvement activities		1,469	2,063
PBIS supplies for social-emotional learning			576
RTI Teachers (Teaching rate: \$58.80 Planning rate: \$43.63)		29,600	23,268
Additional RTI teacher for K, 1, 2 students			10,442 Will start November 28
3rd grade after-school intervention (6 weeks in fall, 6 weeks in spring)			2,640
4th/5th grade math intervention (6 weeks in fall, 6 weeks in spring)			2,640
Equipment to support Peaceful Playgrounds			500
Materials and supplies for student learning		5,600	7,000
Library Books		5,000	5,000
Teacher PD release time for peer observation (subs)			4,057
Teacher collaboration time (outside of regular school hours)			3,114
Teacher planning time to review data/set goals for RTI groups			3,114
			184,815

**GEORGE WASHINGTON ELEMENTARY SCHOOL
DISCIPLINE RULES**

The following discipline rules were adopted for George Washington Elementary School after input from representatives of parents, teachers, school administrators and approved by Washington's School Site Council.

GENERAL RULES – Washington students show respect for themselves and others.

1. **Show respect for all persons.**
2. Beginning at 8:15 a.m., students may enter at the Winona Gate through Valet Drop Off. Students are not to wait in front of or enter school by use of the main door before 8:15 a.m. TK-1st grade -- enter through the Lincoln Gate at 8:15am.
3. Follow directions from adult staff members.
4. Use appropriate language at all times.
5. Wear mandated school uniforms daily. The last Friday of each month is free dress. Spirit days occur throughout the year.
6. Walk bikes directly to the bike rack from Lincoln gate, NOT the parking lot.
7. Remain on school grounds until dismissed, and then leave promptly.
8. Walk, don't run.
9. Use quiet voices in hallways when talking is permitted.
10. Have a hall pass if leaving class during school time. A hall pass is always required to come to the office.
11. Leave gum, pets, toys, electronics, personal physical education equipment and things that can cause harm at home. (All items must stay in the backpack for CC, ATB, and ASES.)
12. A child shall not endanger himself/herself or others while at Washington School.
13. **Follow the PeaceBuilder program and the Second Step program.**

LUNCH SHELTER – Washington students show respect for themselves and others.

1. **Show respect for all persons.**
2. Follow the directions of all teachers and staff members.
3. Talk quietly to neighbors at your table only.
4. Use appropriate manners and language.
5. **Clean up after yourself.**
6. Wait to be dismissed.
7. Walk to the playground.
8. Do not share or trade food.
9. **Follow the PeaceBuilder Program and the Second Step Program.**

PLAYGROUND – Washington students show respect for themselves and others.

1. Treat others with respect.
2. Follow the directions of all teachers and staff members.
3. Use equipment properly and safely.
4. Use restrooms properly and safely.
5. Keep hands, feet and other objects to self.
6. Go to the office only with a note/pass.
7. Walk to line when the bell rings.
8. Keep a safe distance from animals on or near the playground.
9. **Follow the Peaceful Playground and Second Step Program Rules.**

Each teacher may also adopt rules, consistent with state laws, Board Policies and these school rules. Pupils are required to comply with lawful directives by school officials. We appreciate your support of our efforts to ensure a safe and orderly school for all pupils.

People/Place Goal and Action**"PEOPLE" RELATED GOAL/ACTION PLAN(S)**

After assessing a specific factor known to impact campus safety, we have identified an area of desired and reasonable change or improvement for the upcoming school year. The following is our plan to improve.

Goal

What is intended improvement? Use numbers or other expected indicators, if possible. For example, "We will have a 10% reduction in tardiness."

We are seeing an increase in physical contact between students. This may be due to a lack of skills in terms of expressing frustration or other emotions. The proposed goal is that we use PBIS lessons to teach students how to respond appropriately to frustration and how to resolve conflict using words rather than physical aggression.

Action Plan(s)

How will it be accomplished

Task(s)

Staff, including Intervention Specialist and Principal, will be trained on PBIS strategies to respond to student behavior. Intervention Specialist will visit classrooms to provide Second Step lessons about how to handle frustration and conflict.

Responsible Person(s)

By name and title

Laura Vinyard, principal; Edith Chavez; intervention specialist.

When will it/they be accomplished?

Ongoing throughout the school year. Success of the goal will be determined by analysis of data.

"PLACE" RELATED GOAL/ACTION PLAN(S)**Goal**

What is intended improvement? Use numbers or other measurable indicators. For example, "We will have a 10% reduction in tardiness."

In an effort to prepare for any potential lock down, we would like to install magnets on all doors so that doors can be locked during the day but stay ajar for convenience. The magnets allow staff to quickly close/lock doors in an emergency, but allow for easy access during the course of a normal school day.

Action Plan(s)

How will it be accomplished

Task(s)

Principal and office manager will work with facilities and student services department to determine how to purchase, how to install.

Responsible Person(s)

By name and title

Laura Vinyard, principal; Yvonne Seta, office manager

When will it/they be accomplished?

Magnets should be purchased and installed within 30 days of submitting the P.O. and possible work order.