

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	George Washington Elementary School
<b>Address</b>	831 W. Lockeford St Lodi, CA 95240
<b>County-District-School (CDS) Code</b>	39685856042097
<b>Principal</b>	Gina Lopez
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	04/25/2022
<b>Schoolsite Council (SSC) Approval Date</b>	04/25/2022
<b>Local Board Approval Date</b>	06/14/2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

We, at George Washington Elementary School, have a vision for all staff, students, and parents learn how to become the best version of themselves by showing compassion and respect to others while also taking responsibility for their academic and personal growth.

It will be our mission to achieve this by creating a positive, fun, and relevant learning community where all students, staff and parents show compassion and respect to all persons on our campus and in the greater community.

Staff have a mission to hold all students to high academic standards while keeping the whole-child in mind. The staff will set positive examples of how to take responsibility of developing the skills necessary for future success.

Students have a mission to take responsibility for their academic progress by developing the necessary skills to be the best version of themselves. They will learn how to communicate and collaborate while showing compassion and respect to all people.

Parents have a mission to being fully invested in the education of their child. They will actively participate in the personal and academic development of their child so they can effectively and independently participate in the greater community.

## 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

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## School Profile

George Washington Elementary is in the heart of the beautiful city of Lodi California. We have a long history (school built in 1950) of outstanding educators and a learning community that works together to help students reach their goals. Our "team" philosophy includes an outstanding relationship with site groups including the award winning Wildcat Parent-Teacher Club, our English Language Advisory Committee, the School Site Council (SSC), and our sophisticated and innovative faculty Leadership Committee. We focus our instruction on grade level standards developed by the state of California, and refined by the Lodi Unified School District leaders and approved by the local Board of Education. We've recently established the following core values; Wildcats will be RESPONSIBLE, ORGANIZED, ACCEPTING OF OTHERS, and READY TO LEARN. ROAR!! We have an outstanding record of being one of the top schools in the district for attendance and positive behavior.

Washington serves approximately 407 pre-K, K-6 students. We have 2 classroom K-6th grades, with 3 classrooms in 3rd. Of these students, roughly 88% of the students are Socio-economically Disadvantaged, 48% are English Learners and approximately 15% are Students with Disabilities and 2% are Foster Youth. The Demographics are diverse as well. Our largest ethnic group is 69% Hispanic, followed by 14% White. We do have 10% of our population who are Asian. Our students and their families speak English, Spanish and Urdu. Washington also has 2 Special Day Pre-School classes, 2 mild/moderate SDC Medically Fragile classes, 1 mild/moderate SDC, and 1 K-6 moderate Severe Medically Fragile SDC class. These programs service roughly 60 special education students. In addition, Washington has 2 State Pre-School classes which services roughly 40 general education pre-school aged children. We are located at 831 W.

Lockeford St. and welcome all visitors to join us in our pursuit of excellence. Please call (209) 331-7451 for more information.

## 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

August 2021 school year, the George Washington Leadership Team and the school Administrator reviewed school wide data and made preliminary recommendations to SSC based on the review.

September 14th SSC met and reviewed recommendations and evaluated data. SSC agreed on a proposed plan for the 2020-21 school year

By October 24th Reviewed plan to the following parent groups:

\*PTA

\* Back To School Night-August 13th

Reviewed plan to the following parent groups

\*Title One Annual Parent Meeting- August 13th

\* Parent / Conference- Parent Compacts and Involvement Policy

October 24th 2021 - SSC approves the School Plan

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS	Increase the proficiency levels by 5% from K -39%, 1- 51%, 2-55%, (EOY) 2021-22 school year.	In the 2021-2022 school year Washington Elementary school is on target to meeting the goal. MOY data shows K-42%, 1- 42%, 2- 44%
RI 2nd-6th	Increase the proficiency levels by 5% from 23 % proficient or advance total (score) proficient overall by EOY .	In the 2021 -22 School Year Washington Elementary met our goal and MOY data shows 32% overall proficiency.
iReady ELA 3rd-6th	Increase the proficiency levels by 5% over the 2021-22 school year 3rd - 20% on grade level , 4th 19%, 5th - 10% , and 6th -14%.	In the 2021-22 school year Washington Elementary 3rd-6th grade students were 3rd-33%, 4th-25% , 5th -15%, 6th-12% proficient. Our school is on target to meet EOY projected goals.
CAASPP ELA 3rd-6th	Increase the proficiency levels by 5% over the 2021-22 school year No data due to COVID pandemic	2021-22 Data update not available due to changes in the Title 1 School Plan approval timeline.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1</p> <p>Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The</p>	Fully Implemented	<p>K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program</p> <p>1100 Teacher Title I 93930</p>	<p>K-2 Early Intervention Teacher 3rd Grade System 44 pull-out 1100 Teacher Title I 93930</p>
		<p>K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program</p>	<p>K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>intervention teacher will work with small groups in a pull-out model.</p> <p>The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.</p>		3000 Benefits Title I 36426	3000 Benefits Title I 36426
<p>ELA 2</p> <p>All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read</p>	Fully Implemented	District provided DIBELS licenses, professional development and coaches 5875 Technology Licenses LCFF 0	District provided DIBELS licenses, professional development and coaches 5875 Technology Licenses LCFF 0
<p>ELA 3</p> <p>All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.</p>	Fully Implemented	District provided RI licenses, professional development and coaches 5875 Technology Licenses LCFF 1400	District provided RI licenses, professional development and coaches 5875 Technology Licenses LCFF 1400
		These were purchased last year for teacher use to ensure we have technology for teachers to use to give assessments. 4400 Equipment (\$500-\$9,999) Title I 9564	These were purchased last year for teacher use to ensure we have technology for teachers to use to give assessments. 4400 Equipment (\$500-\$9,999) Title I 9564
<p>ELA 4</p> <p>All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the</p>	Fully Implemented	MTSS pilot site - district provided iReady licenses, professional development and coaches 5875 Technology Licenses LCFF 0	MTSS pilot site - district provided iReady licenses, professional development and coaches 5875 Technology Licenses LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
California State Common Core Standards			
<p>ELA 5</p> <p>Purchase ESGI licenses to monitor Kinder students additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.</p>	Fully Implemented	<p>Tech Licenses DIBELS &amp; ESGI additional licenses 5875 Technology Licenses Title I 1400</p> <p>District provided DIBELS licenses, professional development and coaches 5875 Technology Licenses LCFF 0</p>	<p>Tech Licenses DIBELS &amp; ESGI additional licenses 5875 Technology Licenses Title I 1400</p> <p>District provided DIBELS licenses, professional development and coaches 5875 Technology Licenses LCFF 0</p>
<p>ELA 6</p> <p>Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>	Partially Implemented	<p>Teacher timecards to work in PLCs to analyze data 1120 Teacher Temp Title I 4000</p> <p>Teachers and admin attend a Professional Learning Community Conference, classes will include: Creating a Mission and Vision, Data Collection, how to implement a school wide MTSS system with data and instruction. How to have meaningful grade level collaboration that is data focused. 5220 Conference Title I 5,000</p>	<p>Small group reading support 1120 Teacher Temp Title I 4000</p> <p>Teachers and admin attend a Professional Learning Community Conference, classes will include: Creating a Mission and Vision, Data Collection, how to implement a school wide MTSS system with data and instruction. How to have meaningful grade level collaboration that is data focused. 5220 Conference Title I 5000</p>
<p>ELA 7</p> <p>Universal Access time will be scheduled and protected from interruption daily to support K-3 students at their reading level. Para educators to provide additional classroom support for English Learners and Social Economically Disadvantaged learners in language arts. Para educators will be scheduled to support the teachers during their universal access time with</p>	Fully Implemented	<p>Para-educators 2120 Para Temp Title I 3000</p> <p>Classified Benefits 3000 Benefits Title I 1064</p> <p>Substitutes for academic conferences and PLC 1150 Teacher Sub Title I 11000</p>	<p>Para-educators 2120 Para Temp LCFF 3000</p> <p>Classified Benefits 3000 Benefits Title I 1062</p> <p>Substitutes for academic conferences and PLC 1150 Teacher Sub Title I 11,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>additional practice with reading skill that needs support. This will be considered a Tier 2 - light intervention.</p>			
<p>ELA 8</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Fully Implemented</p>	<p>ELA Core Support LCFF 0</p>	<p>ELA Core Support LCFF 0</p>
<p>ELA 9</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers</p>	<p>Fully Implemented</p>	<p>District provided professional development with district coaches and CORE LCFF 0</p>	<p>District provided professional development with district coaches and CORE LCFF 0</p>
<p>ELA 10</p> <p>iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.</p>	<p>Fully Implemented</p>	<p>District provided IRead and Amplify licenses, professional development and coaches 5875 Technology Licenses LCFF 0</p>	<p>District provided IRead and Amplify licenses, professional development and coaches 5875 Technology Licenses Title I 0</p>
<p>ELA 11</p> <p>Provide instructional English Language Arts</p>	<p>Partially Implemented</p>	<p>District provided professional development and</p>	<p>District provided professional development and</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3		coaches 1120 Teacher Temp LCFF 0	coaches 1120 Teacher Temp LCFF 0
<p>ELA 12</p> <p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ul style="list-style-type: none"> <li>analyze the DIBELS, Reading Inventory, and CAASPP data.</li> <li>Collaborate, plan and respond with best practice</li> <li>Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ul> <p>(See ELA 7)</p>	Fully Implemented	Budget above in ELA Activity 7 1150 Teacher Sub Title I 0	Budget above in ELA Activity 7 1150 Teacher Sub Title I 0
<p>ELA 13</p> <p>.5 FTE Intervention Teacher (Read 180 and System 44 pull out)</p> <p>July-Aug. Reviews data to determine appropriate groups</p> <p>Teaches the 5th/6th grade students who need Read 180</p>	Fully Implemented	District provided reading intervention teacher 1100 Teacher LCFF 0	District provided reading intervention teacher 1100 Teacher LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Progress Monitors students with SAM (SRI) quarterly.</p> <p>Teacher creates reading goals with students and rewards students when goal has been met. Quarterly analysis of data to reconfigure groups as needed.</p>			
<p>ELA 14</p> <p>All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.</p>	Partially Implemented	District provided professional development and coaches LCFF 0	District provided professional development and coaches LCFF 0
<p>ELA 15</p> <p>AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:</p> <ul style="list-style-type: none"> <li>• Binders 4th-6th</li> <li>• Dividers 4th-6th</li> <li>• Pencil boxes 1st-6th</li> <li>• Notebooks</li> <li>• Journals</li> <li>• Organizational materials</li> </ul>	Fully Implemented	AVID supplies, and materials 4300 Materials Title I 8236	AVID supplies, and materials 4300 Materials Title I 8236
<p>ELA 16</p> <p>Provide Mental Health Services for identified Tier 2 and Tier 3 students.</p>	Fully Implemented	<p>Counseling and mental health services 5800 Prof and Operating/Consultants LCFF 0</p> <p>Mental Health support staff 5800 Prof and</p>	<p>Counseling and mental health services 5800 Prof and Operating/Consultants LCFF 0</p> <p>Mental Health support staff 5800 Prof and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 17  PBIS site wide initiatives to promote positive behavior- Tier 1, 2 and 3	Fully Implemented	Operating/Consultants Title I 5548  District provided professional development and coaches LCFF 0	Operating/Consultants 5548  District provided professional development and coaches LCFF 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In English Language Arts, Washington School's overall implementation of strategies or activities was successful because at this reporting time period Middle of the Year Data George Washington Elementary School has implemented most/all of our actions/services. Since our Title 1 approval time line has changed, Washington Elementary School is on target to meeting all End of the Year Goals. For K-2 grade students the grade levels are on target to meeting the goals for Reading Inventory. For our Reading Inventory 2nd -6th grade our goal was to increase by 5% from 23% and we are at 32% proficiency overall. Our I READY English Language Arts 3rd-6th data has already shown an increase of more than 5%. We do not have our CAASP data due to changes in our Title 1 School Plan Approval timeline. All 17 Actions were fully implemented. We focused implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. We utilized our intervention teachers and para educators to provide additional support for SIPPS TIER 2 and Tier 3 instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the SIPPs, Reading Inventory, DIBELS, and IREADY data points for English Language Arts Common Core State Standards, our site plan was effective. Our kinder students increased from 19% Beginning of the Year to 42% Middle of the Year on DIBELS. Our 1st grade increased from 39% to 44%. Our 2nd grade decreased by 1% from 44% to 43%. Our 3rd grade students increased from 36% to 51%. The End of the Year Data goal showed a 5% increase and all grade levels except one met this goal.

For our 3rd through 6th grade student assessments we met most of our goals. The Reading Inventory Goals were met by grades 3rd and 4th grades. Grade 3 increased from 25% to 30%. Grade 4 increased from 14% to 29%. Grade 6 showed a decrease from 34% to 31% and we will have more data at the End of the Year Assessment. The I Ready Reading Assessment for 3rd through 6th grade showed that all grade levels except 5th and 6th grade met their reading goals. 3rd grade had the largest increase from 21% to 33% proficient students. 4th grade from 19% to 25%, 5th grade from 11% to 15%, and 6th grade stayed at 11%. We will have more data at the End of the Year Assessment.

Due to a change in Title 1 approval time lines, the CAASPP assessment has not been completed at the time of this program evaluation was written. We did not have data to report. Overall the strategies were extremely effective, especially utilizing our Intervention teachers by supporting the neediest K-3 students, providing universal access daily in the K-3 classrooms, providing professional development in the area of early literacy and purchasing a supplemental curriculum and implementing it systematically. The implementation of Academic Conferences was another action that helped systematize instruction and ultimately impact student achievement. We saw an increase in student achievement throughout the year based on progress reports from our formative and summative assessments. SIPPS, RI, DIBELS assessments all indicated an increase in student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Washington Elementary school, we set a threshold of 10% for material differences which is about \$17,862. For this English Language Arts goal, there are not any actions that had a material difference of 10%. We were not able to attend the Professional Learning Community Conference which had an amount of \$5,000.00 allocated due to the conference being full at the time of registration, however we were able to transfer the funding back to Teacher Temp 1150. This did not have a significant impact on our goals, we will be able to attend next year's conference.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi Tiered System of Support (MTSS) framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students. We will have a greater focus on the professional learning community model and MTSS implementation. We will collectively create a Mission, Vision, Values, and Goals. We will utilize staff meetings for professional development around the Professional Learning Community Model components of a 6 week data cycle, focused on Common Core Power Standards, Common Formative Assessments, and collaborating with our Intervention Teachers. By utilizing a school wide MTSS model this will help target instruction in our upper grades as well. This will be the basis of our MTSS model. We will create a school wide Schedule for K-6 students and ensure all students, low, medium, and high are receiving instruction 4 to 5 days a week for 30 to 45 minutes. This will include all core curriculum and supplemental SIPPs instruction. We will continue our focus on early reading skills, and utilizing our intervention teachers and paras to assist with meeting the needs of all students.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

- K- 6th Grade Mathematics iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6th Dreambox LUSD	In 2020-21 K-6 students will on average compete 8 lessons per week	In 2020-21 school year the students completed 8 lessons or more per week.
K-6th iReady Math	During the 2021-22 school year, Increase the proficiency levels by 5% from the Beginning of the Year Data, K-7%, 1-3%, 2-8%, 3-2%, 4-8%, 5-17%, 6-7%.	During the 2021-2022 school year , we are on target to meeting the 5% goal. Middle of the year data showed - K-29%, 1-10%, 2-13%, 3-7%, 4-26%, 5-21%, 6-19%.
CAASPP Math 3rd-6th	Increase the proficiency levels by 5% over the 2021-22 school year.	CASSPP Data update not available due to changes in the Title One approval timeline.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math1 .5 FTE Teacher will provide additional support to students in 5/6 combination class. Teacher will assess, teach and monitor growth with 5th grade math students using district adopted curriculum.	Fully Implemented	5/6th grade combo support 1100 Teacher LCFF 0	5/6th grade combo support 1100 Teacher LCFF 0
Math 2 All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to	Fully Implemented	MTSS pilot site - district provided iReady licenses, professional development and coaches 5875 Technology Licenses LCFF 0	MTSS pilot site - district provided iReady licenses, professional development and coaches 5875 Technology Licenses LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
correlate the students proficiency to the California State Common Core Math Standards			
<p>Math 3</p> <p>All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.</p>	Fully Implemented	District provided Dreambox licenses, professional development and coaches LCFF 0	District provided Dreambox licenses, professional development and coaches LCFF 0
<p>Math 4</p> <p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> <li>1. analyze universal screeners iReady and CAASPP Math data.</li> <li>2. Collaborate, plan and respond with best practice</li> <li>3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ol> <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly</p>	Fully Implemented	Title 1 See ELA Title I 0	Title 1 See ELA Title I 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Math, Washington Elementary School's overall implementation of strategies or activities was successful because at this reporting time period Middle of the Year Washington School has implemented most/all of our actions/services at this reporting time. Since our Title 1 approval time was changed, Washington Elementary School is on target for meeting the End of the Year Goals for 2021-22 school year.

We utilized our .5 intervention teacher to teach our 5th grade students in the combo class. Our teachers collaborated with the intervention teacher and grade level team to utilize the I Ready Math assessments to help guide instruction and student groupings. The teachers monitored the Dream Box implementation and discussed the data during Data Conferences. Professional Development was given mid year on selecting math power standards and vertically aligning the standards. Teachers used these to plan mid to end of year instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the I Ready data points, our site plan was effective. Our kinder I Ready math data showed an increase from 7% to 29% met standards. Our 1st grade showed increase from 3% to 10%. Our 2nd grade showed an increase from 8% to 13%. Our 3rd grade showed an increase from 2% to 7%. Our 4th grade showed an increase from 8% to 26%. Our 5th grade showed an increase from 17% to 21%. Our 6th grade showed an increase from 7% to 19%. All grade levels are on target of meeting the increase of 5% by the end of the year.

Overall the strategies were effective, especially utilizing our intervention teacher and providing staff development on Common Core Power Standards. Teachers ensured students are making progress with Dream Box lessons and we are on target for meeting the goal of 8 lessons per week. The implementation of academic conferences was another action that helped systemize instruction and ultimately impact student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Washington Elementary school, we set a threshold of 10% which is about \$17,800 for material differences. For this Math goal, there are not any actions that had a material difference of 10%.

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.

After careful analysis of the plan for math, it is evident that Washington Elementary continues the work around math Common Core Power Standards. We need to effectively implement the new math curriculum, I Ready Math. We will support teacher capacity by providing professional development to assist with common core math standards, the new curriculum, and data cycles. We will begin the work of providing all students low, med, and high supports through the MTSS model in math.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- ELPAC

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Reclassification Data	In 2021-22, we would like to see a 5% increase in students reclassified.	2021-22 Data update not available due to changes in the Title 1 School Plan approval timeline.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 1</p> <p>All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey’s ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.</p>	Fully Implemented	Integrated English Language Development AVID strategies LCFF 0	Integrated English Language Development AVID strategies LCFF 0
<p>EL 2</p> <p>Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly.</p>	Fully Implemented	Site professional development LCFF 0	Site professional development LCFF 0



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>			
<p>EL 3</p> <p>Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	<p>Fully Implemented</p>	<p>Budget in ELA Title I 0</p>	<p>Budget in ELA Title I 0</p>
<p>EL 4</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.</p> <p>The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Fully Implemented</p>	<p>CORE support LCFF 0</p> <p>Budget in ELA Title I 0</p>	<p>CORE support LCFF 0</p> <p>Budget in ELA Title I 0</p>
<p>EL 5</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading</p>	<p>Fully Implemented</p>	<p>Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy LCFF 0</p>	<p>Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Excellence in Education (CORE) trainers			
EL 6  iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.	Fully Implemented	District provided iRead licenses, professional development and coaches LCFF 0	District provided iRead licenses, professional development and coaches LCFF 0
EL 7  Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3	Fully Implemented	Budget in ELA LCFF 0	Budget in ELA LCFF 0
EL 8  MTSS Data Conferences: provide release time for teachers and admin: 1 analyze the DIBELS, Reading Inventory, and CAASPP data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child	Fully Implemented	MTSS team LCFF 0	MTSS team LCFF 0
EL 9  Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas.	Fully Implemented	Budget in ELA Title I 0	Budget in ELA Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies: 1. objected posted 2. Front loading vocabulary 3. Using complete sentences 4. Think- pair - shared choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time			
EL 10  Embed ELD support from the Bilingual para-educators	Fully Implemented	Bilingual Para educators Title I 0	Bilingual Para Educators Title I 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our English Learner goals at Washington Elementary overall implementation of strategies or activities were successful because at this reporting time period Middle of the Year Washington school has implemented most/all of our actions /services at this reporting period.

Since our Title 1 approval timeline was changed, Washington School is on target to meeting the End of the Year Goals. The English Language Arts Goals were met and included our EL learners, please refer to the ELA goal 1 in our plan. We utilized our Bilingual Paras to push in and pull out in classes with our ELPAC level 1's and 2's students. We created school wide ELD schedule for students to receive English Language development instruction everyday in grades k-6. We implemented the Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will showed an increase in growth for our English Learners in ELA and Math, as well as RFEP.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the ELA , Math, and ELPAC data points, our site plan was effective. Please see our Goal 1 and Goal 2 for Math and English Language Arts goals, which reflect our students are on target overall to meeting the 5% increase in proficient students. We do not have ELPAC data at this time due to our Title 1 timelines changing, but we have monitored our ELD instruction and schedule as well as ensure students are receiving designated English Language Learner instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Washington Elementary school, we set a threshold of 10%, which is about \$17,800 for material differences. For this English Learner goal, there are not any actions that had a material difference of 10%.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition we need provide teachers with professional development in English Language Development instruction and use our bilingual paras to support our students using the ELPAC levels. We need to continue to utilize our Academic Conferences to monitor and adjust instruction based on all data points for this subgroup, Math, ELA, and ELD instruction.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

George Washington will increase involvement by 5% as measured by using school sign in sheets at Parent Teacher Conferences.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign In Sheets for Parent/Teacher Conferences	Increase In 5% of parent participation, in 2021 80% of students' parents will attend parent/teacher conferences	We had an increase in participation with a rate of 80.33% attendance at our Parent Conferences

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>P.I. 1</p> <p>Academic Planners and Parent Communication Folders will be provided for home and school communication.</p>	Fully Implemented	<p>Academic Planners and parent communication folders</p> <p>4300 Materials Title I: Parent Involvement 1159</p>	<p>Academic Planners and parent communication folders 4300 Materials Title I: Parent Involvement 1159</p>
<p>P.I. 2 Bilingual Parent Community Liaison - Assist with supporting our students, provide translating for all parent meetings. Provide parent resources and coffee hours for parents. Translate Important documents and letters.</p>	Fully Implemented	<p>Bilingual Community Assist</p> <p>LCFF 0</p>	<p>Bilingual Community Assist LCFF 0</p>
<p>P.I. 3</p> <p>Many of our families do not speak English and we need para-educators to translate during Parent-Teacher conferences, Back to School Night, Open House, etc. On occasions, we also need staff members to supervise students during</p>	Fully Implemented	<p>To help translate and create ppt and videos for distance learning in Spanish 2120 Para Temp Title I: Parent Involvement 1062</p> <p>para benefits 3000 Benefits Title I: Parent Involvement 375</p>	<p>To help translate and create ppt and videos for distance learning in Spanish 2120 Para Temp Title I: Parent Involvement 1062</p> <p>para benefits 3000 Benefits Title I 375</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELAC, SSC, and other important meetings.			
P.I. 4  10 Rosetta Stone licenses to assist our parents that are learning English	Fully Implemented	Rosetta Stone for parents/guardians 5875 Technology Licenses Title I: Parent Involvement 1400	Rosetta Stone for parents/guardians 5875 Technology Licenses Title I: Parent Involvement 1400
P.I. 5  District translators for languages other than Spanish	Fully Implemented	District Level Translators for meetings and documents LCFF 0	District Level Translators for meetings and documents LCFF 0
P.I. 6  Mental Health Services	Fully Implemented	District provides Mental Health Clinicians for our site. LCFF 0	District provides Mental Health Clinicians for our site. LCFF 0
P.I.7 We will hold parent meeting to inform parents of school goals, services, and workshops in academics and school safety.	Fully Implemented	We will purchase for our parent meetings. 4325 Food For Meetings Title I: Parent Involvement 476	We will purchase for our parent meetings. 4325 Food For Meetings LCFF 476
P.1.8 We hired a Bilingual Community Liaison in January to assist with parent supports, translating meetings, IEP, parent coffee hours, parent conferences, student services, and all Parent Teacher Association.	Partially Implemented - joined us mid year in January.	Parent Community Liaison LCFF	Parent Community Liaison LCFF

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our Parent Involvement Goal was met due to the overall implementation of strategies or activities at this reporting time of Middle of Year data. Washington School has implemented most/all of our actions/services at this reporting time. We held parent conferences, Back to School Nights, parent coffee hours, and special meetings that involve our Sped Department. We held Student Study Team Meetings and have had 100 percent parent participation for these. Overall we successfully implemented the strategies for this goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the data points our site's plan was effective. We had over 80% participation at our parent conferences and back to school night. We had an average of 15 parents attend our Parent Coffee Hours. We utilized our parent conferences to articulate learning goals and meet with our parents. We utilized our Bilingual Paras and community parent Liaison for translating and communicating with our families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Washington Elementary school, we set a threshold of 10% , which is about \$17,800 for material differences. We utilized food and beverages for our parent coffee hours in the amount of \$476. This will help with increasing our parent involvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will increase parent engagement activities to include , Lunch on the Lawn, Movie Nights, Harvest Festival, Science Stem Nights, and Parent Coffee Hours. We will use these platforms to discuss our academic program and school offerings. The Parent Coffee Hours will include topics such as, safety, academics, health, school programs, and more. We will continue to involve parents in school site council, Parent Teacher Association , DLAC, and English Learner Advisory Committee.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

Professional Development for Teachers: 90% of our teachers will participate in differentiated Professional Development. The professional development will focus on 1) Positive Behavior Intervention and Support and Social and Emotional Learning 2) Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instructional strategies to develop writing skill. 3) Gain a deeper understanding of the foundational literacy skills, assessment and differentiation for K-3

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on Professional Development and collaboration	80% of staff meetings will focus on professional development and collaboration.	More than 80% of the staff meetings will be focused on professional development and collaboration. We held meetings on topics such as power standards, MTSS, Analyzing Data, and ELD.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 Provide district level ELA/Math coach to assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)	Fully Implemented	ELA/Math Coach LCFF 0	ELA/Math Coach LCFF 0
PD #2 PBIS Attend all district PBIS training Create a plan to implement the elements of Tier 2 and Tier 3 PBIS Deliver Staff Development on Common Planning days and Staff meeting Utilize the district PBIS coordinator	Fully Implemented	PBIS Coach LCFF 0 Pay teachers on time cards to help with our Tier Intervention program- Tier 2 - meetings and CICO and developing behavior plans - Budgeted through ELA goals 1120 Teacher Temp Title I 0	PBIS Coach LCFF 0 Pay teachers on time cards to help with our Tier Intervention program- Tier 2 - meetings and CICO and developing behavior plans - Budgeted through ELA goals 1120 Teacher Temp Title I 0
PD 3	Fully Implemented	District provided AVID professional	District provided AVID professional



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA Common Core State Standards-Implementation</p> <p>Develop a Professional Development plan with leadership during Common Planning days</p> <p>Focus on: ELD component- and instructional strategies to reach our English Learners Embedding AVID instructional strategies</p> <p>Encourage attendance at LUSD professional development opportunities District Coaching through observation and lesson modeling Encourage teachers to attend SJCOE Common Core State Standards professional growth</p>		development and coaches LCFF 0	development and coaches LCFF 0
<p>PD #4</p> <p>Mental Health and Counseling - SEL lessons design</p> <p>Develop understanding around children with emotional disabilities Develop instructional techniques to implement in classrooms where we have concerns Connect our instructional strategies to PBIS and school-wide discipline Develop understanding of the referral process and how to get support for families</p>	Fully Implemented	Supporting students with emotional issues LCFF 0	Supporting students with emotional issues LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD #5 Purchase Social Emotional Curriculum	Partially Implemented	Caring Communities Social Emotional Learning LCFF 0	Caring Communities Social Emotional Learning LCFF 0
PD #6 SIPPS training through CORE	Fully Implemented	Budget in ELA goals LCFF 0	Budget in ELA goals LCFF 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We implemented all strategies and had 90% of our teachers will participate in differentiated Professional Development. The professional development focused on 1). Positive Behavior Intervention and Support and Social and Emotional Learning- fully implemented and monitored by team 2). Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instructional strategies to develop writing skill. - held professional development on power standards, utilized district coaches 3). Gain a deeper understanding of the foundational literacy skills, assessment and differentiation for K-3- utilized ELA Core SIPP coaches to implement these skills. Overall we implemented all strategies listed above and saw an increase in academics and decrease in behavior.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers gained skills and strategies to assist with our behavioral Multi Tiered System Support plan. They were able to support students Social Emotional Learning and implement the Check In Check out system for our Tier 2 and 3 students. They benefited from the coaches in ELA, Math, and SIPPs instruction. Our Positive Behavioral Support team is comprised of teachers, counselors, and admin, fully implemented the system that included assemblies, Check In and Check out, and monthly meetings to analyze student data. The Tier 1 was implemented with school wide behavioral expectations using Responsible, Organized, Accepting of others, and Ready to Learn. Our staff meeting sign in sheets showed 98 percent participation, and our staff meeting topics were based on increasing ELA, Math, ELD, and implementing the PBIS model.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Washington Elementary school, we set a threshold of 10%, which is about \$17,800 for material differences. There were no differences for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to provide professional development for teachers during our staff meetings. The topics will include how to analyze data, Professional Learning Communities, Data Analysis, crucial conversations around data and instruction, Social Emotional Learning, building a positive school culture, implementation of PBIS. We will provide professional development on English Language Learners and English Language Development.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By May 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a minimum of 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

### LCAP Goal

LCAP Goal 2 - All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

This goal is based on disaggregated data from 2022-23 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS	Well Below - Below - At or above benchmark K: 74 -7-19 1: 47-10-44 2: 50-11-39 3: 48-16-36	Increase the proficiency levels by 5% over the 2022-23 school year
RI 2nd-6th	7% Advanced 16% Proficient 21% Basic 19% Below Basic 38% Far Below Basic	Increase the proficiency levels by 5% over the 2022-23 school year
iReady ELA 3rd-6th	2 or more grade levels behind - one grade level behind - on grade level 3:61-19-20 4: 62-20-19 5: 59-31-10 6:59-27-14	Increase the proficiency levels by 5% over the 2022-23 school year
CAASPP ELA 3rd-6th	Move from red to yellow CAASPP 3rd - 6th June -Increase the proficiency level by 5% in the 2022 school year.	Increase the proficiency levels by 5% over the 2022-23 school year

# Planned Strategies/Activities

## Strategy/Activity 1

ELA 1 -1 Intervention Teachers

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

## Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

## Timeline

August 2022-May 2023

## Person(s) Responsible

Administrators  
School Site Council  
Teacher

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	96722
<b>Source</b>	Title I
<b>Budget Reference</b>	1100 Teacher
<b>Description</b>	K-2 Early Intervention Teacher
<b>Amount</b>	35697
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program

## Strategy/Activity 2

ELA 2

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

### Students to be Served by this Strategy/Activity

All K-3 students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Administrators  
LUSD- Coaching staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	District provided DIBELS licenses, professional development and coaches

### Strategy/Activity 3

ELA 3

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.

### Students to be Served by this Strategy/Activity

All 2-6

### Timeline

August 2023  
January 2022  
May 2023

### Person(s) Responsible

Principal, Intervention Teacher,  
K-3 teachers  
RSP teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses

**Description**

District provided RI licenses, professional development and coaches

**Strategy/Activity 4**

ELA 4

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

**Students to be Served by this Strategy/Activity**

All 3rd -6th grade students

**Timeline**

August 2022  
January 2023  
May 2023

**Person(s) Responsible**

Administrators  
Teachers  
Ed Services Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	MTSS pilot site - district provided iReady licenses, professional development and coaches

**Strategy/Activity 5**

ELA 5

Purchase ESGI licenses to monitor Kinder students additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

**Students to be Served by this Strategy/Activity**

3-4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

**Timeline**

August 2022

**Person(s) Responsible**

Principal  
Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Tech Licenses DIBELS & ESGI additional licenses
<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	District provided DIBELS licenses, professional development and coaches

### Strategy/Activity 6

ELA 6

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

BOY and MOY

### Person(s) Responsible

Administrators  
 K-3 Teachers  
 LUSD coaches  
 Intervention Teacher  
 Resource Teacher  
 Paras

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Teachers timecards to work in PLCs to analyze data
<b>Amount</b>	1017
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits

**Description**

Benefits for teachers timecard pay

**Strategy/Activity 7**

ELA 7

Universal Access time will be scheduled and protected from interruption daily to support K-3 students at their reading level. Para educators to provide additional classroom support for English Learners and Social Economically Disadvantaged learners in language arts. Para educators will be scheduled to support the teachers during their universal access time with additional practice with reading skill that needs support. This will be considered a Tier 2 - light intervention.

**Students to be Served by this Strategy/Activity**

English Learners and Socially-Economically Disadvantage Students in grades K-3rd will be taught in small reading groups daily 30 minutes using SIPPS instruction.

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administrators  
Intervention Teachers  
Teachers  
Bilingual Paras

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Para-educators
<b>Amount</b>	1160
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Classified Benefits

**Strategy/Activity 8**

ELA 8

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as supplement for the core curriculum for all students at Tier One system of support. SIPPS instruction will be given at the specific grade level Kinder Beginning Lesson 40 , First Grade Extension, Second Grade Finish Extension, Third Grade - Challenge. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.



## Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

## Timeline

Starting 2022

## Person(s) Responsible

Admin, Teachers, Intervention Teacher

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	District provided supplemental program

## Strategy/Activity 9

ELA 9

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

## Students to be Served by this Strategy/Activity

K-3 students

## Timeline

August 2021 - May 2022

## Person(s) Responsible

Administrator, teachers, coaches

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	District provided professional development with district coaches and CORE

## Strategy/Activity 10

ELA 10

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-2 students

### Timeline

August-May

### Person(s) Responsible

Administrator  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District provided IRead and Amplify licenses, professional development and coaches

## Strategy/Activity 11

ELA 11

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021-May 2022

### Person(s) Responsible

Admin and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	District provided professional development and coaches

## Strategy/Activity 12

ELA 12

MTSS Data Conferences: provide release time for teachers and admin:

- analyze the DIBELS, Reading Inventory, and CAASPP data.
- Collaborate, plan and respond with best practice
- Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

(See ELA 7)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

BOY and MOY

### Person(s) Responsible

Administrator  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Budget above in ELA Activity 7
Amount	1780
Source	Title I
Budget Reference	3000 Benefits
Description	benefits for teacher sub hours

### Strategy/Activity 13

ELA 13

1.0 Intervention Teacher

Reviews data to determine appropriate groups

Teacher will work with 3rd - 6th grade students, collaborate with teachers

Progress Monitors

Teacher creates reading goals with students and rewards students when goal has been met.

Quarterly analysis of data to reconfigure groups as needed.

Implements SIPPS intervention to 3-6th grade and read 180

### Students to be Served by this Strategy/Activity

Reading Inventory - Lexile levels will identify students below proficiency levels

### Timeline

August 2022-May 2023

### Person(s) Responsible

admin and intervention teacher

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

1100 Teacher

Description

District provided reading intervention teacher

### Strategy/Activity 14

ELA 14

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

August 2022 -May 2023

### Person(s) Responsible

Admin, counselors, teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District provided professional development and coaches

### Strategy/Activity 15

ELA 15

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes 1st-6th
- Notebooks
- Journals
- Organizational materials

### Students to be Served by this Strategy/Activity

K-6 students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Admin, teachers, staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5520
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID supplies, and materials

### Strategy/Activity 16

ELA 16

Provide Coaching for Special Ed Teachers in SIPPS, classroom management, writing IEP's, for mild mod/ profound/ SDC and resource teachers.

### Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 identified students special ed students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Special Ed Teachers  
Resource Teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Special Ed Teachers will receive coaching around best instructional strategies in reading and math, writing IEP goals, and experience a coaching cycle with the consultant.

### Strategy/Activity 17

ELA 17

PBIS site wide initiatives to promote positive behavior- Tier 1, 2 and 3

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administrators, Teachers, PBIS team

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Source**

LCFF

**Description**

District provided professional development and coaches

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of support MTSS, Washington Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:  
K-6 Math Iready Universal Screener  
3-6 CAASP Math

### LCAP Goal

LCAP Goal 2-All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

Dreambox Goal  
CAASP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-6th Dreambox LUSD	K-6th average completed 5 lessons per week.	K-6 students will on average completed 5 lessons or more per week in 2022-23 school year.
K-6th iReady Math	K-29%, 1-10%, 2-13%, 3-7%, 4-26%, 5-21%, 6-19%.	Increase the proficiency levels by 5% over the 2022-23 school year
CAASPP Math 3rd-6th	20.63% Met or exceeded in	Increase the proficiency levels by 5% over the 2022-23 school year

### Planned Strategies/Activities

#### Strategy/Activity 1

All teachers will be trained in the new i-READY Math Curriculum. Ongoing support will be offered. The curriculum will be used as the core Curriculum. Teachers will use I-Ready data that is aligned with the curriculum to guide instruction.

#### Students to be Served by this Strategy/Activity

k-6th grade students

#### Timeline

July 2022- May 2023

## Person(s) Responsible

Administrators  
Teachers  
Educational Services

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	Teachers will utilize the new math adoption I-Ready for core curriculum.

## Strategy/Activity 2

Math 2

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2021, January 2022, May 2022

## Person(s) Responsible

Administrators  
Teachers  
Specialists

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	MTSS pilot site - district provided iReady licenses, professional development and coaches

## Strategy/Activity 3

Math 3

All K-6 students will have access to LUSD's adopted supplemental math curriculum, Dream Box. Teachers will set and monitor goals of 8 lessons per week.

## Students to be Served by this Strategy/Activity

ALL students



## Timeline

Ongoing

## Person(s) Responsible

Administrators  
Teachers  
Coaches

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	District provided Dreambox licenses, professional development and coaches

## Strategy/Activity 4

Math 4

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners i-Ready and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Quarter 1, Quarter 3

## Person(s) Responsible

Administrators, teachers, Specialists

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Description</b>	Title 1 See ELA

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By May 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA i-Ready Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- ELPAC

### LCAP Goal

LCAP Goal 1-LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

Cal Pads Language Census, ELPAC Results; Title III Accountability Data; Reclassification Data; SBAC and District Benchmark assessment data.

This goal is based on disaggregated data from the 2021-22 school year using the universal measures DIBELS, Reading Inventory, and CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Data	In 2021-22 , 10 of our English Learners were reclassified	In 2022-23, increase by 5% of students reclassified.

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 1

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2022-May 2023

## Person(s) Responsible

Administrator  
Bilingual Para-Educators  
Teachers  
Community Liaison  
Intervention Teachers

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

EL 2

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

## Students to be Served by this Strategy/Activity

K-6 Students

## Timeline

Quarter 1 Quarter 3

## Person(s) Responsible

Administrators  
Teachers  
Community Liaison

## Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA

## Strategy/Activity 3

EL 3

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

## Students to be Served by this Strategy/Activity

English Learners

### Timeline

Starting August 2022

### Person(s) Responsible

Administrators  
Educational Services  
Bilingual Para  
Teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Budget in ELA

### Strategy/Activity 4

EL 4

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

### Timeline

Starting 2021

### Person(s) Responsible

Administrators  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

CORE support

Amount

0

**Source**

Title I

**Description**

Budget in ELA

### Strategy/Activity 5

EL 5

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

### Students to be Served by this Strategy/Activity

K-3 students

Teachers

Paras

### Timeline

August 2022-May 2023

### Person(s) Responsible

Administrators  
Bilingual Para  
Intervention Teacher  
Teachers

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF

**Description**

Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy

### Strategy/Activity 6

EL 6

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-2

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administrators  
Teachers  
LUSD Coach

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided iRead licenses, professional development and coaches

### Strategy/Activity 7

EL 7

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Administrators  
Teachers  
Bilingual Para-educators  
District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

### Strategy/Activity 8

EL 8

MTSS Data Conferences: provide release time for teachers and admin:

- 1 analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Quarter 1, Quarter 2

## Person(s) Responsible

Teachers  
MTSS team  
Administrators

## Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

MTSS team

## Strategy/Activity 9

EL 9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2021-May 2022

## Person(s) Responsible

Admin  
Teachers  
Specialist

## Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA

## Strategy/Activity 10

EL 10

Embed ELD support from the Bilingual para-educators

**Students to be Served by this Strategy/Activity**

English Learners

**Timeline**

August 2021-May 2022

**Person(s) Responsible**

Bilingual paras, teachers, administrators

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Source**

Title I

**Description**

Budget in ELA



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

George Washington will increase involvement by 5% as measured by using school sign in sheets at Parent Teacher Conferences.

### LCAP Goal

LCAP Goal 3 LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Sign-in Sheets from School Events (Parent Teacher Conferences)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign In Sheets for Parent/Teacher Conferences	2021-22 more than 80% of parents participated in the teacher parent conferences	Increase parent participation by 5% in 2022-23, which would be more than 85% of students' parents will attend parent/teacher conferences

### Planned Strategies/Activities

#### Strategy/Activity 1

P.I. 1

Academic Planners and Parent Communication Folders will be provided for home and school communication.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022-May 2023

#### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1123
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Academic Planners and parent communication folders

### Strategy/Activity 2

P.I. 3

Many of our families do not speak English and we need para-educators to translate during Parent- Teacher Conferences, Back to School Night, Open House, etc. On occasions, we also need staff members to supervise students during ELAC, SSC, and other important meetings.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Administrator  
Bilingual Para  
Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1100
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	To help translate in Spanish for parent events and parent meetings.
<b>Amount</b>	425
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	para benefits

### Strategy/Activity 3

P.1.4 - 10 Rosetta Stone Licenses to assist our parents that are learning English.

### Students to be Served by this Strategy/Activity

English Learners

**Timeline**

May 2022 to Jan 2023

**Person(s) Responsible**

Administrators  
Community Liaison

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

Title I: Parent Involvement

**Description**

The Rosetta licenses will good until Jan. 2023.

**Strategy/Activity 4**

P.I. 5

District translators for Spanish Parents

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administrators  
Education Services Dept.  
Teachers  
Community Liaison

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

LCFF

**Description**

District Level Translators for meetings and documents

**Strategy/Activity 5**

P.I. 6

Mental Health Services

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022-May 2023

**Person(s) Responsible**

Administrators  
Counselor

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 6**

We will hold parent meeting to inform parents of school goals, services, and workshops in academics and school safety.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

3 to 4 times a year

**Person(s) Responsible**

Principal, VP, Parent Community Liaison

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	We will purchase light refreshments for our parent meetings.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, Washington Elementary will provide ongoing professional development to teachers to improve student achievement in the areas of Multi Tiered Support System, Professional Learning Community, and Data Analysis.

### LCAP Goal

LCAP Goal 1 -LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

Benchmarks, DIBELS and Reading Inventory data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meetings will focus on Professional Development and collaboration	In the year 2021-22 80% of the staff meetings held provided professional development in DIBELS, SIPPS, i-READY Assessments, Professional Learning Communities, Power Standards, English Language Development, Multi -Tiered Support Systems, and Social Emotional Learning.	In the year 2022-23 school year we will increase by 5%, the goal will be 85% of staff meetings will focus on professional development and collaboration topics.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide district level ELA/Math coach to assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022-May 2023

#### Person(s) Responsible

Administrators  
Leadership Team  
Grade Level Teams  
District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	ELA/Math Coach

### Strategy/Activity 2

Provide professional development to teachers in PBIS.  
Attend all district PBIS training  
Create a plan to implement the elements of Tier 2 and Tier 3 PBIS  
Deliver Staff Development on Common Planning days and Staff meeting  
Utilize the district PBIS coordinator

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Administrators  
PBIS Committee  
Leadership Committee  
PBIS District Coach

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	PBIS Coach
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Pay teachers on time cards to help with our Tier Intervention program- Tier 2 -meetings and CICO and developing behavior plans - Budgeted through ELA goals

### Strategy/Activity 3

Provide professional development to teachers -ELA Common Core State Standards- Implementation  
Develop a Professional Development plan with leadership during Common Planning days  
Focus on: ELD component- and instructional strategies to reach our English Learners  
Embedding AVID instructional strategies  
Encourage attendance at LUSD professional development opportunities

District Coaching through observation and lesson modeling  
Encourage teachers to attend SJCOE Common Core State Standards professional growth

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administrators  
AVID Committee  
Teachers  
AVID Coaches and other LUSD coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided AVID professional development and coaches

### Strategy/Activity 4

Provide professional development to teachers - Mental Health and Counseling - SEL lessons design  
Develop understanding around children with emotional disabilities  
Develop instructional techniques to implement in classrooms where we have concerns  
Connect our instructional strategies to PBIS and school-wide discipline  
Develop understanding of the referral process and how to get support for families

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022 -May 2023

### Person(s) Responsible

Administrators  
Counselor  
PBIS team  
Pyschologist

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Supporting students with emotional issues

## Strategy/Activity 5

Provide professional development- Social Emotional Curriculum

### Students to be Served by this Strategy/Activity

All students will benefit

### Timeline

August 2022-May 2023

### Person(s) Responsible

Admin

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Caring Communities Social Emotional Learning

## Strategy/Activity 6

Professional Development-SIPPS training through CORE

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2022-May 2023

### Person(s) Responsible

Admin  
Ann Leon  
Ed Services

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Budget in ELA goals



# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	163,544.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	160,396.00	0.00
Title I: Parent Involvement	3148.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	160,396.00
Title I: Parent Involvement	3,148.00

## Preliminary Plan

## Final Plan

	04/25/2022 03:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	04/25/2022 03:00 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/17/2022 02:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
4300 Materials	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
	Title I	0.00
1100 Teacher	Title I	96,722.00
1120 Teacher Temp	Title I	4,000.00
1150 Teacher Sub	Title I	7,000.00
2120 Para Temp	Title I	3,000.00
3000 Benefits	Title I	39,654.00
4300 Materials	Title I	5,520.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5875 Technology Licenses	Title I	500.00
	Title I: Parent Involvement	0.00
2120 Para Temp	Title I: Parent Involvement	1,100.00
3000 Benefits	Title I: Parent Involvement	425.00
4300 Materials	Title I: Parent Involvement	1,123.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

# FORM D: 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
- 10 Total

Name of Members	Role
Gina Lopez	Principal
Maria Gonzalez	Other School Staff
Kristen McDaniel	Classroom Teacher
Tara Spagnola	Classroom Teacher
Emily Azevedo	Classroom Teacher
Kathleen Castro	Parent or Community Member
Christopher Beck	Parent or Community Member
Jennifer Skarles	Parent or Community Member
Michelle Lee	Parent or Community Member
Miriam Lopez	Parent or Community Member

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.

# FORM E: 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 04/25/2022 03:00 pm.

Attested:

**Preliminary Plan**

**Final Plan**



04/25/2022 03:00 pm

*Principal*

*Date*

*Principal*

*Date*



04/25/2022 03:00 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



05/17/2022 03:00 pm

*Program Manager*

*Date*

*Program Manager*

*Date*