



# 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
Whitney Avenue Elementary School	34-67447-6034961	05/24/22	June 28th 2022

## Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes two goals:

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college-career ready. .

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Site goals include actions, services and expenditures:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]).

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

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## 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**

The development of the School Plan began in the winter of the 2021/2022 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met ten times during the 2021/2022 school year, five of which during the development of this plan in the spring of the 2020/2021 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in funding ongoing technology purchases to replace old and outdated hardware. It was shared that maintaining and updating technology will support all students. School Site Council also expressed an interest to continue to fund two 1.0 FTE intervention teaching positions for the 2021/2022 school year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students

and fund 1.0 FTE Social Worker. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support low income families and English Learner families with the technological divide, which came to light during the transition from distance learning to hybrid; as well as those who remained in distance learning after the hybrid model began in March 2021. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC. A concern was voiced for families of English Learners who are struggling during distance and hybrid learning. All groups appreciated voice from the students as recorded through empathy gathering sessions.

The Site Leadership Team met bi-monthly during the 2021-2022 school year and continued to meet weekly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. The team discussed resources needed to support in-person learning in the fall of 2021. They also voiced concerns about the lack of engagement from students during distance learning and hybrid learning, and challenges connecting with families. A deep concern for all students' well-being was noted. Site Leadership is in support of staff alignment to grow capacity to accelerate intentional learning this coming school year. The team asked staff to share the areas of professional development they needed to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development. Site Leadership also supports professional learning opportunities as it applies to well-being, academic rigor, and how to infuse the use of social justice/anti-bias instruction throughout the curriculum.

ELAC met four times during the 2021/2022 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs due to distance and hybrid learning, to include parent education. ELAC examined data related to the progress of English learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the hybrid model and expressed how this could impact ELL students. They shared praise for the efforts of the school and ELD teacher to meet the needs of the students during these challenging times. ELAC had similar concerns as SSC with a greater concern for English Learners and programs to help English learners reclassify before leaving high school. ELAC expressed approval for the overall plan and school culture during this challenging year.

In accordance with state and local guidelines, stakeholder involvement was done virtually with discussions on how to support students and families in the upcoming school year. Stakeholders shared a desire to accelerate learning over the summer and into the fall. Further discussion focused on ways to mitigate learning loss, which remains a priority in addition to social-emotional well-being.

A digital site-based survey was created to gain feedback from parents about their priorities around the 4 LCAP Goals.

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Results from the survey are detailed in the Comprehensive Needs Assessment.

Teachers and support staff participated in development of the SPSA through surveys, Jamboards, staff meetings, the Site Leadership Team and School Site Council. In January of 2021, teachers shared their priorities for funding in a survey and refined their priorities in April of 2021 through a focused Jamboard. These priorities were shared with stakeholder groups and addressed in the development of this School Plan.

Teachers noted a desire to continue the work started in the previous year by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. Teachers also noted the need to continue site work in guided reading and literacy foundational skills. They would like to strengthen small group targeted instruction in all grades, as well as increase funding for technology and necessary resources to support needs within the classroom setting. Additionally, teachers prioritized social-emotional resources, and ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities was noted in the plan.

The draft SPSA was shared with the Site Leadership Team and School Site Council. School Site Council (SSC) participated in the Comprehensive Needs Assessment (CNA) and the development of the SPSA. The Council, consisting of parents, teachers, classified staff and the principal met ten times to review the data and identify priority areas and actions. Parents on the council expressed concern about the lack of available after school tutoring at every grade level. The Council talked about looking into other ideas for recruiting more tutors, possibly through the local universities. Additionally, parents requested training about how to assist their students with iReady (math intervention lessons) at home as well as homework. The Council agreed with most of the current actions but requested additional funding for intervention support materials for students and training for teachers, as well as funding for parent involvement. They also would like to look into programs that support extra curricular and outdoor classrooms.

The English Learner Advisory Committee (ELAC) had similar concerns as the SSC with a greater concern for English learners and programs to help English learners and programs to help English learners reclassify. The ELAC also wanted to provide resources for teachers to continue to support struggling students and continue to support with chronic absenteeism. The ELAC expressed praise for the current plan and school.

Teachers and staff participated in development of the plan through Site Leadership Team and SSC. Teachers would like to continue with current actions but increase funding for professional learning in ELA, math, SS and Science and intervention resources. Teachers stated they want to work on how to best support students through assessment and small group instruction in ELA, math, SS and Science as well as technology.

The draft was shared, through the site website, so that all stakeholders could read it and provide input. We discussed the plan at Back-to-School night, the Mugs and Muffins event with parents, and the principal meeting in September and October.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities due to the uncertainty of students' academic progress and social-emotional well-being due to a combination of distance and hybrid learning models throughout the 2021-2022 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

1. Limited access to our families over the past year; therefore, strengthening communication tools are necessary to increase connection.
2. Limited opportunities for families to connect virtually or in person created a disconnect between the school-home connection.
3. Decrease in student engagement from an in-person learning model.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

1. Increase in social emotional referrals for family and student supports.
2. Limited online social-emotional resources and positive behavior systems.
3. Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
4. Professional development and collaboration opportunities around Social Emotional learning strategies was limited.
5. Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

1. Limited Professional Development toward effective and engaging ELA and Mathematics instructional strategies has been put on hold due the transition into online learning.
2. Reduction in professional learning and collaboration opportunities around GLAD and language strategies.
3. Limited equal access to small group instruction based on a variety of factors, across campus. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.
4. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

1. Limited field trips and hands-on experiences due to the virtual learning setting.
2. Decrease in the number of students participating in intervention support due to difficulties engaging for long periods of time online.
3. Lack of enrichment activities due to the limitation of online clubs or extracurricular activities.

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

#### Priorities

1. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Provide incentives for student attendance and engagement.

3. Provide PBIS recognition to promote positive school culture.
4. Provide online materials and resources to support differentiation for grades TK-5.
5. Provide hands-on academic materials for students to use at home, as needed.
6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture and represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.

# 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

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# 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

What data did you use to monitor progress and how often?

During the course of the 21-22 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring.

What worked and didn't work? Why? (monitoring)

With the ongoing implementation of our community outreach and supports, such as digital online newsletters, family and community engagement events, and online social media; parents, students and staff felt a strong sense of communication; however, there was a decrease in percentages felt amongst school culture and sense of belonging.

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide a sense of belonging was disrupted.



What modification(s) did you make based on the data? (evaluation)

Site resources were used to bring some outdoor engagement activities in lieu of indoor whole school events. To aid in school-wide connectedness, a shift to online assemblies was implemented in efforts to bring a stronger sense of belonging amongst students, families and staff.

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data point.

## 2021-22

### Identified Need

#### Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. There is a need to rebuild a sense of school community, culture, relationships, and school connectedness that suffered due to the pandemic.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	21/22 District Survey Parent Response 88.6%	Maintain or Increase by 2 % to return to prior expected trends
School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	21/22 District Survey Parent Response 82.5%	Maintain or Increase by 2% to return to prior expected trends
School Chronic Absenteeism Rate	21/22 Chronic Absenteeism 46.4 % to maintain or decrease by 2 % to return to prior expected trends	Maintain or decrease by 2 % to return to prior expected trends

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 & Proposed Expenditures

1.1	Home-School Connection: Provide support to families with Virtual/In-person meetings that support attendance, academic success and social emotional behavior	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23
1.2	Parent Liaison: Support and coordinate parent outreach activities and communication in conjunction with Parent/Community Engagement committee.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	4582 1500	School year 2022-23
1.3	Communication : Implement online systems and at home learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Parent Involvement	742	School year 2022-23

	materials to increase communication to new and returning families regarding school culture and policies			4000-4999: Books And Supplies		
1.4	Family Engagement: Fund site-based, student and family needs to increase Community Engagement (i.e. Family Engagement events & Culturally Inclusive Activities)	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	742	School year 2022-23
1.5	Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff/ICT	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	4,468 1,951	School year 2022-23

				3000-3999: Employee Benefits		
1.6	Interpreters: Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA)	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Staff/ELD/BIA	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen tal English Learner Central 5900: Communica tions	1500  983	School year 2022-23
1.7	Student Leadership: Provide funding to support student leadership opportunities	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23

	<p>across campus to include student led assemblies and student leadership teams that promotes academic success and provides cross-age collaboration.</p>					
1.8	<p>Partner with Amazing Athletes/ELEV O to focus on student academics and provide push-in support for all students K-5.</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal Staff</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	<p>24,975 25,000</p>	<p>School year 2022-23</p>

# 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

Healthy Environments for Socio-Emotional Health

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

# 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

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring. Through informal discussions with families and students about this safety and healthy environments, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around school climate and safety. The use of SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) was implemented in the Fall and Winter to determine additional support for students with the increase in social emotional needs.

What worked and didn't work? Why? (monitoring)

In response to site needs based on state and county health and safety guidelines, support staff was utilized to implement safety measures across campus. With an increase in student social-emotional needs, the full-time social worker on site improved and helped to impact access to student needs in a timely manner.

What modification(s) did you make based on the data? (evaluation).

Site resources were used to purchase SEL support materials and increase Fly Five learning modules across campus, which included classroom and common area spaces to build consistency in problem solving methods and communication strategies. Attendance incentives were bolstered in a variety of ways to help meet the increase in chronic absenteeism. To aid in school-wide connectedness, staff regularly sent positive messages home to families and support staff continued to welcome new students and families into our learning community.

In support of culturally responsive practices, staff participated in professional development to promote social justice and equity in the classroom and materials were purchased for staff and students to learn and develop anti-bias and anti-racist work on site.

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data point.

**2021-22**

**Identified Need**

**Healthy Environments**

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	21/22 District Survey Staff Response 85%	Maintain or Increase by 2 % to return to prior expected trends
District Survey - School Culture Parent. Percent strongly agree/agree overall.	21/22 District Survey Parent Response 87.7%	Maintain or Increase by 2 % to return to prior expected trends
District Survey - School Culture Student. Percent strongly agree/agree overall.	21/22 District Survey Student Response 87.9%	Maintain or Increase by 2 % to return to prior expected trends
School Home Suspension Rate	21/22 Suspension Rate 0.68%	Maintain or Decrease to return to prior expected trends
District Survey - Safety Staff. Percent strongly agree/agree overall.	21/22 District Survey Staff Response 90% Maintain to return to prior expected trends	Maintain or Increase by 2 % to return to prior expected trends

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - Safety Parent. Percent strongly agree/agree overall.	21/22 District Survey Parent Response 89.3% Maintain or Increase by 2 % to return to prior expected trends	Maintain or Increase by 2 % to return to prior expected trends
District Survey - Safety Student. Percent strongly agree/agree overall.	19/20 District Survey Parent Response 86.3% Maintain or Increase by 2 % to return to prior expected trends	Maintain or Increase by 2 % to return to prior expected trends

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Safety: Safety equipment and materials to support students, parents, and staff	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2022-23
2.2	SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2022-23



	instructional environment which supports well-being, and provide funding for classroom, including materials and supplies to support safe and healthy environment across campus for all students					
2.3	School Safety: Utilize playground Recreational Aides to increase structured play and reduce incidences of negative behavior on the playground	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	26,690 3,976	School Year 2022-23

2.4	Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	741	School Year 2022-23
2.5	School Community Intervention Specialist (1.0 FTE-Classified) Student support for intervention in the classroom and common areas to promote positive academic strategies to promote	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	46,575	School Year 2022-23

	academic success.					
2.6	Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions. Parents can impart values and rules that help their children grow and thrive	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2022-23
2.7	Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion and social justice standards on campus (ABAR	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	4924	School Year 2022-23

	training/book study)					
2.8	Social Emotional Support: Social Worker (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs and support	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	11,290 3,884	School Year 2022-23
2.9	SEL Materials/Support: Provide additional supports, materials, and resources to assist students with social and emotional development towards peers	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2022-23

	and adults/SEL Student Kits: SEL Kits/Materials and supplies for home to support students and adaptive PE supplies for at home					
2.10	Professional Learning: Provide professional development and release time opportunities for staff, students, and parents to help support positive behavioral and academic development	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6000	School Year 2022-23
2.11		All Students English Learners Low-Income Students Foster Youth Other				

# 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

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## 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

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, the use of ongoing iReady, SIPPS, and LexiaCore, as well as regular formative and summative evaluation measures were utilized to guide differentiation models, determine staff professional development and inform student outcomes and goals through various intervention models.

What worked and didn't work? Why? (monitoring)

In response to site needs based on various academic data points, differentiation models shifted throughout the year to meet students' needs. As the site worked towards accelerating learning initiatives students demonstrated growth in several areas; however, the amount of learning loss is still apparent across all grade levels. The site investment in intervention teachers continued to provide push in and pull out support models for all grade levels. Limitations to in-person collaboration and lack of time presented a barrier to timely ongoing staff development.

What modification(s) did you make based on the data? (evaluation)

Site resources were used to purchase targeted instructional materials and increase support in intervention, differentiation and engagement. Curriculum was used to provide focused direct reading intervention (SIPPS) for all students and to support the academic gaps throughout all grade-levels. The additional funding of intervention teachers and instructional assistants allowed the site to identify the specific needs of students and appropriate actions to address those needs; collaborate on lesson design and delivery; analyze formative and summative data collection, and set goals for the site.

**2021-22**

**Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring School Survey 2021-22 Climate of Support for Academic Learning 85.5 Percent strongly agree/agree overall	85.5 % of families surveyed	22/23 District Survey Response 85% Maintain or Increase by 2 % to return to prior expected trends
iReady 1-2 Reading Annual Typical Growth EOY	41.2% of students met typical growth goal	Maintain or Increase by 5% to return to expected trends
iReady 1-2 Math Annual Typical Growth EOY	42.8 % of students met typical growth goal	Maintain or Increase by 5% to return to expected trends
iReady 3-5 Reading Annual Typical Growth EOY	41.2% of students met typical growth goal	Maintain or Increase by 5% to return to expected trends
iReady 3-5 Math Annual Typical Growth EOY	42.8 % of students met typical growth goal	Maintain or Increase by 5% to return to expected trends

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Supplemental Instructional Materials: Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.	X All Students English Learners Low-Income Students Foster Youth Other	Site Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	12000	School Year 2022-23
3.2	Technology, equipment, student materials, web-enabled programs and classroom library materials:	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2022-23



	<p>Support and expand student growth and experiences with instruction in ELA/ELD</p> <p>Purchase of instructional technology for teachers to be able to deliver high quality first instruction to EL students. This may include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.</p>					
3.3	<p>Professional Learning/Development: Substitute services for classroom teachers to engage in peer</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Site Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School Year 2022-23

	<p>observation and professional development, focused on ELA/ELD. Provide additional teacher collaboration release time to analyze assessment results and plan aligned instruction in ELA and ELD for teachers</p>					
3.4	<p>Academic Support: Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs;</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	Other 1000-1999: Certificated Personnel Salaries	130,268	School Year 2022-23

	<p>collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).</p> <p>1.0 FTE Intervention Teacher</p>					
3.5	<p>Family Engagement: Provide opportunities for families and students to engage in family literacy events on campus or virtually that supports early and developing reading; provide activities and supports to families for at home usage to support student literacy</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School Year 2022-23

3.6	Academic Support: Provide Classroom (3rd-5th) support for literacy & academic instructional support-3 (0.375) FTE Instructional Assistant	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	49,431	School Year 2022-2023
3.7	ELD: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	132,061	School Year 2022-23
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9	Academic Support:	X All Students English Learners Low-Income Students	Principal	LCFF Supplemental	135,256	School Year 2022-23

	Provide support to staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE Intervention Teacher	Foster Youth Other		Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.10	Academic Support:	All Students English Learners X Low-Income Students	Principal	Title I Part A Site Allocation	114,953	School Year 2022-23

	Utilize a Title 1 Intervention support teacher, Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting) 1.0 FTE	Foster Youth Other		1000-1999: Certificated Personnel Salaries		
3.11	Technology Maintenance: Technology maintenance and upgrades; Purchase of	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership	LCFF Supplemental Site Allocation	2000	School Year 2022-23

	instructional technology for teachers to be able to deliver high quality first instruction to all students.			4000-4999: Books And Supplies		
3.12	Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation and engagement.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2022-23
3.13	Academic Support: Provide site based tutoring after school for struggling students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,500	School Year 2022-23
3.14	Academic Support: Provide Classroom support for	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified	26,542	School Year 2022-23

	early (Kinder) literacy-2 (0.375) FTE Instructional Assistants			Personnel Salaries		
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# 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

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

# 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

What data did you use to monitor progress and how often?

During the course of the 21-22 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring.

What worked and didn't work? Why? (monitoring)

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide enrichment was disrupted. Through informal discussions with families and students about providing opportunities for school community engagement, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around providing family involvement and student enrichment.

What modification(s) did you make based on the data? (evaluation)

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data points.

**2021-22**

**Identified Need**

Elementary is the beginning pathway to building college and career readiness. College and career readiness means more than just graduating from high school. Every student should graduate from high school with as many options as possible. Our school provides pathways that foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Survey - College and Career - Students know what classes to pass to graduate high school	62.7% Parent Percentage 31.1% Student Percentage	Increase by 3%
School Survey - College and Career - Parents are informed about the kinds of courses they need to pass to be prepared for college	64.4 % Parent Percentage	Increase by 3%

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2022-23

	<p>on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy</p>					
4.2	<p>Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	10000	School Year 2022-23



	intervention programs.					
4.3	Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	17,000	School Year 2022-23
4.4	Middle School Info Nights:	X All Students English Learners	Principal	Other		School Year 2022-23

	Provide virtual enrichment opportunities through field trips and assemblies to increase academic language and engagement in content standard and provide opportunities for choice in Middle School Programs.	Low-Income Students Foster Youth Other				
4.5	Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	10,000	School Year 2022-23

in academics  
(Mad Science  
Academy, Phil  
Tulga, etc.)

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

# 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	\$840,534.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$139,232.00
LCFF Supplemental English Learner Central	\$133,044.00
LCFF Supplemental Site Allocation	\$57,024.00
Other	\$130,268.00
Title I Part A Parent Involvement	\$6,066.00
Title I Part A Site Allocation	\$374,900.00

Subtotal of state or local funds included for this school: \$840,534.00

Total of federal, state, and/or local funds for this school: \$840,534.00



# 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
LCFF Supplemental Site Allocation	57,024	0.00
LCFF Supplemental English Learner Central	133,044	0.00
LCFF Supplemental Centralized Services (District Only)	139,232	0.00
Title I Part A Site Allocation	374,900	0.00
Title I Part A Parent Involvement	6,066	0.00
Title I Part A Centralized Services (District Only)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	139,232.00
LCFF Supplemental English Learner Central	133,044.00
LCFF Supplemental Site Allocation	57,024.00
Other	130,268.00
Title I Part A Parent Involvement	6,066.00
Title I Part A Site Allocation	374,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	539,328.00
2000-2999: Classified Personnel Salaries	173,764.00
3000-3999: Employee Benefits	5,835.00
4000-4999: Books And Supplies	43,649.00
5000-5999: Services And Other Operating Expenditures	66,975.00
5900: Communications	983.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	135,256.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,976.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	132,061.00
5900: Communications	LCFF Supplemental English Learner Central	983.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,290.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	31,158.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,835.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,741.00
1000-1999: Certificated Personnel Salaries	Other	130,268.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,582.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,484.00
	Title I Part A Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	130,453.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	134,048.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	33,424.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	66,975.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,443.00
Goal 2	107,080.00
Goal 3	624,011.00
Goal 4	39,000.00

# 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
Shemika Jones	Parent or Community Member
Shannon Flemming-Parra	Parent or Community Member
Jasmine Putmon	Parent or Community Member
Nicole Santillan	Parent or Community Member
Linda Litka	Parent or Community Member
Morgan Gable	Classroom Teacher
Moorea Camin	Classroom Teacher
Loriann Herrin	Classroom Teacher
Cassandra Robles	Other School Staff
Christina Allison	Principal

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**

on file

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 5/24/22.

Attested:



Principal, Christina Allison on 5/24/22



SSC Chairperson, Linda Litka on 5/24/22

# Budget By Expenditures

## Whitney Avenue Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$139,232.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,976.00	Healthy Environments for Socio-Emotional Health	
Academic Support: Provide support to staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$135,256.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$139,232.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$133,044.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$132,061.00	Engaging Academic Programs	
	5900: Communications	\$983.00	Connected School Communities	

# Whitney Avenue Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$133,044.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$57,024.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions. Parents can impart values and rules that help their children grow and thrive	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Health	
Safety: Safety equipment and materials to support students, parents, and staff	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Health	
SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, and provide funding for classroom, including materials and supplies to support safe and healthy environment across campus for all students	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Health	
School Safety: Utilize playground Recreational Aides to increase structured play and reduce incidences of negative behavior on the playground	2000-2999: Classified Personnel Salaries	\$26,690.00	Healthy Environments for Socio-Emotional Health	
Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement	4000-4999: Books And Supplies	\$741.00	Healthy Environments for Socio-Emotional Health	

## Whitney Avenue Elementary School

Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.	2000-2999: Classified Personnel Salaries	\$4,468.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,951.00	Connected School Communities
	3000-3999: Employee Benefits	\$3,884.00	Healthy Environments for Socio-Emotional Health
Social Emotional Support: Social Worker (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs and support	1000-1999: Certificated Personnel Salaries	\$11,290.00	Healthy Environments for Socio-Emotional Health
SEL Materials/Support: Provide additional supports, materials, and resources to assist students with social and emotional development towards peers and adults/SEL Student Kits: SEL Kits/Materials and supplies for home to support students and adaptive PE supplies for at home	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Health
Technology Maintenance: Technology maintenance and upgrades; Purchase of instructional technology for teachers to be able to deliver high quality first instruction to all students.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation and engagement.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures

# Whitney Avenue Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$57,024.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Other \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Support: Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).  1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$130,268.00	Engaging Academic Programs	

Other Total Expenditures: \$130,268.00

Other Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$6,066.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison: Support and coordinate parent outreach activities and communication in conjunction with Parent/Community Engagement committee.	2000-2999: Classified Personnel Salaries	\$4,582.00	Connected School Communities	
Communication: Implement online systems and at home learning materials to increase communication to new and returning families regarding school culture and policies	4000-4999: Books And Supplies	\$742.00	Connected School Communities	



## Whitney Avenue Elementary School

Family Engagement: Fund site-based, student and family needs to increase Community Engagement (i.e. Family Engagement events & Culturally Inclusive Activities)	4000-4999: Books And Supplies	\$742.00	Connected School Communities
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Title I Part A Parent Involvement Total Expenditures:	\$6,066.00
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Title I Part A Parent Involvement Allocation Balance:	\$0.00
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### Funding Source: Title I Part A Site Allocation

**\$374,900.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Home-School Connection: Provide support to families with Virtual/In- person meetings that support attendance, academic success and social emotional behavior	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Interpreters: Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA)	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities	
Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams that promotes academic success and provides cross-age collaboration.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Partner with Amazing Athletes/ELEVO to focus on student academics and provide push-in support for all students K-5.	5000-5999: Services And Other Operating Expenditures	\$24,975.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	

## Whitney Avenue Elementary School

School Community Intervention Specialist (1.0 FTE-Classified) Student support for intervention in the classroom and common areas to promote positive academic strategies to promote academic success.	2000-2999: Classified Personnel Salaries	\$46,575.00	Healthy Environments for Socio-Emotional Health
Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion and social justice standards on campus (ABAR training/book study)	4000-4999: Books And Supplies	\$4,924.00	Healthy Environments for Socio-Emotional Health
	5000-5999: Services And Other Operating Expenditures	\$25,000.00	Connected School Communities
Family Engagement: Provide opportunities for families and students to engage in family literacy events on campus or virtually that supports early and developing reading; provide activities and supports to families for at home usage to support student literacy	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Academic Support: Provide Classroom (3rd-5th) support for literacy & academic instructional support-3 (0.375) FTE Instructional Assistant	2000-2999: Classified Personnel Salaries	\$49,431.00	Engaging Academic Programs
Professional Learning: Provide professional development and release time opportunities for staff, students, and parents to help support positive behavioral and academic development	1000-1999: Certificated Personnel Salaries	\$6,000.00	Healthy Environments for Socio-Emotional Health
Supplemental Instructional Materials: Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.	4000-4999: Books And Supplies	\$12,000.00	Engaging Academic Programs

## Whitney Avenue Elementary School

<p>Technology, equipment, student materials, web-enabled programs and classroom library materials:            Support and expand student growth and experiences with instruction in ELA/ELD            Purchase of instructional technology for teachers to be able to deliver high quality first instruction to EL students. This may include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.</p>	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
<p>Professional Learning/Development:            Substitute services for classroom teachers to engage in peer observation and professional development, focused on ELA/ELD.            Provide additional teacher collaboration release time to analyze assessment results and plan aligned instruction in ELA and ELD for teachers</p>	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
<p>Intervention:            Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club.            Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school intervention programs.</p>	2000-2999: Classified Personnel Salaries	\$10,000.00	Clear Pathways to Bright Futures
<p>Field Trips:            Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum.            Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)</p>	5000-5999: Services And Other Operating Expenditures	\$17,000.00	Clear Pathways to Bright Futures

## Whitney Avenue Elementary School

Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing in academics (Mad Science Academy, Phil Tulga, etc.)		\$10,000.00	Clear Pathways to Bright Futures
Academic Support: Provide site based tutoring after school for struggling students.	1000-1999: Certificated Personnel Salaries	\$4,500.00	Engaging Academic Programs
Academic Support: Provide Classroom support for early (Kinder) literacy-2 (0.375) FTE Instructional Assistants	2000-2999: Classified Personnel Salaries	\$26,542.00	Engaging Academic Programs
Academic Support: Utilize a Title 1 Intervention support teacher, Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting) 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$114,953.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$374,900.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Whitney Avenue Elementary School Total Expenditures: \$840,534.00