Leavenworth Elementary

10621666006068

Principal's Name: Judith Sanchez

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.
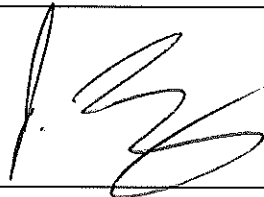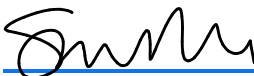
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. **Principal - Judith Sanchez**	X				
2. **Chairperson - Sandra Morin**				X	
3. **Miguel Sotelo**		X			
4. **Leonor Ramos**		X			
5. **Robin Dooley**		X			
6. **Veronica Barajas**			X		
7. **Esmeralda Salcedo**				X	
8. **Brenda Dominguez**				X	
9. **Sofia Cortes**				X	
10. **Celina Sandoval**				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
□ **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Leavenworth Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Judith Sanchez		
SSC Chairperson	Sandra Morin (May 21, 2024 14:25 PDT)		May 21, 2024

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	$85,050 *
7090	LCFF Supplemental & Concentration	$277,378
7091	LCFF for English Learners	$121,392

TOTAL 2024/25 ON-SITE ALLOCATION   **$483,820**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,520
Remaining Title I funds are at the discretion of the School Site Council	$82,530
Total Title I Allocation	$85,050

Leavenworth Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-14 pts	-38.2 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-158.4 pts	2023-2024	-143.4 pts
SBAC ELA - percentage of students met/exceeded standard	✔	47.68 %	36.5 %	2023-2024	47.6 %
SBAC Math - Average distance from standard	✔	-38 pts	-47.9 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-151.9 pts	2023-2024	-136.9 pts
SBAC Math - percentage of students met/exceeded standard	✔	35.27 %	32.5 %	2023-2024	52.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Excel in reading and writing implementation and resources:

Leavenworth implements a balanced literacy program based on our Guaranteed Viable Curriculum in PK-6. Identifying student gaps and strengths within the Reading and Writing State standards. TK-2 teachers focus on instructional minutes to address reading foundational skills during their ELA block along with additional Guided Reading instruction during RTI to ensure students are reading on grade level. Instruction in grades 3-6 focuses on reading comprehension, close reading strategies, and writing to enhance literacy skills. Foundational skills and guided reading for students grades 3-6 that are 2 or more grade levels behind during RTI. Teachers develop rigorous tasks and assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

Lessons focus on essential reading standards with a high culture of learning, expectations, quality of text,

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Disproportional Student Groups:

1. Students with Disabilities (very low 128.4 points below standard)

2. English Learners (Low 39.2 points below standard)

- Factors that may have caused these groups to be disproportionate or low performing in ELA: Professional Learning opportunities focused on high-leveraged strategies/practices that have been successful in previous years will be scheduled with more consistency. For example, Professional Learning opportunities for guided Reading Instruction, Close reading strategies, Thinking Maps, Making Thinking Visible strategies, Lab School Keystone Pedagogies, best practices for Integrated and Designated EL instruction, aligned use of Math Claim Sheets across all grade levels and within programs, and foundational skills.
- Our staff, students, and families have had an increased need for social-emotional learning support.

questions, and tasks that integrate thinking, reading, writing, speaking, and listening. Teachers provide instruction during all content areas using school-wide close reading strategies, routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers integrate foundational reading skills to develop fluency comprehension and writing to ensure that all students are reading at grade level.

- PLCs focus on student learning, using data to set goals and drive instruction, as well as creating grade-level-appropriate common formative assessments.
- ILT Regional meetings held 4 times a year focusing on literacy skills for grades TK-6.
- DLI teachers one per grade level will attend the monthly teacher DLI PLCs.
- PLCs will be calendared for the academic school year when ELA/SLA CFAs, IABs, and FIAB will be assessed and retaught. Calendar will be provided to admin.
- PLCs grades 3-6 create ELA/SLA CFAs by utilizing Wonders/Maravillas assessments. Also, SBAC question stems and released question items aligned to the reading and writing Claims and Targets.
- PLCs grades 3-6 will utilize ELA SBAC rubrics to analyze CFA results to align and monitor student progression toward mastery of standards and identify misconceptions for targeted reteaching.
- Teachers will address unfinished learning on grade level or content area standards through differentiated instruction planned, identified and delivered by Professional Learning Communities.
- Literacy instruction includes guided and whole group reading with opportunities to apply literacy skills with a variety of texts.
- Literacy lesson design include the Close Reading strategy to engage students in reading, speaking, and writing about texts.
- Professional learning will be provided by instructional coach with sub coverage to teachers needing support in close reading, guided reading, foundational skills, and the learning teaching cycle (TLC).
- PLC teams in grades 3-6 utilize the SBAC Interim Assessment Blocks (IABs and FIABs) throughout the academic school year to monitor student progress and plan interventions to address student gaps.
- 3 Planning days will be provided for grades K-6 to develop quarterly planners and assessments (Buy back / early release days).

1. Day 1 plan for quarter 1- 2
2. Day 2 plan for quarter 2-3
3. Day 3 plan for quarter 3-4

- Planning days with sub coverage will be provided for grades 3-6 new teachers or those who moved grade levels within the past 5 years with admin, TSA, and instructional coach.
- Site PLCs grades K-6 meetings once a quarter to review, revise, and align ELA Claims and Targets Summative for reading and writing with alignment of ELD standards.
- Site PLCs grades K-6 meetings once a quarter for DLI vertical articulation/ EO Vertical Articulation to align reading and writing across grade levels. Mild to Mod teachers will meet for IEP training and alignment.
- PLCs grades 3-6 will analyze data that will determine targeted groups to address misconceptions and to strategically plan and improve Tier 1 and Tier 2 instructional strategies to address student needs.
- Teachers will hold data chats with students and parents to reflect and set learning goals throughout the academic year.
- Admin will hold data chats as needed with individual teachers to discuss student achievement and progress monitoring throughout the academic school year.
- The instructional coach will provide PL and cognitive coaching cycles to improve teaching practices and pedagogy for struggling teachers and or upon teacher request.
- Instructional coach will support teachers in grades 3-6 by assessing students who are 2 or more

Struggles with mental health (depression, anxiety, stress, disruptive impulse control, trauma, and loss) were seen on a larger scale. Opportunities for Professional Learning on SEL supports and strategies will be scheduled in the 2024-2025 school year.

- RTI instruction was not aligned across all grade levels and within programs.
- With support from the Regional Instruction Manager and RSP teacher Professional Learning opportunities provided to GE teachers to better support students with learning disabilities with a focus on instructional and testing accommodations, working toward goals, and tier II interventions.
- Chronic Absenteeism of students (43.2% grades 3-6) overall impacted learning.
- Providing tutoring support afterschool for students with disabilities and English Learners.

Factors that may have caused these groups to be disproportionate or low performing in Math:

- Professional Learning opportunities will be provided to align best practices in math fluency and developing conceptual knowledge of math concepts.
- The implementation of the 8 mathematical practices by the Math Claim Sheet was not aligned across all grade levels and within programs. This will be a focus.
- There will be emphasis on providing professional learning opportunities for staff on SEL supports and strategies for students.
- Chronic Absenteeism of students (43.2% grades 3-6) overall impact learning.

Factors that may have caused these groups to be disproportionate or low-performing EL Reclassification:

- As needed and by using data, teachers will be provided designated ELD instruction for EL students to support building math vocabulary and concepts.
- EL students will have priority for after-school support (tutoring).
- PLC Teams will continue to improve instructional support to their EL students (Tier 1 and 2).
- PLC teams need to increase and improve their analysis of SWD data to continue to provide and improve interventions for students with disabilities.
- The ELRT will meet with each teacher, in the Fall and Spring, to review EL data and progress and research-based strategies that move students to reclassification.
- TSA and Academic Coach will monitor teachers' goals for their EL students by providing consistent check-ins with individual teachers.
- Using the goals outlined within ELRT, PLC teams will increase and improve their analysis of EL data to continue to provide and improve interventions for EL students.
- SPED case managers and GE teachers will collaborate in implementing goal setting and best practices as agreed upon within IEP discussions.
- Ongoing calendared Integrated and Designated EL instruction for all EL students.

grade levels below in iReady utilizing BPST and BAS.

- Grade 3-6 teachers will engage in professional learning by attending Professional Learning, conferences and/or training around assessments, literacy, and IEPs provided by site or district.
- Utilization of evidence-based instructional strategies and differentiated academic, behavior and social emotional instruction occurs in real-time to meet the needs of ALL students guided by our Instructional Practice Guide (IPG ELA).
- Core academic, behavior and social emotional instruction, differentiation, and acceleration occurs in the classroom, across the grade level, and school wide.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Teaching fellows to be utilized in push in model to support students with learning disabilities (IEP) and 2 or more grade levels below in grades 3-6 during RTI.
- Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%. Must be aligned to core instruction, focus on mastery of identified underdeveloped pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- Tier II may be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I
- Some interventions may be provided by TSA typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team (TST) determining need.
- Tier III provided as a supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor. Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II support.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).
- Teaching fellows utilized to support in SDC and RSP classrooms during instructional time in small group or 1x1.
- All teachers will provide students with learning disabilities a language-rich environment promoting inclusive practices that grant access to core.
- Teachers will implement strategies rooted in Universal Design for Learning (UDL). Maximizing students' participation within the general education, while seamlessly transitioning to alternative environment when a student's needs necessitate such support.
- General Ed teachers on a daily basis will implement in tier 1 and tier 2 instruction the goals and

accommodations students with disabilities have in their IEPs.
- SDC and RSP teachers will utilize first GVC curriculum followed with mild to mod supplemental curriculum.
- Mild to Mod teachers once a month will meet as a job alike PLC to plan and analyze student progression.
- TSA will provide intervention supports to students with disabilities in DLI as a push in 1x1 or small group during math block.
- **McLane region early literacy goals:**
    - Preschool by June 2024, 80% of preschool will achieve a DRDP rating of Building Middle, Building Later, or Integrating Earlier on the following five Language and Literacy Development (LLD) measures: LLD 3,7,8,9, and 10.
    - TK by June 2024, 85% of students will know more than 14 uppercase and lowercase letters.
    - TK by June 2024, 70% of students will recognize 10 or more letter sounds.
    - TK by June 2024 85% of students will achieve TK-FSA rating of (sustaining) on name writing.
    - Kinder by the third iReady administration 77% of students will be at above or at grade level.
    - 1st grade by the third iReady administration 51% of students will be at or above grade level.

ELs will advance at least one proficiency level.

Leavenworth's teachers are educators to all English language learners and is crucial that that English language learners acquire strong reading skills. English learners are to make progress towards English proficiency or maintain the highest performance level on ELPAC. The following below will be implemented to help students who are English learners access core curriculum and meet or exceed grade level requirements:

- Integrated and designated English Language Development (ELD) instruction for all ELs (ELD standards/CCSS).
- Teachers implement the ELD standards in conjunction with state common core standards.
- Intentional focus on language development and oracy,
- Value and build upon the linguistic and cultural assets our students bring.
- Develop teacher capacity to develop instruction with an emphasis on language development by providing professional learning with support from EL services.
- Teachers will draw and build on students' background knowledge,
- Use graphic organizers to help students organize content knowledge, text structures, and vocabulary, to assist in reading and analyzing academic text then writing to explain concepts learned.
- Teachers will model using the language to describe, interpret, explain, and persuade.
- Provide opportunities for English learners to use and practice the language.
- Create anchor charts of literary text types, structures, and language forms.
- Scaffold language use by providing sentence/discussion and question stems.
- Provide opportunities to engage using visuals, realia, hands-on activities, media, technology.
- Teachers and admin will utilize the Instructional Practice Guide (IPG) tool with a focus on tenet 2B for Designated ELD instruction.
- EL services providing a teaching fellow to support Kinder and long-term English Learners grades 5 and 6 with tutoring after school. Grade K focus foundational skills and grades 5 and 6 utilize Lexia learning.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.

- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).

All students will excel in math:

Leavenworth implements a balanced math program based on our Guaranteed Viable Curriculum Go Math and other supports to teach to the standards with a depth of understanding. In grades K-6. Mathematical supports for all students are aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embeds the eight mathematical practices (Math Claim Sheets) through the lens of focus, coherence, and rigor.

Lessons focus on essential math standards with a high culture of learning, expectations, and tasks that integrate thinking, reading, writing, speaking, and listening. K-2 teachers focus on instructional minutes to address:

PK-K grade critical areas of focus	1st grade critical areas of focus	2nd grade critical areas of focus
	Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.	
		Extending understanding of base-ten notation.
Representing, relating, and operating on whole numbers, initially with sets of objects.	Developing understanding of whole number relationships and place value, including grouping in tens and ones.	Building fluency with addition and subtraction.
Describing shapes and space.	Developing understanding of linear measurement and measuring lengths as iterating length units.	Using standard units of measure.
		Describing and analyzing shapes.
	Reasoning about attributes of and composing and decomposing geometric shapes.	

Instruction in grades 3-6 focuses on

3rd grade critical areas of focus	4th grade critical areas of focus	5th grade critical areas of focus	6th grade critical areas of focus

Developing understanding of addition, subtraction, and strategies for addition and subtraction within 100.	Developing understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends.	Developing fluency with addition and subtraction of fractions and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).	Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
Developing understanding of fractions, especially unit fractions (fractions with numerator 1).	Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers.	Extending division to 2-digit divisors, integrating decimal fractions into the place value system, and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.	Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.
Developing understanding of the structure of rectangular arrays and of area.	Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.	Developing understanding of volume. Students recognize volume as an attribute of three-dimensional space.	Writing, interpreting, and using expressions and equations.
Describing and analyzing two-dimensional shapes.			Developing understanding of statistical thinking.
			Reasoning about relationships among shapes to determine area, surface area, and volume.

Teachers develop rigorous tasks and assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

PLCs focus on student learning, using data to set goals and drive instruction, as well as creating grade-level-appropriate common formative assessments.

Math implementation and resources:

- Students focus on ensuring the Think Smarter and Go Deeper math problems in Go Math.
- Site-wide implementation in the deconstructing math word problems so students are prepared to respond to complex math word problems.
- Grades 1-6 implement the site-developed Math claims sheet to further develop student's ability to respond to rigorous math problems using the mathematical practices and claims.
- DLI teachers one per grade level will attend the monthly teacher DLI PLCs.
- PLCs will be calendared for the academic school year when math CFAs, IABs, and FIAB will be assessed and retaught. Calendar will be provided to admin.
- Teachers will address unfinished learning on grade level or content area standards through

differentiated instruction planned, identified and delivered by Professional Learning Communities.
- PLCs grades 3-6 create math CFAs by utilizing Go Math assessments. Also, SBAC question stems and released question items aligned to math Claims and Targets.
- PLCs grades 3-6 will utilize math SBAC rubrics to analyze CFA results to align and monitor student progression toward mastery of standards and identify misconceptions for targeted reteaching.
- Professional learning will be provided by instructional coach with sub coverage to teachers needing support in math instruction utilizing the math claim sheet, use of manipulatives and accommodations for students with learning disabilities and/or 2 or more grade levels below in iReady.
- PLC teams in grades 3-6 utilize the SBAC Interim Assessment Blocks (IABs and FIABs) throughout the academic school year to monitor student progress and plan interventions to address student gaps.
- 3 Planning days will be provided for grades K-6 to develop quarterly planners and assessments (Buy back / early release days).

1. Day 1 plan for quarter 1- 2
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- Planning days with sub coverage will be provided for grades 3-6 new teachers or those who moved grade levels within the past 5 years with admin, TSA, and instructional coach.
- Site PLCs grades K-6 meetings once a quarter to review, revise, and align Math Claims and Targets Summative.
- Site PLCs grades K-6 meetings once a quarter for DLI vertical articulation/ EO Vertical Articulation to align math instruction across grade levels. Mild to Mod teachers will meet for IEP training and alignment.
- PLCs grades K-6 will analyze data that will determine targeted groups to address misconceptions and to strategically plan and improve Tier 1 and Tier 2 instructional strategies to address student needs.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Teachers will hold data chats with students and parents to reflect and set learning goals throughout the academic year.
- Admin will hold data chats as needed with individual teachers to discuss student achievement and progress monitoring throughout the academic school year.
- The instructional coach will provide PL and cognitive coaching cycles to improve teaching practices and pedagogy for struggling teachers and or upon teacher request.
- Grade TK-6 teachers will engage in professional learning by attending Professional Learning, conferences and/or training around assessments, math literacy, and IEPs provided by site or district.
- Utilization of evidence-based instructional strategies and differentiated academic, behavior and social emotional instruction occurs in real-time to meet the needs of ALL students guided by our Instructional Practice Guide (IPG Math).
- Core academic, behavior and social emotional instruction, differentiation, and acceleration occurs in the classroom, across the grade level, and school wide.
- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered

system of support at different levels (school-wide, grade level, class level, subgroups, and student level).

- Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%. Must be aligned to core instruction, focus on mastery of identified underdeveloped pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- Tier II may be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I
- Some interventions may be provided by TSA typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team (TST) determining need.
- Tier III provided as a supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor. Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II support.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Teaching fellows to be utilized in push in model to support students with learning disabilities (IEP) and 2 or more grade levels below in grades 3-6 during RTI.
- All teachers will provide students with learning disabilities a language-rich environment promoting inclusive practices that grant access to core.
- Teachers will implement strategies rooted in Universal Design for Learning (UDL). Maximizing students' participation within the general education, while seamlessly transitioning to alternative environment when a student's needs necessitate such support.
- Teaching fellows utilized to support in SDC and RSP classrooms during instructional time in small group or 1x1.
- General Ed teachers on a daily basis will implement in tier 1 and tier 2 instruction math goals and accommodations students with disabilities have in their IEPs.
- SDC and RSP teachers will utilize first GVC curriculum followed with mild to mod supplemental curriculum.
- Mild to Mod teachers once a month will meet as a job alike PLC to plan and analyze student progression.
- TSA will support students with disabilities in DLI as a push in 1x1 or small group during math block.

Reading by third grade

Leavenworth's literacy program currently focuses on closing the reading achievement gap for students who are not yet on grade level. With our literacy initiative Pre-Kindergarten through first grade as a district but as a site including 2nd grade is in the initial phase of implementing a comprehensive evidenced based literacy improvement program. Our guaranteed viable curriculum aligns to the Common Core State Standards, scope and sequence, pacing guides, and assessment claims and targets. The three pillars are classroom instruction, high quality supports, and family and community partnerships.

Classroom Instruction:

- Provide a standard- based comprehensive literacy block that includes systematic instruction on foundational skills with grade-appropriate assessments.
- Provide an intensive targeted literacy programs focusing on phonics, vocabulary, and other foundational skills.
- Provide professional learning for teachers on comprehensive literacy instruction, research-based practices using data to design lessons to support the diverse needs of students with clearly identified metrics.
- Assess and progress monitor students through multiple measures and use results to support and modify instructional practices.
- Develop inclusive lessons that acknowledges all students' right to a learning experience that respects diversity, encourages participation, removes barriers, and considers a wide range of learning needs.
- Creative Curriculum is implemented Pre-K and Transitional Kindergarten classrooms.
- Wonders/ Maravillas/Estrellita Curriculum is implemented in Kindergarten and First Grade classrooms.
- Pre-K teacher will use the Desired Results Development Profile (DRDP) assessment twice per year and use data to support students' progress toward learning goals.
- TK Benchmark three times per year to gather information about what children know and are able to do and use data to support students' progress toward learning goals.
- PLC team in grades TK-K utilize Foundational Skills Assessment (FSA) throughout the academic school year to monitor student progress.
- PLC team in grades TK-K utilize Foundational Skills Assessment (FSA) information to improve instruction.
- PLC teams in grades K-2 utilize BPST and BAS assessments throughout the academic school year to monitor student progress.
- PLC teams in grades K-2 utilize BPST and BAS information to improve instruction.
- Planning days will be provided for PK-6 new teachers / moved grade levels within the past 5 years with admin, TSA, and instructional coach to develop quarterly planners and assessments.
- PLCs grades 3-6 Data analysis will determine targeted instruction to address misconceptions and to strategically plan and improve Tier 1 and Tier 2 instructional strategies around student engagement.
- Teaching fellows provided under the literacy initiative will support grades TK-1st during the instructional day or after school to support students in literacy skills in small group or 1x1.
- Assessments are conducted through authentic observations in a variety of situations over time. Teachers continually reflect on their observations to inform instructional decisions.
- Develop effective tiered interventions that support all students' academic needs.
- Utilize the Instructional Practice Guide (IPG) to build on standard-aligned instruction and deepen cohesion.
- **McLane region early literacy goals:**
  - Preschool by June 2024, 80% of preschool will achieve a DRDP rating of Building Middle, Building Later, or Integrating Earlier on the following five Language and Literacy Development (LLD) measures: LLD 3,7,8,9, and 10.
  - TK by June 2024, 85% of students will know more than 14 uppercase and lowercase letters.
  - TK by June 2024, 70% of students will recognize 10 or more letter sounds.
  - TK by June 2024 85% of students will achieve TK-FSA rating of (sustaining) on name writing.
  - Kinder by the third iReady administration 77% of students will be at above or at grade level.
  - 1st grade by the third iReady administration 51% of students will be at or above grade level.

High-Quality Supports:

- Establishing a culture of data-informed decision-making where numerous assessment metrics are used to guide instruction and ensure accountability.
- Multi-Tiered System of Support (MTSS) that focuses on academic standards, core instruction, differentiated learning, student -centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social emotional success.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Tier 1 is established each day in the classroom, with all students receiving the best first good instruction.
- Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%. Must be aligned to core instruction, focus on mastery of identified underdeveloped pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- Tier II may be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I
- Some interventions may be provided by TSA typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team (TST) determining need.
- Tier III is to be provided in addition to -not in lieu of- what the student is receiving at Tier I and Tier II instruction. Less than 3-5%. Strategies to address academic, linguistic, social emotional, behavioral and/or mental health needs are specific to supporting students who are unresponsive to tier II or require intensive and/or individualized interventions.
- Tier III provided as a supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor. Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II support.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).

Family and Community Partnerships:

- Empower and engage families to foster literacy at home by providing family engagement workshops, and culturally relevant materials and books.
- Increase access to high-interest resources and literacy opportunities for families.
- Involve and collaborate with partners to establish community-wide literacy networks.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

While most of the actions were implemented, there were changes due to a variety of factors. For example:

- Despite the expectation for implementation of an RTI program, there was inconsistency in the alignment of the RTI program across all grade levels to support students with academic gaps.GE students deployed within their grade level according to their EL level whereas students in SDC remained with their teacher.
- Focus and support were placed on RSP to ensure the schedule accounted for all service minutes for all students. This led to a change for some students from only push-in to a combination of push-in and pull-out or pullout. Emphasis was placed on protecting core instruction time as well as on the impact of pull-out services for DLI students.
- Despite the expectation for implementing Designated and Integrated ELD instruction there was inconsistency across all grade levels in supporting English Learners using the goals set within the English Language Review Team. For the 2023-2024 school year, the ELRT will once again meet in the first and second semesters.
- Site funded for 11 Teaching fellows to support in K-2 classrooms in the fall semester and extended the support to 3-6 classrooms for the spring semester.
- Site-funded Family Foundations Counselor (Tier III) has been providing individual and group counseling allowing students to develop coping strategies as well as building self-esteem and social skills.
- Split-funded Intervention Specialist (Tier II) has been instrumental in supporting students with social emotional behavioral and attendance needs in support of student learning at grade level within MTSS.
- Site funded Hmong Home School Liaison /Resource Counselor Assistant has been instrumental in supporting students with social emotional behavioral and attendance needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Due to the historic success of our identified actions, we will continue to focus on creating an alignment of implemented actions and strategies that have led to success within all grade levels. We will revisit key learning for teachers to Leavenworth Elementary 2023-2024- SPSA build their knowledge, especially new teachers to the site.

- Tier II Intervention Specialist, Family Foundations clinician, and All4Youth clinicians will ensure social-emotional learning support and academic success for all students.
- SEL supports will include building positive relationships with students with Tier 3 needs and their parents, developing GE behavior support plans, conducting individual/group sessions to build and repair relationships, teaching students social skills, as well as providing continuous progress monitoring of student attendance and overall social-emotional needs (Actions 1, 2, 3, and 4).
- Professional Learning opportunities will be focused on high-leveraged strategies/practices that have been successful in previous years (Actions 1, 3, 3, and 4).
- Teaching Fellows (5) will support in all classrooms K-6 grades with RTI (Actions 1,2,3, and 4).
- After-school tutoring opportunities will be provided to our disproportionate student groups (Actions 1,2,3, and 4).
- Increased Supplemental contracts for DLI teachers for vertical articulation (1 meeting per quarter) (Actions 1,2,3, and 4)
- ELRT will meet in the Spring and Fall (Actions 1, 2, 3, and 4).
- Supplemental contracts for SDC and RSP teachers for job-alike PLC(SPED) (Actions 1,2,3, and 4).
- In collaboration with grade-level teams, TSA will provide RTI instruction and support to ensure their alignment within grade levels and programs (Actions 1,2,3, and 4).
- Bilingual HSL/RCA will continue to monitor student attendance and build relationships as a mentor (Actions 1, 2, 3, and 4).

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
To provide input and feedback, all parents were provided with the opportunity to complete a survey regarding the site budget,	To provide input and feedback, all EL parents were provided with the opportunity to complete a survey regarding the site budget,	To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget,

allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (52)

Four stars (13)

Three stars (8)

Two stars (1)

#3 Teaching Fellows

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#4 Technology and online subscriptions

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (0)

One star (3)

#5 Materials and Supplies

Five stars (60)

Four stars (10)

Three stars (6)

#6 HSL/RCA

Five stars (47)

Four stars (19)

Three stars (7)

allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (7)

Four stars (2)

Three stars (1)

#3 Teaching Fellows

Five stars (9)

Four stars (1)

#4 Technology and online subscriptions

Five stars (10)

#5 Materials and Supplies

Five stars (10)

#6 HSL/RCA

Five stars (9)

Four stars (1)

#7 Tier 2 IS

Five stars (5)

Four stars (4)

Two stars (1)

#8 Clinician

Five stars (10)

#9 Parent Engagement

Five stars (10)

#10

Noontime league (5)

Clubs at lunch (9)

allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Teacher ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

Teacher Responses:

- Teaching Fellows to support instruction and intervention- 82% said yes
- Teacher on Special Assignment (TSA)- 4.90 Stars
- Technology needs and replacements- 4.32Stars
- Additional Copy Lease- 100% said yes
- Supplemental contracts for after-school activities like tutoring- 86% said yes
- District Approved Online Subscriptions- 97% said yes
- Tier 2 Intervention Specialist 2.5 days - 4.10 Stars
- Funding food and incentives for students (i.e. Reclassification breakfast) - 81% said yes
- Bilingual HSL/Hmong Resource Counselor- 4.71 Stars

Additional Input:

- Continue funding materials and supplies such as colored copy machine, whiteboards, annual spirit gear for staff, PE equipment, graph notebook, agendas, homework folders.
- Fund incentives for SBAC meeting and exceeding standards, as well as reclassification of EL students.
- Folklorico should be an activity that is offered to ALL students.
- Tutors must be trained and qualified.
- 100 Mle Club shirts for 5th grade students to prep them for PE testing.
- Continue to fund an Art Club/Innovation Club.
- Fund subscriptions like StarFall, Xtra-Math, Reflex Math, Scholastic.
- More personnel support in Kindergarten.

Two stars (2)

One star (1)

#7 Tier 2 IS

Five stars (42)

Four stars (16)

Three stars (5)

Two stars (2)

One star (1)

#8 Clinician

Five stars (46)

Four stars (14)

Three stars (3)

Two stars (1)

#9 Parent Engagement

Five stars (31)

Four stars (19)

Three stars (13)

Two stars (2)

One star (1)

#10

Noontime league (27)

Clubs at lunch (27)

Afterschool activities and clubs (50)

Talent time (50)

Character counts (36)

Student engagement (31))

#12

Family engagement (32)

Parent workshops (21)

Parent volunteers (28)

Parent meetings (29)

#14

School web (5)

Afterschool activities and clubs (10)

Talent time (10)

Character counts (9)

Student engagement (10)

#12

Family engagement (10)

Parent workshops (10)

Parent volunteers (10)

Parent meetings (10)

#14

School web (5)

Phone message (10)

Email (8)

Class dojo (10)

Paper flyer (10)

Parent square (8)

Other comments/Input:

More family events after school.

Quarterly parent conferences

More emotional support

More communication of student learning

 More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip.

Increase security.

Space for parents to have access to resources and support to build school community.

Phone message (47)

Email (54)

Class dojo (55)

Paper flyer (65)

Parent square (23)

 Other comments/Input:

More family events after school.

Quarterly parent conferences

Pamphlets

More emotional support

More communication of student learning

All students to have same opportunities

More school performance (winter performance/father daughter dance)

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip

Parent workshops on math and ideas for parents

Increase security

Resources for students with ADHD

Space for parents to have access to resources and support to build school community.

Action 1

Title: All students excel in reading and writing

Action Details:

Leavenworth School will implement a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades PS-6 to meet grade-level state reading, writing, listening and speaking standards. This will be done through a school-wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence. CCT will review surveys and attendance data looking for trends and patterns and compare with site goals quarterly. The team will implement the plan in collaboration with staff and share a plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly. In addition, Leavenworth will implement a comprehensive reading support program with an emphasis on guided reading for all students and early literacy skills for students in grades K-2. Teachers will continue to implement and refine school-wide close reading strategies, participate in professional development and best practices for early literacy development, and increase daily opportunities for students to engage in complex text, talk, and tasks. Teachers will embed effective writing strategies and utilize Performance Tasks when teaching the three types of writing to ensure students become proficient writers. Teachers will create Common Formative Assessments that include short constructed responses.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Common writing tasks
- K-6 BAS results
- Grades TK -K FSA
- Preschool DRDP
- BPST
- ELPAC
- IPG data report
- ASR
- CCSS
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school-wide and grade-level goals.

2. i-Ready Assessment outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.

3. PLC common formative assessment will be refined to monitor student mastery of standards before i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.

4. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

5. SPED PLC will review and progress monitor student IEP benchmarks.

6. DLI teachers will review and progress monitor students' language proficiency during Vertical Articulation.

7. **McLane region early literacy goals:**

- Preschool by June 2024, 80% of preschool will achieve a DRDP rating of Building Middle, Building Later, or Integrating Earlier on the following five Language and Literacy Development (LLD) measures: LLD 3,7,8,9, and 10.
- TK by June 2024, 85% of students will know more than 14 uppercase and lowercase letters.
- TK by June 2024, 70% of students will recognize 10 or more letter sounds.
- TK by June 2024 85% of students will achieve TK-FSA rating of (sustaining) on name writing.
- Kinder by the third iReady administration 77% of students will be at above or at grade level.
- 1st grade by the third iReady administration 51% of students will be at or above grade level.

Owner(s):

Instructional Leadership Team (ILT)

Professional Learning Communities (PLCs)

Principal

Culture and Climate Team (CCT)

Vice Principal/s

TSA/ Intervention teacher

Instructional Coach

Classroom teachers

Instructional Aides

Parents and Students

Home school Liaison/s

Intervention Specialist

School psychologist

Timeline:

August CAASP Data Analysis, Reflection, and Goal Setting (school-wide, grade level, and individual).

- PK students will assess 3 times row DRDP.
- TK students time will be assessed quarterly for FSA.
- Kinder students will be assessed quarterly for FSA and BPST quarterly and 3rd diagnostic for iReady students and BAS 4th quarter.
- 1st-2nd grade students will be BAS and BPST assessed quarterly by classroom teachers, TSA, and the Instructional Coach to monitor reading progress.
- BAS will be administered quarterly for students in grades 3-6 who are performing 2 or more grade level in i-Ready.

K-6 students will be administered BPST quarterly by classroom teachers, TSA, and Instructional Coach.

- BPST will be administered quarterly for grades K-2 to monitor basic phonic skills.
- BPST will be administered as needed for students in grades 3-6 who are performing below the 3rd grade decoding level and receiving intervention support.

PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT meetings will be focused on the analysis of student work and alignment of taught and tested standards as well as social-emotional needs.

All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

8. **Leavenworth early Literacy goals:**
- By the end of 4th quarter (June 14), 60% of Leavenworth students (PS-6th) will be reading at their grade level, measured quarterly by DRDP, FSA, BAS, and iReady Reading.
- By the end of 4th quarter (June 14), 80% of Leavenworth students (K-6th) will move up 2+ levels from their base line measured quarterly by BAS and iReady Reading.

CCT Support Monitoring Tools:

1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.

2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

3. Tier I Climate and Culture Implementation Rubric.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards.
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers through data chats to discuss student achievement.

FSA will be administered by trimester to progress monitor students in kindergarten.

Students with disabilities (SDC and RSP) will utilize benchmarks/objectives to monitor student progress toward their annual goal.

Ensure sure to write IEPs based on best practices outlined in the IEP Manual. RIM will provide training on the manual, as needed.

DLI will utilize ASR and CSA to monitor progress toward Spanish language proficiency.

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

Common data points:

- attendance
- discipline
- surveys reviewed and analyzed monthly.
- Tier II data analyzed to determine fidelity of Tier I.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- PLCs focus on student learning, using data to set goals and drive instruction, as well as creating grade-level-appropriate common formative assessments.
- ILT Regional meetings held 4 times a year focusing on literacy skills for grades TK-6.
- DLI teachers one per grade level will attend the monthly teacher DLI PLCs.
- PLCs will be calendared for the academic school year when ELA/SLA CFAs, IABs, and FIAB will be assessed and retaught. Calendar will be provided to admin.
- PLCs grades 3-6 create ELA/SLA CFAs by utilizing Wonders/Maravillas assessments. Also, SBAC question stems and released question items aligned to the reading and writing Claims and Targets.
- PLCs grades 3-6 will utilize ELA SBAC rubrics to analyze CFA results to align and monitor student progression toward mastery of standards and identify misconceptions for targeted reteaching.
- Teachers will address unfinished learning on grade level or content area standards through differentiated instruction planned, identified and delivered by Professional Learning Communities.
- Literacy instruction includes guided and whole group reading with opportunities to apply literacy skills with a variety of texts.
- Literacy lesson design include the Close Reading strategy to engage students in reading, speaking, and writing about texts.

- Professional learning will be provided by instructional coach with sub coverage to teachers needing support in close reading, guided reading, foundational skills, and the learning teaching cycle (TLC).
- PLC teams in grades 3-6 utilize the SBAC Interim Assessment Blocks (IABs and FIABs) throughout the academic school year to monitor student progress and plan interventions to address student gaps.
- 3 Planning days will be provided for grades K-6 to develop quarterly planners and assessments (Buy back / early release days).
- Day 1 plan for quarter 1- 2
- Day 2 plan for quarter 2-3
- Day 3 plan for quarter 3-4
- Planning days with sub coverage will be provided for grades 3-6 new teachers or those who moved grade levels within the past 5 years with admin, TSA, and instructional coach.
- Site PLCs grades K-6 meetings once a quarter to review, revise, and align ELA Claims and Targets Summative for reading and writing with alignment of ELD standards.
- Site PLCs grades K-6 meetings once a quarter for DLI vertical articulation/ EO Vertical Articulation to align reading and writing across grade levels. Mild to Mod teachers will meet for IEP training and alignment.
- PLCs grades 3-6 will analyze data that will determine targeted groups to address misconceptions and to strategically plan and improve Tier 1 and Tier 2 instructional strategies to address student needs.
- Teachers will hold data chats with students and parents to reflect and set learning goals throughout the academic year.
- Admin will hold data chats as needed with individual teachers to discuss student achievement and progress monitoring throughout the academic school year.
- The instructional coach will provide PL and cognitive coaching cycles to improve teaching practices and pedagogy for struggling teachers and or upon teacher request.
- Instructional coach will support teachers in grades 3-6 by assessing students who are 2 or more grade levels below in iReady utilizing BPST and BAS.
- Grade 3-6 teachers will engage in professional learning by attending Professional Learning, conferences and/or training around assessments, literacy, and IEPs provided by site or district.
- Utilization of evidence-based instructional strategies and differentiated academic, behavior and social emotional instruction occurs in real-time to meet the needs of ALL students guided by our Instructional Practice Guide (IPG ELA).
- Core academic, behavior and social emotional instruction, differentiation, and acceleration occurs in the classroom, across the grade level, and school wide.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Teaching fellows to be utilized in push in model to support students with learning disabilities (IEP) and 2 or more grade levels below in grades 3-6 during RTI.
- Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%. Must be aligned to core instruction, focus on mastery of identified underdeveloped pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- Tier II may be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I
- Some interventions may be provided by TSA typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team (TST) determining need.
- Tier III provided as a supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor. Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II support.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).
- Teaching fellows utilized to support in SDC and RSP classrooms during instructional time in small group or 1x1.
- All teachers will provide students with learning disabilities a language-rich environment promoting inclusive practices that grant access to core.
- Teachers will implement strategies rooted in Universal Design for Learning (UDL). Maximizing students' participation within the general education, while seamlessly transitioning to alternative environment when a student's needs necessitate such support.
- General Ed teachers on a daily basis will implement in tier 1 and tier 2 instruction the goals and accommodations students with disabilities have in their IEPs.
- SDC and RSP teachers will utilize first GVC curriculum followed with mild to mod supplemental curriculum.
- Mild to Mod teachers once a month will meet as a job alike PLC to plan and analyze student progression.
- TSA will provide intervention supports to students with disabilities in DLI as a push in 1x1 or small group during math block.
- Implementation and training (as needed) of the strategies from Lab School Professional Learning, focused on the implementation of the ELA/ELD framework.
- PLC teams will plan instruction using Common Core Standards and the ELD Standards. There will be daily integrated ELD and Designated ELD instruction to serve EL students.
- An incentive/motivation-based program through awards and incentives to celebrate academic achievement and improvement based on grade-level targets and goals.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- PLC teams will continue to plan the use of complex texts, and facilitate close reading, and text annotation in service of responding to text (writing).
- Implementation and training (as needed) of the Teaching and Learning Cycle as evidenced by consistent implementation of the Keystone Pedagogies.

- Teachers will provide opportunities for deep student academic discourse throughout the day.
- Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.
- Admin will conduct data chats in the Fall and Spring with all teachers to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade-level benchmarks.
- Materials and supplies will be purchased to support students' academic achievement. Students will develop data notebooks where they can reflect on learning goals.
- TK-6th grade students will have daily access to tablets to learn, practice, and apply language content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry-erase markers, etc. will be provided as needed.
- All4Youth Counseling will support students with social and emotional needs to impact academic performance.
- An Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with targeted students and their parents, conducting individual and small group social skills sessions, and providing continuous progress monitoring of students' overall social and emotional needs.
- RCA will support targeted students with social emotional behavioral and attendance needs.
- HSLs will support student attendance needs within MTSS.
- Site-funded TSA will coordinate and evaluate a comprehensive RTI program to provide targeted academic support.
- Site-funded TSA will be utilized to support student assessment as needed for BPST and BAS.
- Teaching fellows under the supervision and guidance of site-funded TSA will push into classrooms to support classroom teachers during RTI.
- A supplemental contract will be offered for after-school tutoring to support reading foundational skills and comprehension.
- Supplemental contracts for SDC and RSP teachers for job-alike PLCs.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEP and 504 plan meetings.
- Supplies, materials, and Xerox paper provided for teachers to support classroom instruction.
- To accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps.
- Purchase of supplemental books and reading materials to support student literacy.
- Purchase of district-approved software, subscriptions, and/or licenses to support student literacy.
- Students in grades 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as social-emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship-building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be used in daily announcements and communicated to staff, students, and parents, incorporated school-wide and classroom reward and incentive systems, and embedded in classroom lessons.
- Each classroom teacher will write a FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, a menu of responses, and a systemic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas and give students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback on explicit and implicit teaching of SEL throughout content areas.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

- EL students performed at 60.8 points below standard in ELA This was a decline of 21.6 points.
- EL students performed at 55.9 points below standard in Math. This was maintained with .3 points.
- EL learner progress increased by 16.8%. This led to 63.3% of EL learners making progress toward English Language Proficiency.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The students performing in red are our students with disabilities.
- SWD performed 158.4 points below standard in ELA. This was a decline of 30.1 points.
- SWD performed 151.9 points below standard in Math. This was a decline of 30.5 points.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by:

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Funding 3Teaching Fellows to provide additional support to students not yet performing at grade level The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through ELAC meetings, Family Engagement Meetings, and other learning opportunities for parents of EL students.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality integrated and ELD instruction.
- Funding for site TSA to support English learners and students with learning disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by:

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of EL students, as needed, to support improved attendance and participation.
- Funding 2 Teaching Fellows to provide additional support to students not yet performing at grade level (including students with learning disabilities).
- Purchase a school-wide subscription of PebbleGO extension to provide additional literacy support to K-2nd graders.
- Funding of a site-based TSA to support to support English learners and students with learning disabilities.
- Continued leasing of 2nd copy machine to support instruction.
- Funding for supplemental contracts for additional tutoring.
- Funding of materials and supplies to support instruction.
- Funding of sub days so that teachers can take part in English Language Review Team meetings in the Fall and Spring. These meetings will be led by the admin, site-funded TSA and academic coach.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will access ELD components of the adopted programs based on student needs as necessary to support them with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around designated and integrated ELD instruction will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and results, teachers will disaggregate data to monitor and track EL student progress to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC and i-Ready) to ensure students are making progress toward reclassification. RFEP Students will also be progress monitored.
- TSA and teaching fellows will provide additional support to students not yet reading on grade level.
- ELRT will be provided by admin and TSA to focus on reading, writing, speaking, and listening skills.

- Funding 3 Teaching Fellows to support SWD within in the general ed setting as well as in SDC. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD.
- Provide supplemental contracts for SPED teachers to have an added grade-level PLC meeting for alignment.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of SWD students, as needed, to support improved attendance and participation in IEP meetings.
- Funding 1 Teaching Fellow to provide additional support to SWD within the general ed setting as well as in SDC.
- Funding of a site-based TSA to be our testing coordinator and collaborate with SPED teachers to ensure appropriate testing accommodations are being put in place for SWD.
- Continued leasing of 2nd copy machine to support instruction.
- Funding of materials and supplies to support instruction.

4. As a site: What are planned actions to support this student group?

- School-wide RTI program for students in K-6th grade.
- Collaboration with the Regional Instructional Manager to provide needed support and training to SPED teachers on best practices for IEP process.
- SPED teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.
- GE teachers will be provided support and professional learning provided by RIM and RSP teacher to better support students with learning disabilities.

Action 2

Title: ELs will advance at least one proficiency level

Action Details:

Leavenworth's teachers are educators to all English language learners and is crucial that that English language learners acquire strong reading skills. English learners are to make progress towards English proficiency or maintain the highest performance level on ELPAC. A coordinated effort by staff will be mounted to increase the reclassification rate for English Learner students who have been continuously enrolled for 5 years or more and were reclassification in the current year.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Common Assignments for Writing
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG data report
- ASR
- CSA
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

Owner(s):

Instructional Leadership Team (ILT)

Professional Learning Communities (PLCs)

Principal

Culture and Climate Team (CCT)

Vice Principal/s

TSA/Intervention teacher

Instructional Coach

Classroom teachers

Parents and Students

Home school Liaison/s

Intervention Specialist

School psychologist

Timeline:

- ELPAC will be administered in the Spring of each academic year and results will be reviewed in the fall.
- EL Goal Setting Reports will be reviewed on an ongoing basis.
- 2-3 Common Formative Assessments will be administered each quarter.
- School-wide writing performance tasks will be administered trimester with prompts reflective of each writing type.
- i-Ready and/or BAS will be utilized as a criterion to determine reclassification.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will conduct ELPAC and i-Ready/IAB/FIAB/CFA chats with students to review academic progress and EL status for reclassification.
- Admin will conduct data chats with teachers as needed to discuss goals as well the ELA and math academic progress of ELs needed for improving student achievement.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both processing writing and short-term writing responses.
- Students will participate in class discussions through productive talk using "text talk" frames. Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, and listening opportunities in all their lessons throughout the day.
- Online resources will be used as supplemental resources for applying reading comprehension skills.
- Materials and supplies will be purchased to support students' academic achievement.
- Substitute teachers will be provided for GE and RSP teachers to participate in SST, 504, and IEP meetings.
- Site-funded TSA will be utilized to provide targeted instruction to support struggling readers (RTI).
- Teaching fellows under the supervision and guidance of site-funded TSA will push into classrooms to support students during RTI.

- Supplemental contract offered for after-school tutoring to support reading foundational skills and comprehension and English learners.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Maintenance and technology repairs will be provided to limit interruption with instruction.
- Teachers will be provided with consistent professional learning on ELD instruction (designated/integrated).
- The instructional coach will provide PL and coaching cycles to improve teaching practices and pedagogy.
- Provide EL-appropriate Tier I instruction and Tier II and Tier III interventions based on student needs and data trends.
- Integrated and designated English Language Development (ELD) instruction for all ELs (ELD standards/CCSS).
- Teachers implement the ELD standards in conjunction with state common core standards.
- Intentional focus on language development and oracy,
- Value and build upon the linguistic and cultural assets our students bring.
- Develop teacher capacity to develop instruction with an emphasis on language development by providing professional learning with support from EL services.
- Teachers will draw and build on students' background knowledge,
- Use graphic organizers to help students organize content knowledge, text structures, and vocabulary, to assist in reading and analyzing academic text then writing to explain concepts learned.
- Teachers will model using the language to describe, interpret, explain, and persuade.
- Provide opportunities for English learners to use and practice the language.
- Create anchor charts of literary text types, structures, and language forms.
- Scaffold language use by providing sentence/discussion and question stems.
- Provide opportunities to engage using visuals, realia, hands-on activities, media, technology.
- Teachers and admin will utilize the Instructional Practice Guide (IPG) tool with a focus on tenet 2B for Designated ELD instruction.
- EL services providing a teaching fellow to support Kinder and long-term English Learners grades 5 and 6 with tutoring after school. Grade K focus foundational skills and grades 5 and 6 utilize Lexia learning.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).

Professional learning emphasizing access for EL students to CCSS and academic language utilizing ELD Standards and driven by the ELA/ELD Framework (i.e. scaffolding, academic discourse, complex culturally relevant texts, explicit language instruction, etc.).

- Data chats that include all learners at all levels of English proficiency. Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction).
- Newcomer ELs (less than 2-3 years in U.S. schools) placed in DLI classrooms to receive appropriate language support for initial language development.
- At-risk and LTELs receive appropriate language support for areas of needed growth with a tutor and teaching fellows.
- Provide site-based interventions that align with the needs of RFEP students to ensure academic success and prevent potential academic regressions.
- Designate and Integrated ELD instruction will be provided to students daily across all curricular areas of literacy, math, science, and social studies.
- Teachers will plan and utilize ELD components of the adopted programs aligned to the ELD standards and Frameworks to provide differentiated support for students at all English proficiency levels.
- EL RFEP Data Chats between classroom teachers/admin team, classroom teacher/students, and classroom teacher/parents:
- Review and monitoring of EL and RFEP students' linguistic and academic progress will be shared and discussed during the data chats.
- Action plans will be developed to address student needs/enrichment while working towards re-designation and meeting grade-level standards

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

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- EL students performed at 60.8 points below standard in ELA This was a decline of 21.6 points.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The students performing in red are our students with disabilities.
- SWD performed 158.4 points below standard in ELA. This was a decline of 30.1 points.
- SWD performed 151.9 points below standard in Math. This was a decline of 30.5 points. ?

- EL students performed at 55.9 points below standard in Math. This was maintained with .3 points.
- EL learner progress increased by 16.8%. This led to 63.3% of EL learners making progress toward English Language Proficiency.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Funding 3 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through ELAC meetings, Family Engagement Meetings, and other learning opportunities for parents of EL students.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality integrated and ELD instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by:

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of EL students, as needed, to support improved attendance and participation.
- Funding 2 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Purchase a school-wide subscription of PebbleGO extension to provide additional literacy support to K-2nd graders.
- Funding of a site-based TSA to support individual teachers in implementing and progress monitoring high-quality teaching practices in support of EL students.
- Continued leasing of 2nd copy machine to support instruction.
- Funding for supplemental contracts for additional tutoring.
- Funding of materials and supplies to support instruction.
- Funding of sub days so that teachers can take part in English Language Review Team meetings in the Fall and Spring. These meetings will be led by the site-funded TSA and academic coach.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will access ELD components of the adopted programs based on student needs as necessary to support them with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around designated and integrated ELD instruction and SDAIE strategies will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and results, teachers will disaggregate data to monitor and track EL student progress to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC and i-Ready) to ensure students are making progress toward reclassification. RFEP Students will also be progress monitored.
- TSA and teaching fellows will provide additional support to students not yet reading on grade level.
- ELRT will be provided by TSA to focus on reading, writing, speaking, and listening skills.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by:

- Funding 3 Teaching Fellows to support SWD within in the general ed setting as well as in SDC. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD.
- Provide supplemental contracts for SPED teachers to have an added grade-level PLC meeting for alignment.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of SWD students, as needed, to support improved attendance and participation in IEP meetings.
- Funding 1 Teaching Fellow to provide additional support to SWD within the general ed setting as well as in SDC.
- Funding of a site-based TSA to be our testing coordinator and collaborate with SPED teachers to ensure appropriate testing accommodations are being put in place for SWD.
- Continued leasing of 2nd copy machine to support instruction.
- Supplemental contracts will be offered to SPED teachers to provide after-school tutoring.
- Funding of materials and supplies to support instruction.

4. As a site: What are planned actions to support this student group?

- School-wide RTI program for students in K-6th grade will target basic reading skills at the student's instructional level.
- Collaboration with the Regional Instructional Manager to provide needed support and training to SPED teachers on best practices for IEP process.
- Professional learning for GE teachers provided by RIM and RSP teacher to better support SWD.
- SPED teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.
- Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify added Tier 1 interventions and strategies as Tier 2 and/or 3 supports. TST will be utilized as a safety net before an SST. TST Members will include the principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

Action 3

Title: All students will excel in math

Action Details:

Leavenworth will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence.

CCT will review surveys and attendance data looking for trends and patterns and compare with site goals quarterly. Team will implement plan in collaboration with staff and share plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

All students will engage in rigorous math instruction that encompasses fluency, conceptual understanding, and application of mathematical knowledge with real world word problems. Students will have opportunities to apply literacy skills in mathematics through reading, writing, and talking about math.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Performance Task
- FSA
- IPG data report
- CSA
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school wide and grade level goals.

2. i-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.

3. PLC common formative assessment will be refined to monitor student mastery of standards prior to i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.

4. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

Owner(s):

Instructional Leadership Team (ILT)

Professional Learning Communities (PLCs)

Principal

Culture and Climate Team (CCT)

Vice Principal/s

TSA / Intervention teacher

Instructional Coach

Classroom teachers

Instructional Aides

Parents and Students

Home school Liaison/s

Intervention Specialist

School psychologist

Timeline:

August CAASP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).

PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for fluency, procedural, application, and conceptual knowledge.
- Monthly ILT and CCT meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- teachers will conduct data chats with students and parents to review academic progress.
- Common Formative Assessments to assess progress on reading standards.
- Common Assignments to assess progress on writing standards.

CCT Support Monitoring Tools:

1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.

2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

3. Tier I Climate and Culture Implementation Rubric.

- Admin will meet with individual teachers to discuss student achievement.

FSA will be administered by trimester to progress monitor students in kindergarten.

TK FSA will be utilized to monitor students' academic and social emotional progress.

SPED (SDC and RSP) will utilize benchmarks/objectives with support of goal book to monitor student progress towards their annual goal.

DLI will utilize CSA and SRA to monitor progress towards Spanish language proficiency.

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

Common data points:

- attendance
- discipline
- surveys reviewed and analyzed monthly.
- Tier II data analyzed to determine fidelity of Tier I.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers develop rigorous tasks and assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.

  PLCs focus on student learning, using data to set goals and drive instruction, as well as creating grade-level-appropriate common formative assessments.

  Math implementation and resources:

- Students focus on ensuring the Think Smarter and Go Deeper math problems in Go Math.
- Site-wide implementation in the deconstructing math word problems so students are prepared to respond to complex math word problems.
- Grades 1-6 implement the site-developed Math claims sheet to further develop student's ability to respond to rigorous math problems using the mathematical practices and claims.
- DLI teachers one per grade level will attend the monthly teacher DLI PLCs.
- PLCs will be calendared for the academic school year when math CFAs, IABs, and FIAB will be assessed and retaught. Calendar will be provided to admin.
- Teachers will address unfinished learning on grade level or content area standards through differentiated instruction planned, identified and delivered by Professional Learning Communities.
- PLCs grades 3-6 create math CFAs by utilizing Go Math assessments. Also, SBAC question stems and released question items aligned to math Claims and Targets.
- PLCs grades 3-6 will utilize math SBAC rubrics to analyze CFA results to align and monitor student progression toward mastery of standards and identify misconceptions for targeted reteaching.
- Professional learning will be provided by instructional coach with sub coverage to teachers needing support in math instruction utilizing the math claim sheet, use of manipulatives and accommodations for students with learning disabilities and/or 2 or more grade levels below in iReady.
- PLC teams in grades 3-6 utilize the SBAC Interim Assessment Blocks (IABs and FIABs) throughout the academic school year to monitor student progress and plan interventions to address student gaps.
- 3 Planning days will be provided for grades K-6 to develop quarterly planners and assessments (Buy back / early release days).
- Day 1 plan for quarter 1- 2

- Day 2 plan for quarter 2-3
- Day 3 plan for quarter 3-4
- Planning days with sub coverage will be provided for grades 3-6 new teachers or those who moved grade levels within the past 5 years with admin, TSA, and instructional coach.
- Site PLCs grades K-6 meetings once a quarter to review, revise, and align Math Claims and Targets Summative.
- Site PLCs grades K-6 meetings once a quarter for DLI vertical articulation/ EO Vertical Articulation to align math instruction across grade levels. Mild to Mod teachers will meet for IEP training and alignment.
- PLCs grades K-6 will analyze data that will determine targeted groups to address misconceptions and to strategically plan and improve Tier 1 and Tier 2 instructional strategies to address student needs.
- Ensuring equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs.
- The continuum of support is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.
- Teachers will hold data chats with students and parents to reflect and set learning goals throughout the academic year.
- Admin will hold data chats as needed with individual teachers to discuss student achievement and progress monitoring throughout the academic school year.
- The instructional coach will provide PL and cognitive coaching cycles to improve teaching practices and pedagogy for struggling teachers and or upon teacher request.
- Grade TK-6 teachers will engage in professional learning by attending Professional Learning, conferences and/or training around assessments, math literacy, and IEPs provided by site or district.
- Utilization of evidence-based instructional strategies and differentiated academic, behavior and social emotional instruction occurs in real-time to meet the needs of ALL students guided by our Instructional Practice Guide (IPG Math).
- Core academic, behavior and social emotional instruction, differentiation, and acceleration occurs in the classroom, across the grade level, and school wide.
- Provide focused, targeted interventions, and supplemental support to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Utilize the five universal teaming structures to collaboratively problem solve within our three-tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).
- Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%. Must be aligned to core instruction, focus on mastery of identified underdeveloped pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- Tier II may be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I
- Some interventions may be provided by TSA typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team (TST) determining need.
- Tier III provided as a supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor. Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II support.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Teaching fellows to be utilized in push in model to support students with learning disabilities (IEP) and 2 or more grade levels below in grades 3-6 during RTI.
- All teachers will provide students with learning disabilities a language-rich environment promoting inclusive practices that grant access to core.
- Teachers will implement strategies rooted in Universal Design for Learning (UDL). Maximizing students' participation within the general education, while seamlessly transitioning to alternative environment when a student's needs necessitate such support.
- Teaching fellows utilized to support in SDC and RSP classrooms during instructional time in small group or 1x1.
- General Ed teachers on a daily basis will implement in tier 1 and tier 2 instruction math goals and accommodations students with disabilities have in their IEPs.
- SDC and RSP teachers will utilize first GVC curriculum followed with mild to mod supplemental curriculum.
- Mild to Mod teachers once a month will meet as a job alike PLC to plan and analyze student progression.
- TSA will support students with disabilities in DLI as a push in 1x1 or small group during math block.
- Implementation of the District Adopted Math Curriculum (GVC). Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the Eight Mathematical Practices.
- Students will be instructed using the district-adopted Go Math Curriculum.
- Use of manipulatives to aid in mathematical problem-solving.
- Close Reading Strategies to deconstruct math word problems.
- Student discourse to deepen conceptual understanding of math problems.
- Integrated ELD instruction to support mathematical concepts.
- Opportunities for deep student discourse
- To meet grade-level standards in math; students must be able to proficiently read and write and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, may be provided with targeted reading/math interventions. Interventions will be provided by the classroom teacher or RTI.
- Teachers will conduct data chats with all students and parents to reflect on academic progress and set individual goals that are appropriate to their levels. Teachers and students will establish attainable classroom and grade-level goals.

- Admin will conduct data chats with all teachers as needed to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade-level benchmarks. Materials and supplies will be purchased to support students' academic achievement. Students will develop data notebooks where they can reflect on learning goals.
- TK-6th grade students will have daily access to tablets to learn, practice, and apply language content in the context of online tasks and assessments.
- Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry-erase markers, etc. will be provided as needed.
- Leasing, maintenance, and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation-based program to reward and celebrate students who have met grade-level goals/targets.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- All4Youth Counseling will support students with social and emotional needs to impact academic performance.
- An Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with targeted students and their parents, and conducting individual and small group social skills sessions. Also provide continuous progress monitoring of student's overall social-emotional needs.
- RCA to support students with social emotional behavioral and attendance needs.
- HSL to support attendance needs in support of students within MTSS.
- Site-funded TSA will be utilized to provide targeted instruction to support struggling students (RTI).
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support students with learning disabilities and English Learners.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenance.
- Students in grades 3-6 will receive daily snacks during CAASPP administration.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments. literacy and mathematics as well as social emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship-building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be use in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- Each classroom teacher will write an FUSD Classroom Management Plan that will include basic behavior expectations, routines and procedures, menu of responses and a systemic plan for acknowledging responsible behavior.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout content areas.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

- EL students performed at 60.8 points below standard in ELA This was a decline of 21.6 points.
- EL students performed at 55.9 points below standard in Math. This was maintained with .3 points.
- EL learner progress increased by 16.8%. This led to 63.3% of EL learners making progress toward English Language Proficiency.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Funding 3 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The students performing in red are our students with disabilities.
- SWD performed 158.4 points below standard in ELA. This was a decline of 30.1 points.
- SWD performed 151.9 points below standard in Math. This was a decline of 30.5 points. ?

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by:

- Funding 3 Teaching Fellows to support SWD within in the general ed setting as well as in SDC. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD.
- Provide supplemental contracts for SPED teachers to have an added grade-level PLC meeting for

ELAC meetings, Family Engagement Meetings, and other learning opportunities for parents of EL students.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality integrated and ELD instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by:

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of EL students, as needed, to support improved attendance and participation.
- Funding 2 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Purchase a school-wide subscription of PebbleGO extension to provide additional literacy support to K-2nd graders.
- Funding of a site-based TSA to support individual teachers in implementing and progress monitoring high-quality teaching practices in support of EL students.
- Continued leasing of 2nd copy machine to support instruction.
- Funding for supplemental contracts for additional tutoring.
- Funding of materials and supplies to support instruction.
- Funding of sub days so that teachers can take part in English Language Review Team meetings in the Fall and Spring. These meetings will be led by admin and site-funded TSA and academic coach.

4. As a site: What are planned actions to support English learner students?
Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will access ELD components of the adopted programs based on student needs as necessary to support them with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around designated and integrated ELD instruction will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and results, teachers will disaggregate data to monitor and track EL student progress to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC and i-Ready) to ensure students are making progress toward reclassification. RFEP Students will also be progress monitored.
- TSA and teaching fellows will provide additional support to students not yet reading on grade level.
- ELRT will be provided by admin and TSA to focus on reading, writing, speaking, and listening skills.

alignment.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of SWD students, as needed, to support improved attendance and participation in IEP meetings.
- Funding 1 Teaching Fellow to provide additional support to SWD within the general ed setting as well as in SDC.
- Funding of a site-based TSA to be our testing coordinator and collaborate with SPED teachers to ensure appropriate testing accommodations are being put in place for SWD.
- Continued leasing of 2nd copy machine to support instruction.
- Funding of materials and supplies to support instruction.

4. As a site: What are planned actions to support this student group?

- School-wide RTI program for students in K-6th grade to target basic reading skills at the student's instructional level.
- Collaboration with the Regional Instructional Manager to provide needed support and training to SPED teachers on best practices for IEP process.
- Professional learning for GE teachers provided by RIM and RSP teacher to support SWD.
- SPED teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.
- Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify added Tier 1 interventions and strategies as Tier 2 and/or 3 supports. TST will be utilized as a safety net before an SST. TST Members will include the principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

Action 4

Title: Reading by third grade

Action Details:

Leavenworth will implement a school wide focus on utilizing data to drive instruction. All PLCs will use the Data Analysis Protocol when reviewing student work and Common Formative Assessments. Teachers will identify trends (strengths/growth areas), analyze the rigor of assessment items, and develop an action plan for correcting and/or extending instruction. CCT will review surveys and attendance data looking for trends and patterns and compare with site

goals quarterly. Team will implement plan in collaboration with staff and share plan for staff input and adoption to improve attendance in support of increasing student achievement. Plans will be reviewed and modified using the CCI process quarterly.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Grade 3- 6 CASSP
- Grade 3-6 SBAC IABs/FIABs (Literacy)
- Grade K-6 iReady
- PLC generated Common Formative Assessments
- PLC generated Common Assignments for Writing
- K-6 BAS results
- FSA
- BPST
- ELPAC
- IPG data report
- ASR
- CSA
- IEP benchmarks/objectives
- Instructional Practice walks
- Power BI
- Staff, Student, and Parent CCT Survey

1. CAASP, i-Ready, CFAs/IABs/FIABs, SRA, CSA assessment results will be utilized to establish school wide and grade level goals.

2. **McLane region early literacy goals:**

- Preschool by June 2024, 80% of preschool will achieve a DRDP rating of Building Middle, Building Later, or Integrating Earlier on the following five Language and Literacy Development (LLD) measures: LLD 3,7,8,9, and 10.
- TK by June 2024, 85% of students will know more than 14 uppercase and lowercase letters.
- TK by June 2024, 70% of students will recognize 10 or more letter sounds.
- TK by June 2024 85% of students will achieve TK-FSA rating of (sustaining) on name writing.
- Kinder by the third iReady administration 77% of students will be at above or at grade level.
- 1st grade by the third iReady administration 51% of students will be at or above grade level.

3. **Leavenworth early Literacy goals:**

- By the end of 4th quarter (June 14), 60% of Leavenworth students (PS-6th) will be reading at their grade level, measured quarterly by DRDP, FSA, BAS, and iReady Reading.
- By the end of 4th quarter (June 14), 80% of Leavenworth students (K-6th) will move up 2+ levels from their base line measured quarterly by BAS and iReady Reading.

4. i-Ready Assessments outcomes will be utilized to determine Common Formative Assessment alignment of rigor for assessed standards. Common Formative Assessments will be refined based on analyses and outcomes.

Owner(s):

Instructional Leadership Team (ILT)

Professional Learning Communities (PLCs)

Principal

Culture and Climate Team (CCT)

Vice Principal/s

TSA / Intervention teacher

Instructional Coach

Classroom teachers

Instructional Aides

Parents and Students

Home school Liaison/s

Intervention Specialist

School psychologist

Timeline:

August CAASP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual).

K-6 students will be BAS tested quarterly by classroom teachers, TSA, and Instructional Coach.

- BAS will be administered quarterly for grades K-2 to monitor reading progress.
- BAS will be administered quarterly for students in grades 3-6 who are performing below grade level in i-Ready.

K-6 students will be administered BPST quarterly by classroom teachers, TSA, and Instructional Coach.

- BPST will be administered quarterly for grades K-2 to monitor basic phonic skills.
- BPST will be administered as needed for students in grades 3-6 who are performing below 3rd grade decoding level and receiving intervention support.

PLCs will develop and administer 2-3 CFAs, IABs, and FIABs quarterly and analyze results in collaboration with administration.

- Weekly PLC Meetings will be focused on student learning results and collaboration. Best practices and strategies will be used for increasing reading, writing, and comprehension skills.
- Monthly ILT and CCT meetings will be focused on analysis of student work and alignment of taught and tested standards as well as social emotional needs.

All other assessments (i-Ready) will be administered as per the district testing calendar and analysis of results will be in collaboration with administration.

- teachers will conduct data chats with students to review academic progress.

5, PLC common formative assessment will be refined to monitor student mastery of standards prior to i-Ready windows and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will create calendars indicating instructional windows for each CFA-dates for administration, analyses, reflection, and development of an instructional response plan for each given CFA.

6. PLCs will review and set goals as well as identify target students after each i-Ready assessment.

CCT Support Monitoring Tools:

1. Staff, student, and Parent CCT survey results will be utilized to establish and monitor schoolwide goals.

2. Attendance data pulled from Power BI will be analyzed for trends and patterns and compared with site attendance goals quarterly.

3. Tier I Climate and Culture Implementation Rubric.

- Common Formative Assessments to assess progress on reading standards.
- Common Assignments to assess progress on writing standards.
- Admin will meet with individual teachers every quarter to discuss student achievement.

FSA will be administered by trimester to progress monitor students in kindergarten.

TK benchmarks and DRDPs will be utilized to monitor students' academic and social emotional progress.

SPED (SDC and RSP) will utilize benchmarks/objectives with support of goal book to monitor student progress towards their annual goal.

DLI will utilize SRA and CSA to monitor progress towards Spanish language proficiency.

CCT conducts monthly meetings and 1 planning day per semester to discuss and identify:

- Set SMART goals
- Progress monitoring
- Analyzing data
- Identifying trends
- Actions using STOIC

Common data points:

- attendance
- discipline
- surveys reviewed and analyzed monthly.
- Tier II data analyzed to determine fidelity of Tier I.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All K-6 students will receive daily Guided Reading instruction targeting students' instructional skill levels. Instruction will include both reading foundational skills (phonics, phonemic awareness, fluency with sight words) and reading comprehension skills. In addition, students will apply early literacy skills using leveled readers.
- Students will be strategically grouped by instruction base BPST, BAS, iReady, and FSA levels.
- Reading groups will be fluid with the intent that students are continuously moving up and within their reading levels.
- All students will receive daily rigorous instruction from the adopted program where they will:

  *use complex text, talk, and task to make connections, inferences, and construct viable arguments both verbally and written, about text purpose and author's point of view.

  *engage in discussions and writing about texts, support responses with text evidence.

  *implementation of the keystone pedagogies

- Students will make sense of both literary and informational selections by analyzing complex texts using a variety of reading strategies:

  *close reading, text annotations, verbal and written responses to Text Dependent Questions

*response to writing tasks that are reflective of the three writing genres, using 2 column notes or thinking maps when processing texts to determine the main ideas, key details, central theme/idea and overall   structure.

- Academic incentives will be provided to students to promote reading at home and school.
- Teachers will conduct data chats with all students and parents as needed to reflect on academic progress and set individual goals that are appropriate to their levels.
- Teachers and students will establish attainable classroom and grade level goals.
- Admin will conduct data chats with teachers as needed to discuss goals and instructional practices to improve student achievement.
- All teachers and students will develop a data wall to monitor student progress on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks.
- Materials and supplies will be purchased in order to support students' academic achievement.
- Students will develop data notebooks where they can monitor and reflect on their learning progression.
- K-6th grade students will have daily access to tablets in order to learn, practice, and apply language content in context of online tasks and assessments.
- Materials and supplies, such as but not limited to student agendas, paper, pencils, notebooks, journals, copier, dry erase markers, etc. will be provided as needed.
- Leasing, Maintenace and technology repairs will be provided to limit interruption during instruction.
- An incentive/motivation-based program to reward and celebrate students who have met grade level goals/targets.
- Students will have access to daily use of tablets with online programs for additional reading and writing practices.
- All4Youth Counseling and Family Foundations will support students with social and emotional needs in order to impact academic performance. An All4Youth counselor will be available 1 day a week and Family Foundations counselor 2 days a week. Services include working with students on coping strategies, social skills, anger management and building self-esteem.
- A full time Intervention Specialist will provide Tier 2 SEL support that includes building positive relationships with intensive students and their parents, conducting individual and small group sessions to build and repair, teaching students' social skills as well as providing continuous progress monitoring of student's overall social emotional needs.
- RCA to support students with social emotional behavioral and attendance needs.
- HSW to support attendance needs in support of student within MTSS.
- Site funded TSA will be utilized to provide targeted instruction to support students with learning disabilities, English Learners, and students 2 or more grade levels below.
- Teaching fellows under the supervision and guidance of site funded TSA will push into classrooms to support students with learning disabilities, English Learners, and students 2 or more grade levels below during instructional time.
- Supplemental contract offered for after school tutoring to support reading foundational skills and comprehension.
- Subs provided to allow teachers to observe best practices in other classrooms or training as determined by site administrators.
- Subs provided for SSTs, IEPs, 504s and quarterly data chats (4).
- Supplies, materials, and xerox paper provided for teachers to support with classroom instruction. Copier contract (2) is provided for Maintenace.
- Purchase of supplemental books and reading materials to support student literacy.
- Purchase of district approved software, subscriptions, and/or licenses to support student literacy.
- TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments. literacy and mathematics as well Social Emotional learning.
- Leavenworth will conduct Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment.
- Students will participate in school events and assemblies that promote academic achievement in literacy and math.
- Guidelines for Success (GFS) will be use in daily announcements and communicated to staff, students and parents, incorporated school wide and classroom reward and incentive systems and embedded in classroom lessons.
- All teachers will integrate SEL skills into all content areas.
- Students will have opportunities to practice SEL skills in all settings.
- Observations from the culture climate and administrative team will provide teachers feedback of explicit and implicit teaching of SEL throughout content areas

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

- EL students performed at 60.8 points below standard in ELA This was a decline of 21.6 points.
- EL students performed at 55.9 points below standard in Math. This was maintained with .3 points.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The students performing in red are our students with disabilities.
- SWD performed 158.4 points below standard in ELA. This was a decline of 30.1 points.
- SWD performed 151.9 points below standard in Math. This was a decline of 30.5 points. ?

- EL learner progress increased by 16.8%. This led to 63.3% of EL learners making progress toward English Language Proficiency.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Funding 3 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through ELAC meetings, Family Engagement Meetings, and other learning opportunities for parents of EL students.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality integrated and ELD instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by:

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of EL students, as needed, to support improved attendance and participation.
- Funding 2 Teaching Fellows to provide additional support to students not yet performing at grade level. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Purchase a school-wide subscription of PebbleGO extension to provide additional literacy support to K-2nd graders.
- Funding of a site-based TSA to support individual teachers in implementing and progress monitoring high-quality teaching practices in support of EL students.
- Continued leasing of 2nd copy machine to support instruction.
- Funding for supplemental contracts for additional tutoring.
- Funding of materials and supplies to support instruction.
- Funding of sub days so that teachers can take part in English Language Review Team meetings in the Fall and Spring. These meetings will be led by the site-funded TSA and academic coach.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will access ELD components of the adopted programs based on student needs as necessary to support them with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Literacy block will include both Designated and Integrated ELD to support ELs with acquiring the English Language.
- Ongoing PL around designated and integrated ELD instruction will be provided to teachers to support with planning and delivery of instruction for EL students across all curricular areas.
- When analyzing quarterly CFAs, FIABs/IABs, and results, teachers will disaggregate data to monitor and track EL student progress to assess learning needs. Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period (ELPAC and i-Ready) to ensure students are making progress toward reclassification. RFEP Students will also be progress monitored.
- TSA and teaching fellows will provide additional support to students not yet reading on grade level.
- ELRT will be provided by admin and TSA to focus on reading, writing, speaking, and listening skills.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by:

- Funding 3 Teaching Fellows to support SWD within in the general ed setting as well as in SDC. The Teaching Fellows will be trained and monitored by the site-funded TSA.
- Providing a supplemental contract for babysitting to provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD.
- Provide supplemental contracts for SPED teachers to have an added grade-level PLC meeting for alignment.
- Purchasing technology such as added student tablets for access to subscriptions that can further support high-quality instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A site-funded Home School Liaison (Hmong)/RCA to communicate with parents of SWD students, as needed, to support improved attendance and participation in IEP meetings.
- Funding 1 Teaching Fellow to provide additional support to SWD within the general ed setting as well as in SDC.
- Funding of a site-based TSA to be our testing coordinator and collaborate with SPED teachers to ensure appropriate testing accommodations are being put in place for SWD.
- Continued leasing of 2nd copy machine to support instruction.
- Supplemental contracts will be offered to SPED teachers to provide after-school tutoring.
- Funding of materials and supplies to support instruction.

4. As a site: What are planned actions to support this student group?

- School-wide RTI program for students in K-6th grade will include 30-60 minutes of guided reading instruction to target basic reading skills at the student's instructional level.
- Collaboration with the Regional Instructional Manager to provide needed support and training to SPED teachers on best practices for IEP process.
- Professional learning for GE teachers provided by RIM and RSP teacher to better support SWD.
- SPED teachers will be part of the RTI program to facilitate with planning, deployment of students, and instruction.
- Intervention Specialist will facilitate TST meetings (Targeted Student Team) to identify added Tier 1 interventions and strategies as Tier 2 and/or 3 supports. TST will be utilized as a safety net before an SST. TST Members will include the principal, VP, TSA, Instructional coach, RP Counselor, RCA, and school psychologist.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Professional reading, leveled texts, and grade level curriculum and online subscriptions (BrainPOP, English/Spanish) for classroom to support student achievement. Additional Goals: G1A2-A4, G2A1, G3A1-A2, G4A1, and G5A1	5,595.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A4, G2A1, G3A1-A2	14,921.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: (3 for 4 hours for 166 days) Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	58,488.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900		117,602.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs and academic data chats. Additional goals: G1A2-A4, G2A1-A2, G3A1-A2	4,850.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for site based SPED PLC. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, and G4A1	2,337.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	23,438.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellow (1 for 4 hours for 166 days). Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	19,496.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH Staff Copy Machine Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	7,698.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenace and Tech Repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, G5A1	500.00

11,819.00

05/10/2024

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental contracts for classified for afterschool tutoring, events, and activities to support in student and family engagement. G1A2-A4, G2A1-A2, G3A1-A2, G5A1	11,819.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100		52,836.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support literacy and math in the support of site goals for EL students. Additional Goals: G1A1-A4, G2A1-A2, and G3A1	4,291.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 1 teaching fellow at 4 hours per day for 166 days. Additional Goals: G1A2-A4, and G2A1-A2	19,496.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and incentives-food for EL Reclassification and snacks for testing. Additional Goals: G1A2-A4, G5A1	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT data chats and goal setting. One session per semester. Additional Goals:	1,484.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 100 hours	5,299.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			Online subscription Pebble Go Spanish Additional Goals: G1A1 and G1A3	600.00

$354,250.00

05/10/2024

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	96 %	88.4 %	2023-2024	90.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Exposure to Careers Participation

Entails more than just economic preparedness; it includes the importance of the relational aspects of success. Relationships matter for individual and societal well-being; it helps individuals develop an occupational identity and vocational self. Choosing an occupation and developing a broader vocational sense of one's values, abilities, and personality are important. Finally, it places individuals on a trajectory to economic and social well-being, informed citizenship, and civic responsibility, laying a foundation for adult success, and a lifetime of opportunity.

Leavenworth will align school operations and pedagogy around a collective vision for student success by creating equitable opportunities for all students in grades PK-6th to participate in a comprehensive program that promotes:

1. Intellectual curiosity
2. Critical thinking
3. Creativity
4. Collaboration
5. Communication.

In order for students to be college, career and civic life ready, students will learn life skills such as flexibility, initiative, social skills, productivity, leadership and literacy skills (informational, media, technology, and mathematical) by:

- bringing together students, parents, school staff, and local community/business leaders, to expand student centered and real-world learning experiences.
- developing partnerships with external organizations from the community to participate as guest speakers, job/college fairs, and mentoring.
- Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Our goal of increasing the participation percentage will assist in making sure all significant subgroups are engaged in student centered and real-world learning experiences; therefore, continuing to decrease disproportionality.

Our historical participation rates are as follows:

2022-2023 - 89% Participation rate disproportionality was attributed to the following factors:

- Number of staff willing to facilitate, organize, and manage clubs.
- Availability of adults to facilitate activities for our TK and Kindergarten students.
- Students not attending activities with consistency.
- Parents not willing to allow their child(ren) to participate in activities.
- Absenteeism on the day of the activity.
- Percentage of chronic absenteeism at Leavenworth had increased.
- Power BI data, 17.6% of students were chronically absent and 8.1% were severely chronic.

2023-2024- 88.4% Participation rate disproportionality was attributed to the following factors:

- Number of staff willing to facilitate, organize, and manage clubs.
- Power BI 23.9% of Leavenworth's students were chronically absent.
- Students with disabilities were 25.6% chronically absent.
- Hispanic 88.3% responded favorably in the CC Survey.

apply what they learn through projects and experiential learning.

- Providing opportunities for field trips to colleges and job sites, college and career days on site, mentorship opportunities, and assemblies.
- Providing all students and families information about the opportunities available for exposure to colleges and a variety of career opportunities by utilizing the resources provided by the district, community organizations colleges and on/off site school activities.
- Collaborating with Afterschool program to provide students learning opportunities with outside vendors.

Student Engagement

Student engagement is a key factor in achieving learning outcomes, and students who are more engaged are more likely to be academically successful and satisfied with their learning experiences. Factors that increase student engagement are those that are interactive and have respectful relationships, assignments that allow open-ended exploration, real-life scenarios, multimedia instruction, and an environment that allows students to challenge teachers' claims, and formative assessment of learning. In particular, active and collaborative learning have been shown to have positive effects on critical thinking and lifelong learning. Community-based learning enhances participation and volunteerism and improves students' ability to work with others and openness to new ideas. Reflection has been found to be key in integrating the triad of interdisciplinary teaching, experiential learning, and community engagement.

Student engagement has three dimensions:

1. Behavioral- represents learners' contribution as measured by the amount of time, effort and level of concentration they direct toward a specific task.
2. Cognitive- demonstrates students' understanding of the importance of the assigned activity.
3. Emotional- relates to students' impressions, shown by the level of interest, enthusiasm, and optimism toward an activity.

Leavenworth will expand student centered and real-world learning experiences through the following:

- Teach inclusive, identity-safe, and culturally responsive practices and ensure learning is culturally connected.
- Apply class content to the real-world problem unfolding around them and offer students an opportunity to collaborate with peers.
- Structure assignments around an urgent, real-world issue affecting students' community.
- Broadening teaching objectives so that they include enhancing students' attitudes towards learning, and their beliefs regarding their capability to acquire, synthesize, analyze, and use knowledge in a manner that is relevant and meaningful for their lives.
- Providing multiple learning experience likely to enhance student learning, including collaboration, open-ended exploration, and problem-based learning in real-life scenarios.
- Providing experiential opportunities that promote active-learning approaches that allow students to gain critical thinking skills by extending learning beyond traditional lecture-based classroom instruction.
- Offer experiences that engage students in STEAM/STEM activities by providing supplemental pay contracts to certificated and classified staff to facilitate and/or supervise students involved with engagement activities.
- Bringing together students, parents, school staff, and local community/business leaders, to expand student centered and real-world learning experiences.
- Collaborating with Afterschool program to provide students learning opportunities with outside

vendors.
- Study trips to support and broaden student learning beyond the classroom as students make connections between curriculum and real-world experiences.
- Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those changes were as follows: We had the opportunity to further collaborate with After school program to address after school tutoring at the end of quarter 3, outside vendors with WorkEd, Moreno institute and STEM from CSU Fresno.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

To expand student centered and real-world learning experiences, the following actions will take place in the 2024-2025 school year:

- Developing partnerships with external organizations from the community to participate as guest speakers, job/college fairs, and mentoring (Goal 2, Action 1).
- Bringing together students, parents, school staff, and local community/business leaders, to expand student centered and real-world learning experiences (Goal 2, Action 1).
- As part of their planning, teachers will work with their PLCs to integrate hands-on, real-world learning experiences for their students (Goal 1, Actions 1-4; Goal 2, Action 1-2).
- Utilize Home School Liaisons, Bilingual (Hmong) Resource Counseling Assistant, Tier II Intervention Specialist, Library Technician and TSA to support and increase participation for all students (Goal 2, Action 1-2).
- Provide opportunities for CCT to conduct data analysis of common areas, behavioral system, and student engagement (Goal 2, Action 1 and 2).
- CCT will continue to use Climate Culture Rubric to develop SMART goals that are directly connected to this goal (Goal 2, Action 1 and 2).
- Identify low-performing student groups not participating in an activity (Goal 2, Action 1-2).
- Provide students opportunities to lead community building activities (Goal 2, Action 1-2).
- Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning (Goal 2, Action 1-2).
- Providing opportunities for field trips to colleges and job sites, college and career days on site, mentorship opportunities, and assemblies (Goal 2, Action 1-2).
- Providing all students and families information about the opportunities available for exposure to colleges and a variety of career opportunities by utilizing the resources provided by the district, community organizations colleges and on/off site school activities (Goal 2, Action 1-2).
- Offer experiences that engage students in STEAM/STEM activities by providing supplemental pay contracts to certificated and classified staff to facilitate and/or supervise students involved with engagement activities (Goal 2, Action 1-2).

Metrics:

1. Power BI
2. CC Survey
3. Atlas Engagement Tool
4. Site Surveys

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

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1 SSC - (Teacher/Staff, Parents, and Secondary Students).

To provide input and feedback, all parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA.

The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (52)

Four stars (13)

Three stars (8)

Two stars (1)

#3 Teaching Fellows

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#4 Technology and online subscriptions

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (0)

One star (3)

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2 ELAC:

To provide input and feedback, all EL parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (7)

Four stars (2)

Three stars (1)

#3 Teaching Fellows

Five stars (9)

Four stars (1)

#4 Technology and online subscriptions

Five stars (10)

#5 Materials and Supplies

Five stars (10)

#6 HSL/RCA

Five stars (9)

Four stars (1)

#7 Tier 2 IS

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3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Teacher ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

Teacher Responses:

- Teaching Fellows to support instruction and intervention- 82% said yes
- Teacher on Special Assignment (TSA)- 4.90 Stars
- Technology needs and replacements- 4.32 Stars
- Additional Copy Lease- 100% said yes
- Supplemental contracts for after-school activities like tutoring- 86% said yes
- District Approved Online Subscriptions- 97% said yes
- Tier 2 Intervention Specialist 2.5 days - 4.10 Stars
- Funding food and incentives for students (i.e. Reclassification breakfast) - 81% said yes
- Bilingual HSL/Hmong Resource Counselor- 4.71 Stars

Additional Input:

- Continue funding materials and supplies such as colored copy machine, whiteboards, annual spirit gear for staff, PE equipment, graph notebook, agendas, homework folders.
- Fund incentives for SBAC meeting and exceeding standards, as well as reclassification of EL students.
- Folklorico should be an activity that is offered to ALL students.
- Tutors must be trained and qualified.
- 100 Mile Club shirts for 5th grade students to prep them for PE testing.
- Continue to fund an Art Club/Innovation Club.
- Fund subscriptions like StarFall, Xtra-Math, Reflex Math,

#5 Materials and Supplies

Five stars (60)

Four stars (10)

Three stars (6)

#6 HSL/RCA

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#7 Tier 2 IS

Five stars (42)

Four stars (16)

Three stars (5)

Two stars (2)

One star (1)

#8 Clinician

Five stars (46)

Four stars (14)

Three stars (3)

Two stars (1)

#9 Parent Engagement

Five stars (31)

Four stars (19)

Three stars (13)

Two stars (2)

One star (1)

#10

Noontime league (27)

Clubs at lunch (27)

Afterschool activities and clubs (50)

Talent time (50)

Character counts (36)

Five stars (5)

Four stars (4)

Two stars (1)

#8 Clinician

Five stars (10)

#9 Parent Engagement

Five stars (10)

#10

Noontime league (5)

Clubs at lunch (9)

Afterschool activities and clubs (10)

Talent time (10)

Character counts (9)

Student engagement (10)

#12

Family engagement (10)

Parent workshops (10)

Parent volunteers (10)

Parent meetings (10)

#14

School web (5)

Phone message (10)

Email (8)

Class dojo (10)

Paper flyer (10)

Parent square (8)

Other comments/Input:

More family events after school.

Quarterly parent conferences

More emotional support

More communication of student learning

Scholastic.
- More personnel support in Kindergarten.

Student engagement (31))

#12

Family engagement (32)

Parent workshops (21)

Parent volunteers (28)

Parent meetings (29)

#14

School web (5)

Phone message (47)

Email (54)

Class dojo (55)

Paper flyer (65)

Parent square (23)

Other comments/Input:

More family events after school.

Quarterly parent conferences

Pamphlets

More emotional support

More communication of student learning

All students to have same opportunities

More school performance (winter performance/father daughter dance)

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip

Parent workshops on math and ideas for parents

Increase security

Resources for students with ADHD

Space for parents to have access to resources and support to build school community.

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip.

Increase security.

Space for parents to have access to resources and support to build school community.

Action 1

Title: Exposure to Careers Participation

Action Details:

Entails more than just economic preparedness; it includes the importance of the relational aspects of success. Relationships matter for individual and societal well-being; it helps individuals develop an occupational identity and vocational self. Choosing an occupation and developing a broader vocational sense of one's values, abilities, and personality are important. Finally, it places individuals on a trajectory to economic and social well-being, informed citizenship, and civic responsibility, laying a foundation for adult success, and a lifetime of opportunity.

Leavenworth will align school operations and pedagogy around a collective vision for student success by creating equitable opportunities for all students in grades PK-6th to participate in a comprehensive program that promotes:

1. Intellectual curiosity
2. Critical thinking
3. Creativity
4. Collaboration
5. Communication.

In order for students to be college, career and civic life ready, students will learn life skills such as flexibility, initiative, social skills, productivity, leadership and literacy skills (informational, media, technology, and mathematical) by:

- bringing together students, parents, school staff, and local community/business leaders, to expand student centered and real-world learning experiences.
- developing partnerships with external organizations from the community to participate as guest speakers, job/college fairs, and mentoring.
- Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning.
- Providing opportunities for field trips to colleges and job sites, college and career days on site, mentorship opportunities, and assemblies.
- Providing all students and families information about the opportunities available for exposure to colleges and a variety of career opportunities by utilizing the resources provided by the district, community organizations colleges and on/off site school activities.
- Collaborating with Afterschool program to provide students learning opportunities with outside vendors.

Students

- Student input will be solicited, to determine career interests.
- Students need to learn how to process and analyze large amounts of information.
- Students need to learn how to apply facts and ideas towards complex problems.
- Students collaborating on a group project to solve a real-world problem, using technology to research and present information, critically analyzing media sources, and demonstrating empathy and social responsibility through service-learning projects.
- Participation in clubs and activities during lunch.
- STEM/STEAM lessons for different grade levels.

Staff

- Designing learning experiences that encourage critical thinking, communication, collaboration, and creativity. This can involve incorporating project-based learning, inquiry-based activities, and opportunities for student choice and reflection into their teaching practices.
- PLCs developing career exposure opportunities and student activities throughout the year to promote the expectation and path of being College, Career, and Civic Ready.
- Teachers will work with their PLCs to integrate hands-on, real-world learning experiences, for their students.
- The TSA, Instructional Leadership Team (ILT), and Climate and Culture Team (CCT) will work together to develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers.
- A site funded Bilingual Resource Counselor, TSA, and IS will support clubs and activities during lunch.
- Develop and expand character count pillar lessons to bring. awareness of good citizenship.

Families

- Encouraging their students to engage in activities that promote critical thinking, communication, and problem-solving, such as discussing current events, working on creative projects together, or volunteering in the community. Additionally, parents can model these skills in their own behavior and provide opportunities for their children to practice them in everyday situations.

SMART Goal:

By the end of the 2024-2025 school year, 95% of students in grades PK-6, will be provided opportunities to participate in activities that provide exposure to colleges/careers, as measured by site and district data reports and calendars.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Monitor and capture the attendance of students that are attending the Exposure to Careers experiences. 2. Log student participation in site-based events in Atlas Student Engagement Tool. 3. Events for Career Day presentations will be planned and calendared. 4. Student input will be solicited, to determine career interests. (Surveys, class meetings and conversations.)	1. Principal, Vice Principal 2. Principal, VP, TSA, and Teachers 3. Principal and Vice principal 4. Administrators, TSA, and parents 5. VP, TSA, ILT, CCT, teachers, students 6. Instructional coach	1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing 5. Fall and Spring

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student Climate Culture Survey Data - Student-Centered and Real-World Experiences Domain - Percentage of favorable responses.	Principal, Vice Principal	Fall 2024 and Spring 2025

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Family Climate Culture Survey Data - Student-Centered and Real-World Experiences Domain - Percentage of favorable responses.	Principal, Vice Principal	Fall 2024 and Spring 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Work exposure:

- activities that present ideas, information, and concepts about the world of work.
- Discussions of parents' occupations
- Career talks from working individuals about the jobs they do and the value they find in them.
- Workplace visits
- Integration of workplace examples in related curricula

Work exploration:

- Activities in which students actively explore and investigate the world of work.
- Career talks from working individuals about the jobs they do and how to access them.
- Student research into specific occupations, access to those occupations, and their likely future trajectories.
- Career conversations with working individuals about the future development of occupations.
- job shadowing.

Work experience:

- Activities that offer students close and sustained opportunities for observation and participation.
- Student work-related projects addressing local community challenges.

1. To support the increase of student exposure to careers; computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment including, but not limited to computers, computer carts, monitors, headphones, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed.
2. To accommodate our large staff, an additional copy machine will be funded. The additional machine will accommodate the printing of materials that will support the increased student exposure to careers.
3. Classroom materials and supplies including, but not limited to the following: books, notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to increased student exposure to careers.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Student with disabilities who are also English learners are in red in ELA and Math

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing online

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

- Power BI 23.9% of Leavenworth's students were chronically absent.
- Homeless Youth 80% were chronically absent.
- African American 39.1% were chronically absent.
- Students with disabilities were 25.6% chronically absent.
- Homeless Youth 62.5% responded favorably in the CC Survey.
- White 81.1% responded favorably in the CC Survey.
- Foster Youth 85.7% responded favorably in the CC Survey.
- Black/African American 87% responded favorably in the CC Survey.
- Hispanic 88.3% responded favorably in the CC Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Action 2

Title: Student Engagement

Action Details:

Student Engagement

Student engagement is a key factor in achieving learning outcomes, and students who are more engaged are more likely to be academically successful and satisfied with their learning experiences. Factors that increase student engagement are those that are interactive and have respectful relationships, assignments that allow open-ended exploration, real-life scenarios, multimedia instruction, and an environment that allows students to challenge teachers' claims, and formative assessment of learning. In particular, active and collaborative learning have been shown to have positive effects on critical thinking and lifelong learning. Community-based learning enhances participation and volunteerism and improves students' ability to work with others and openness to new ideas. Reflection has been found to be key in integrating the triad of interdisciplinary teaching, experiential learning, and community engagement.

Student engagement has three dimensions:

1. Behavioral- represents learners' contribution as measured by the amount of time, effort and level of concentration they direct toward a specific task.
2. Cognitive- demonstrates students' understanding of the importance of the assigned activity.
3. Emotional- relates to students' impressions, shown by the level of interest, enthusiasm, and optimism toward an activity.

Leavenworth will expand student centered and real-world learning experiences through the following:

- Teach inclusive, identity-safe, and culturally responsive practices and ensure learning is culturally connected.
- Apply class content to the real-world problem unfolding around them and offer students an opportunity to collaborate with peers.
- Structure assignments around an urgent, real-world issue affecting students' community.
- Broadening teaching objectives so that they include enhancing students' attitudes towards learning, and their beliefs regarding their capability to acquire, synthesize, analyze, and use knowledge in a manner that is relevant and meaningful for their lives.
- Providing multiple learning experience likely to enhance student learning, including collaboration, open-ended exploration, and problem-based learning in real-life scenarios.
- Providing experiential opportunities that promote active-learning approaches that allow students to gain critical thinking skills by extending learning beyond traditional lecture-based classroom instruction.
- Offer experiences that engage students in STEAM/STEM activities by providing supplemental pay contracts to certificated and classified staff to facilitate and/or supervise students involved with engagement activities.
- Bringing together students, parents, school staff, and local community/business leaders, to expand student centered and real-world learning experiences.
- Collaborating with Afterschool program to provide students learning opportunities with outside vendors.
- Study trips to support and broaden student learning beyond the classroom as students make connections between curriculum and real-world experiences.
- Availability of clubs during lunch and after school that engage and foster activities that allow hands on learning and application of content knowledge allowing students to have multiple opportunities to apply what they learn through projects and experiential learning.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Office discipline referral data
- Power BI
- Panorama data
- Review and reflect on SEL data to inform actions and identify areas of need (DESSA, Second Step, Student feedback and CC student surveys, discipline referrals, and Power BI).
- Student survey responses (analyzed by the CCT and ILT)
- Weekly Classroom Meetings and Second Step lesson (implemented and logged quarterly).
- Climate and Culture Monthly Team Meetings to address school-wide climate and culture concerns and create action plans based on data and feedback.
- Culture and Climate team will monitor student participation data and activities to identify trends and patterns.
- Atlas student engagement tool
- Student Goal Setting

Owner(s):

1. Administrators, TST
2. Teachers, Administrators, Students, CCT
3. CCT
4. Teachers and VP
5. Administrators, CCT
6. Teachers, Administrators
7. Administrators, CCT
8. Students and Teachers

Timeline:

1. Ongoing
2. Ongoing
3. Quarterly
4. Monthly
5. Ongoing
6. Quarterly
7. Ongoing
8. Ongoing
9. All clubs, sports, and after school rosters are uploaded on the Engagement tool at the beginning of the year and following each quarter.
10. Data is utilized consistently at regular intervals to guide decisions documented on CCT MAP.
11. Student voice sought and collected frequently through student council, community building activities, and surveys.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teaching practices that are engaging, culturally relevant, and standards aligned.

- Identifying problems, they want to solve and challenges they want to address.
- Establishing constraints and success criteria.
- Choosing methods of inquiry and idea generation.
- Selecting the format for sharing results.
- Choosing how and when they want to receive feedback.
- Active learning, where students are encouraged to apply their knowledge to new situations.
- Collaboration among students in the classroom and across subjects.
- Establish shared vision for course.
- Provide modeling and mastery experiences.
- Challenge and encourage students.
- Personalize attention and feedback.
- Create experiential lessons.
- Promote pre-reflection and reflection.
- Facilitate Acquisition and Mastery of Key course concepts.
- Enhance strategies and skills for learning and discovery.
- Promote positive learning related attitudes, values, and beliefs.
- Promote individual and collective self-efficacy.
- Challenge Habits of Mind and Points of view
- Realize ideal self and vision of future.
- Transcend self-interest to achieve shared goals.

Real-world authentic learning activities:

- Science Experiments
- Getting students involved with the planting, tending and harvesting gardens teaching about the plant life cycle, gain knowledge of plant anatomy, how they grow, and the care they require to produce flowers, fruit or food.

- field trips to see natural wonders such as nature walks, identifying trees, plants and flowers and name geological features.

- Providing a familiar, real-world connection.
- Students explore real-world phenomena.
- Build their own creations.
- Students can compare their approach to the approaches taken by other students.
- The sharing and collaboration lead to even deeper understanding and learning that answers don't always come from the book, the Internet, or the teacher. The students themselves can be the source of unique ideas, insights, and solutions.

Measuring student engagement via qualitative indicators of engagement such as enthusiasm and interest in learning. Most common qualitative approach to measuring student engagement is to ask students to self-report on their level of interest and their emotional reactions to various existing and new projects. Self-reports can include open-ended responses, checklists, and summative rating scales. External assessments, on the other hand, include behavioral observation and work sample analyses.

- Family/community mentoring programs
- Service-learning opportunities.
- Student-led clubs to provide safe spaces.

- Provide physical activity opportunities to give students time to practice skills, such as resolving conflicts, respecting others, cooperating, helping others, and being a role model. All of these skills help enhance school connectedness.
- Encourage school gardening projects, teacher-students lunchtime, and other opportunities to help improve social skills and build positive relationships, which are indicators of school connectedness.
- Provide professional development and support for school staff to help them meet the diverse emotional and social needs of their students.
- Activities and events will be planned that reflect the diversity of our school community.
- Supplemental contracts will be offered to staff to facilitate clubs, activities, and engagements.
- Purchase of materials, supplies, and equipment to support successful implementation of clubs and activities.
- Purchase orders and funds will be used to purchase the following:
  - Materials and supplies needed for clubs, activities, and engagements.
  - Transportation to accommodate higher numbers of student participation.
  - Direct food services
  - Student awards and incentives
  - Food for celebrations and incentives

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Student with disabilities who are also English learners are in red in ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing online

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

- Power BI 23.9% of Leavenworth's students were chronically absent.
- Homeless Youth 80% were chronically absent.
- African American 39.1% were chronically absent.
- Students with disabilities were 25.6% chronically absent.
- Homeless Youth 62.5% responded favorably in the CC Survey.
- White 81.1% responded favorably in the CC Survey.
- Foster Youth 85.7% responded favorably in the CC Survey.
- Black/African American 87% responded favorably in the CC Survey.
- Hispanic 88.3% responded favorably in the CC Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers, in conjunction with the Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison and the Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and site funded Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- EL Students will be encouraged to participate in arts, activities, and athletics.
- Reading, writing, listening, and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

With Title I funds we plan to support (Specific student group) by...

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		23.9 %	2023-2024	23.3 %
Suspension Rate - Semester 1	✔	0.17 %	0.5 %	2023-2024	0.17 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		1.1 %	2023-2024	0.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism We understand that to address the established goal of increasing student engagement in their school and community, we need to institute actions that promote student attendance. As a result many of our actions are designed to improving student attendance through providing engagements that connect students to the school. An analysis of our 5 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows: 2018-2019 - 9.8% 2019-2020 - 11.76% 2020-2021 - 20.75% 2021-2022- 28%, 2023-2024- 19%.

As evident in our data, has shown we have had an increase of 9% attendance with our Chronic sub group alone. To following actions were put into place to address Chronic Absenteeism: An attendance team was composed of the following support staff: attendance clerk, Bilingual HSL/RCA, Tier II Intervention Specialist, RP counselor and admin. HSL and HSL/RCA conducted frequent home visits. ILT was informed of all attendance data to increase parent connectedness, specifically for chronically absent students in an effort to reinforce the importance of attendance and offer supports, as necessary. Staff was able to support several families with Social Emotional needs with referrals to our Bilingual HSL/RCA and/or RP counselor. Teachers also reached out to parents during the designated Family Connection Time and Office Hours to promote positive attendance and offer supports.

Teachers monitored attendance and rewarded 100% attendance with pizza vouchers. Students were recognized for attendance at our quarterly awards assemblies. In cases where attendance did not improve, despite the supports that were offered, district resources were utilized, to follow up with the family.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff was able to support several families with Social Emotional needs with referrals to our Bilingual HSL/RCA and/or RP counselor. Teachers also reached out to parents during the designated Family Connection Time and Office Hours to promote positive attendance and offer supports. Teachers monitored attendance and rewarded 100% attendance with weekly pizza vouchers. Students were recognized for attendance at our quarterly awards assemblies. In cases where attendance did not improve, despite the supports that were offered, district resources were utilized, to follow up with the family.

To following actions were put into place to address the increase in suspensions: Re-entry conferences Referrals to on-site counseling services with our Family Foundations Clinician or referral to off-site counseling through Care Solace. Referrals to Tier II Intervention Specialist or RP Counselor for individual or small group social skills building. Referrals to Care and Connect Center with Bilingual HSL/RCA for individual check-ins or Young Men of Character group. Referrals to School Psychologist for Tier III Check-in/Check-out or Girl Power small group. Monthly CCT meetings to review the progress of classroom supports, strategies and school wide procedures to improve the climate of the school. The team reviewed the data for suspension, misbehaviors, and office referrals to develop a plan for areas of concern for improvement. TST to SST then possible IEP meetings to address needs of students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows: The district provided a full-time instructional coach to all sites this year; nonetheless, due to this being the first year of this position and the district laying out its best practices, the experience of the Academic Coach in providing individual coaching, and our teachers understanding the role of the academic coach, the number of teachers that received 1-on-1 supports was limited. Next school year, the Academic Coach will have a full year of training and experience, the position expectations will continue to be clearly communicated, and a system for referring to the academic coach will be streamlined; therefore, the number of teachers that they coach through a Cycle of Continuous Improvement will increase. The Family Foundations Clinicians was budgeted for 2 days a week through the site budget; however, their full case load capacity was not fully reached until the end of the 3rd quarter. Next school year the caseload number will be reached earlier in the year as the clinician will continue to serve a certain number of students that were on her caseload this year, and the TST has already pre-identified students who can be referred to the clinician at the beginning of the year. The district assigned our site a part time RP Counselor (2.5 days) for Targeted (Tier 2) and Intensive (Tier 3) social emotional supports; however, attendance was a concern, and students on the caseload were not serviced with fidelity. 5 Teaching Fellows were payed for by the site budget to support academic instruction in classrooms and student engagement through outdoor activities (Noon Time League);In effort to decrease Chronic Absenteeism, poor attendance, and suspension rates, the following will continue to be provided by class room teachers next school year: Clear classroom expectations through CHAMPS, Weekly Class Meetings, Weekly SEL Lessons through Second Step curriculum, and a Cool Down area in the classroom. Continued relationship building. Emphasis in Quarter 1 will be on on recording positive behavior into ATLAS; continued as needed for students. Consistent use of ratio of positive interactions (3:1). Completed and followed classroom management plan for the year reviewed and reflected on by administrators. Antibullying lessons through the Olweus Bullying Prevention Program. CCS provided by DPI to support Tier I school wide. The following engagement activities were planned and carried out this school year and are planned for 2023-24: Sports: Flag football, Volleyball, Soccer, Basketball, Track, Cross Country Softball Goal2 Field trips for all grades TK-6thgrades Talent Time: Variety of enrichment classes offered inQ3 andQ4 Music; Band, Orchestra, Choir, Mariachi, morning programs Clubs: Guitar, 100 mile, Art, Folkloric Dance, K-Kids, Peer Mentoring (Girl Power), Peach Blossom, Young Men of Character. Schoolwide Activities: Read Across America, Kindness Week, Red Ribbon Week, Fall Festival, Open House Walk About Tour, Character Counts Reward Assemblies forQ1-Q4. Cultural Awareness: Native American celebration, Hmong New Year Celebration, Black History celebration, Dia de Muertros Celebration, Cinco Day Mayo celebration.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

To following changes will be made next school year in this goal: Professional Learning will be scheduled to revisit specific supports such as; classroom management strategies, behavioral interventions, restorative practices, culture responsive teaching, social emotional strategies, and trauma-based strategies (Tier1) (Goal 1, Actions 1-4),Goal 2, Actions 1 and 2,Goal 3, Actions 1 and 2). All teachers will implement a Cool Down Area in their classroom (Goal 3, Action 2). The number of Teaching Fellows will be decreased to closely monitor their effectiveness by analyzing academics data. Administrators and TSA will plan a schedule of trainings for TFs to ensure their effectiveness (Goal 3, Action 1). Increased opportunities for parents and members of the community to be engaged in activities at our site. Such activities will include a schedule literacy night and an academic dinner for students who meet or exceed grade level standards on SBAC and iReady(Goal 2, Actions 1 and 2;Goal 3, Action 1). Supplemental contracts for teacher vertical articulation will increase from 1 contract per year to 1 contract per quarter (Goal 1, Action 1,2,3 and 4) Supplemental contracts for SPED teachers for additional monthly professional learning (Goal 1, Action 1,2,3, and 4). Climate Culture Team will once again begin to participate in additional professional learning in the form of conferences and district trainings from the Department of Prevention and Intervention (Goal 1, Actions 1-4),Goal 2, Actions 1 and 2,Goal 3, Actions 1 and 2). The following actions will continue next school year in this goal: Leavenworth strives to create a culture and climate that fosters equity for all staff, students, and parents. All staff members will continue to deepen implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. (Goal 1, Actions 1, 2, 3 and 4;Goal 2 Actions 1 and 2;Goal 3, Action 1).

Afterschool tutoring supports for students will continue to be a priority(Goal 1, Actions 1, 2, 3, and 4). TSA and Academic Coach will offer optional drop-in PL (Monday Mini PL) on best instructional practices (Goal 1, Actions 1, 2, 3, and 4;Goal 2, Action 1;Goal 3, Action 1). Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Actions 1, 2, 3, and 4;Goal 2, Action 1;Goal 3, Action 1) Administrators will work with the ILT,CCT, and PLC Teams to identify ways to increase engagements opportunities for all students. (Goal 2, Action 2;Goal 3, Action 1) We will continue to explore ways to increase the inclusion of our SPED students. (Goal 1, Actions 1, 2, and 3;Goal 2, Actions 1 and 2;Goal 3, Action 1) Technology updates and replacement (Goal 1, Actions 1,2,3,and 4). Social Emotional supports for students through weekly classroom SEL lessons using Second Step Curriculum (Tier 1). Targeted (Tier 2) and Intensive (Tier 3) SEL supports will be provided through our Tier 11 Intervention Specialist, Family Foundations Clinician, RP Counselor, Bilingual HSL/RCA, and School Psychologist (Goal 1, Actions 1,2,3, and 4;Goal 2, Actions 1 and 2). TK-6 teachers will engage in professional learning by attending conferences and/or training around assessments, literacy, and mathematics as well as Social Emotional Learning. (Goal 1, Actions 1, 2, and 3;Goal 2, Actions 1 and 2;Goal 3, Action 1).

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| 1 | SSC - (Teacher/Staff, Parents, and Secondary Students). | 2 | ELAC: | 3 | Staff - (Credentialed Staff, Classified Staff, and Administrators): |

To provide input and feedback, all parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA.

The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (52)

Four stars (13)

Three stars (8)

Two stars (1)

#3 Teaching Fellows

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#4 Technology and online subscriptions

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (0)

One star (3)

#5 Materials and Supplies

Five stars (60)

Four stars (10)

Three stars (6)

To provide input and feedback, all EL parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (7)

Four stars (2)

Three stars (1)

#3 Teaching Fellows

Five stars (9)

Four stars (1)

#4 Technology and online subscriptions

Five stars (10)

#5 Materials and Supplies

Five stars (10)

#6 HSL/RCA

Five stars (9)

Four stars (1)

#7 Tier 2 IS

Five stars (5)

Four stars (4)

Two stars (1)

#8 Clinician

Five stars (10)

#9 Parent Engagement

Five stars (10)

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Teacher ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

Teacher Responses:

- Teaching Fellows to support instruction and intervention- 82% said yes
- Teacher on Special Assignment (TSA)- 4.90 Stars
- Technology needs and replacements- 4.32Stars
- Additional Copy Lease- 100% said yes
- Supplemental contracts for after-school activities like tutoring- 86% said yes
- District Approved Online Subscriptions- 97% said yes
- Tier 2 Intervention Specialist 2.5 days - 4.10 Stars
- Funding food and incentives for students (i.e. Reclassification breakfast) - 81% said yes
- Bilingual HSL/Hmong Resource Counselor- 4.71 Stars

Additional Input:

- Continue funding materials and supplies such as colored copy machine, whiteboards, annual spirit gear for staff, PE equipment, graph notebook, agendas, homework folders.
- Fund incentives for SBAC meeting and exceeding standards, as well as reclassification of EL students.
- Folklorico should be an activity that is offered to ALL students.
- Tutors must be trained and qualified.
- 100 Mile Club shirts for 5th grade students to prep them for PE testing.
- Continue to fund an Art Club/Innovation Club.
- Fund subscriptions like StarFall, Xtra-Math, Reflex Math, Scholastic.
- More personnel support in Kindergarten.

#6 HSL/RCA

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#7 Tier 2 IS

Five stars (42)

Four stars (16)

Three stars (5)

Two stars (2)

One star (1)

#8 Clinician

Five stars (46)

Four stars (14)

Three stars (3)

Two stars (1)

#9 Parent Engagement

Five stars (31)

Four stars (19)

Three stars (13)

Two stars (2)

One star (1)

#10

Noontime league (27)

Clubs at lunch (27)

Afterschool activities and clubs (50)

Talent time (50)

Character counts (36)

Student engagement (31))

#12

Family engagement (32)

Parent workshops (21)

#10

Noontime league (5)

Clubs at lunch (9)

Afterschool activities and clubs (10)

Talent time (10)

Character counts (9)

Student engagement (10)

#12

Family engagement (10)

Parent workshops (10)

Parent volunteers (10)

Parent meetings (10)

#14

School web (5)

Phone message (10)

Email (8)

Class dojo (10)

Paper flyer (10)

Parent square (8)

Other comments/Input:

More family events after school.

Quarterly parent conferences

More emotional support

More communication of student learning

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip.

Increase security.

Space for parents to have access to resources and support to build school community.

Parent volunteers (28)

Parent meetings (29)

#14

School web (5)

Phone message (47)

Email (54)

Class dojo (55)

Paper flyer (65)

Parent square (23)

Other comments/Input:

More family events after school.

Quarterly parent conferences

Pamphlets

More emotional support

More communication of student learning

All students to have same opportunities

More school performance (winter performance/father daughter dance)

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip

Parent workshops on math and ideas for parents

Increase security

Resources for students with ADHD

Space for parents to have access to resources and support to build school community.

Action 1

Title: Chronic Absenteeism and Suspension Rate

Action Details:

To reduce Chronic Absenteeism and the Suspension Rate:

- Professional Learning Communities (PLCs) will implement comprehensive instruction based on the Social Emotional Learning (SEL) components and Safe and Civil Schools strategies and procedures (Tier I) and utilize appropriate interventions and supports (Tier II and III) for identified students.

- Using the TST and CWAS, identified students (Tier II and III) will be offered site based, district, or community-based supports, to improve attendance and provide behavior and social-emotional supports.

<u>Chronic Absenteeism</u>

Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to takes steps to improve student attendance. To address this issue, the following actions will be taken:

<u>Students</u>

- Attendance contracts and incentives will be utilized to promote student attendance and celebrate attendance improvement. (Tier II and Tier III)
- Engagement activities will be provided to further connect students to school with the goal of improving attendance through increased engagement. (Tier 1)
- Promote student participation in district and site offered experiences that expose students to experiential learning (Tier 1)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors and attendance growth. (Tier 1)

<u>Staff</u>

- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Teachers will work with their PLCs to integrate hands-on, real-world learning experiences, for their students.
- Staff will implement site based SEL/ trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

<u>Families</u>

- Attendance team will monitor student attendance and work with parents.
- The district funded Home School Liaison and site funded Bilingual Resource Counseling Assistant will communicate with parents and do home visits, to address students' attendance needs.

<u>Suspension Rate</u>

To reduce suspensions so that students are in school and learning, it's important that we implement the following actions:

<u>Students</u>

All students will participate in class meetings on a weekly basis, to foster and build positive relationships between students and adults.

- Safe and Civil Schools strategies will be taught and implemented. (Tier I)
- Second Step lessons will be implemented as needed based on student needs. (Tier i)
- Olweus Bullying Prevention lessons will be taught and the strategies implemented. (Tier I)
- Assemblies, awards, and incentives will be offered to promote and reward positive student behaviors. (Tier I)
- Character Counts will be promoted monthly to build the character competencies. (Tier I)
- To further support students with high a level of needs, our Bilingual Resource Counselor (BRC) will supervise a Care and Connect room during morning and lunch recess. The BRC and Restorative Practices Counselor (RPC) will also work with students to provide SEL support (Tier II and III).
- All teachers will establish and implement clear classroom behavior expectations (CHAMPS or MAC), Utilizing Safe and Civil Schools strategies. (Tier I) If needed, teachers will develop student specific behavior plans to support and reinforce positive behaviors for learning. (Tier II and III)
- The CWAS, Restorative Practices Counselor and BRC will be used to make positive connections with students and provide SEL support to targeted students. (Tier II and III)
- Family Foundations Counseling will be provided, to address specific student needs. (Tier III)
- Teaching Fellows will be utilized to positively interact with students and provide structured activities during recesses. (Tier I)
- Promote student participation in district offered experiences that expose students to careers. (Tier I)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Tier I)
- Positive behavior assemblies will be implemented by VP and Principal to review school wide behavior expectations and encourage good attendance. (Tier I)

<u>Staff</u>

- Class meeting verification forms will be collected by the VP. Both the Principal and VP will monitor class meeting implementation through walk through observations.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support our student's behavior needs.
- We will calendar a monthly focus to be intentional about teaching the SEL competencies to all students.
- Using district and site generated surveys, the CCT will collect, review, and monitor student SEL data, during the Fall and Spring semesters.
- Staff will implement site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

- To implement class meetings and restorative conferences, the Restorative Practices Counselor will provide teacher and classroom support, as requested,

Families

- Teachers will communicate with parents, regarding student behavior.
- The Home School Liaison, Bilingual Resource Counselor, and CWAS will communicate with parents of target students to support improved attendance and participation.

SMART Goals:

By the end of the 2022-2023 school year, the school wide Chronic Absenteeism rate will decrease to 20.22%, as measured by district monitoring data reports.

By the end of the 2022-2023 school year, the suspension rate will not exceed 2%, as measured by district monitoring data reports.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Utilization of ATLAS and district data reports to monitor chronic attendance rate.
2. Utilization of ATLAS and district reports to monitor suspension rate.
3. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at monthly attendance meetings will logged into ATLAS.
4. Participation in engagement activities will be entered into ATLAS.
5. Weekly class meetings will be logged.
6. Office Referral Data

Owner(s):

1. Office Staff, HSL, CWAS, Bilingual Resource Counselor (BRC)
2. Administrators, TSA
3. Administrators, HSL,CWAS, Bilingual Resource Counselor
4. VP, TSA
5. Teachers, VP, TSA
6. Administrators

Timeline:

1. Ongoing
2. Ongoing
3. Ongoing
4. Weekly
5. Ongoing
6. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- The Principal, VP, Home School Liaison, or Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Engagement activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend engagement activities.
- Rewards and incentives maybe provided for improved attendance.
- We will contact sites that are successfully implementing "Meaningful Work" opportunities for their students, with the goal of implementing a "Meaningful Work" program for our students. Additional materials, supplies, awards, and incentives may be necessary to support this program.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Student with disabilities who are also English learners are in red in ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by purchasing online

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

- Power BI 23.9% of Leavenworth's students were chronically absent.
- Homeless Youth 80% were chronically absent.

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English learner students by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

- African American 39.1% were chronically absent.
- Students with disabilities were 25.6% chronically absent.
- Homeless Youth 62.5% responded favorably in the CC Survey.
- White 81.1% responded favorably in the CC Survey.
- Foster Youth 85.7% responded favorably in the CC Survey.
- Black/African American 87% responded favorably in the CC Survey.
- Hispanic 88.3% responded favorably in the CC Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Action 2

Title: Social Emotional Support for All Students

Action Details:

School connectedness reflects students' belief that peers and adults in the school support, value, and care about their individual well-being as well as their academic progress. It is an important protective factor that promotes the health and well-being of students.

Students who feel more connected to school are:

- Less likely to engage in risky behaviors.
- More likely to engage in positive health behaviors.
- More likely to have higher grades and test scores and have better school attendance.
- Less likely to have emotional distress and thoughts of suicide among adolescents.

To increase student engagement in activities and build on the student's sense of school connectedness, the following actions will be implemented:

- Safe and Civil Schools procedures inside and outside of the classroom, Olweus Bullying Prevention Program lessons, Social Emotional Learning lessons through Second Step Curriculum, class meetings, and Restorative Practices. These practices will result in a positive school climate and culture. (Tier I)
- The Climate and Culture Team (CCT) will work with staff and students to identify, promote, and implement additional engagement opportunities. (Tier I)
- The Targeted Support Team (TST) will work with staff, parents, and students to promote positive relationships and activities for students in need of targeted and intensive supports (Tier II and Tier III). The TST is comprised of administrators, The Restorative Practices Counselor (RPC), Bilingual Resource Counseling Assistant, TSA, Instructional Coach, and Home School Liaison.

Students

- Talent Time Enrichment sessions will be offered in the 3rd and 4th quarters, for all students in grade 1 through 6. (Tier I).
- Our Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will supervise a Care and Connect room during morning and lunch recess. (Tier II and Tier III).
- Teaching Fellows will manage a Noon Sports League, plan and implement structured recess activities, and positively interact with students. (Tier I).
- Assemblies, awards, and incentives will be offered to reward positive student behaviors. (Tier 1, Tier II, and Tier III).
- The RPC, Tier II Intervention Specialist, Teaching Fellows, and Bilingual (Hmong) Resource Counseling Assistant/Home School Liaison will work with students in TK-6, to promote positive relationships and activities. (Tier II and Tier III)
- The CCT will work with TK and Kindergarten teachers to explore ways of involving TK and Kindergarten students in engagement activities. (Tier I).

Staff

- Teachers, in collaboration with CCT, will develop and implement a Multiple Tiered Support System (MTSS) to support productive and positive student behaviors.
- Supplemental contracts will be offered to staff who facilitate after school, during lunch, or before school engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our student population.
- We will continue to explore ways to increase the inclusion of our SPED students.
- Staff will deepen the implementation of the site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Families

- The district funded Home School Liaison and site funded Bilingual (Hmong) Resource Counselor will communicate with parents of target students to support improved attendance and participation.
- Efforts will be made to recruit community volunteers to lead student engagements.
- Family members will be invited to grade level performances, when possible.

SMART Goal:

By the end of the 2024-2025 school year, the percentage of students that are engaged in a Goal 2 activities will increase to 95% as measured by district data reports.

Leavenworth Elementary staff will work to ensure that all students receive the social-emotional supports needed to be successful in school and on target to graduate. The focus will be on building relationships with all students so that

students are aware that there are adults that truly care about them. The staff at Leavenworth will also continue to implement school-wide socio emotional supports through the use of Second Step, Olweus Antibullying lessons, Class circles, and morning meetings. Students who need extra assistance will receive extra support through counseling services provided by Tier II intervention specialist, RP counselor, RCA, All4Youth Clinician, Family Foundations Clinician, Project Access case manager, and school psychologist. Counseling team will provide supports and build relationships with students who are struggling with school attendance and misbehaviors. The Culture and Climate team will monitor data Tier I supports such as Second Step curriculum, class circle observational data, and implementation of classroom management plan. Atlas entries for level 2 and 3 misbehaviors and suspension data for all students as well as significant subgroups in order to address trends to lower referrals for Tier II and III supports, Atlas entries for misbehaviors, office referrals and suspension rates.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. CCT will develop a modified SEL survey that will be used quarterly in order to measure how students view adults at school.	CCT	Quarterly
	ILT	Weekly
2. Attendance team will monitor attendance data to identify students who are experiencing difficulties with attending school and connect the students with available supports and interventions in order to improve their attendance.	PLCs	Biweekly
	Principal	
3. TST will process student referrals by teachers and assign case manager to monitor student needs. Team will monitor attendance, academic, and misbehavior data to identify students who are experiencing difficulties with attending school, struggling academically and social skills. TST will connect students with available supports and interventions in order to improve their attendance, academic, and socio emotional needs.	Vice Principal(s)	
	TSA	
	Classroom Teachers	
	Instructional Coach	

4. **Levels of Misbehavior:**

- staff receive professional learning on the three levels of misbehavior.
- learning includes the potential limitations of using an office referral as a corrective procedure.
- levels of misbehavior are calibrated and documented with the office referral.
- staff receive professional learning in writing appropriate referrals and Atlas entries.
- discipline data reflects the consistent use of levels of misbehavior.
- accurate data is kept, analyzed and shared quarterly for all level 2 and 3 misbehaviors with the entire staff.
- staff utilize levels of misbehavior consistently as intended.
- staff receive professional learning on identifying the needs behind the misbehavior and how to match the response to the need.
- staff receive professional learning on how to provide feedback, respond appropriately, administer disciplinary actions, and use the continuum of restorative processes.

5. **Setting Classroom Conditions:**

- all teachers will receive professional learning on setting conditions for learning and implementing FUSD classroom management plan.
- classroom management plan will be available to substitute teachers.

6. **Early Interventions:**

- data collection protocol is identified as a required intervention for social emotional and behavior concerns (DESSA).
- data must be charted, and interventions are attempted with relentless fidelity for 2 weeks before submitting referral to TST.
- staff will be taught the concept of 3:1 Ratio of Positive Interactions (RPIs), and the importance of building

Owner(s) list (continued): Parents and Students, RCA, RP counselor, Tier II Intervention Specialist, TST, School Psychologist, HSL

positive relationships and improving student behavior and overall success.
- adults will receive professional learning on early-stage interventions, including tracking intervention and collecting data for monitoring progress, based on student needs and SEL skill development.

7. **SEL:**

- all teachers integrate SEL skills into all content areas.
- students have opportunities to practice SEL skills in all settings.
- observations and feedback from administrative, CCT, and ILT of explicit and implicit teaching throughout all content areas.
- adults will be provided professional learning in developing awareness of their own EQ skills.
- teachers will participate in professional learning on the importance and impact of SEL on student learning and the 5 FUSD competencies.
- teachers will be trained in district baseline SEL curriculum (Second Step K-6).

8. **Olweus Antibullying Lessons:**

- staff training on all bullying prevention modules.
- staff teaches BP rules in conjunction with the 4 mandated BP lessons annually.
- bullying prevention rules are posted around campus.
- evidence of student and staff activities that promote kindness.
- staff teach, model, and promote norms of kindness and inclusion.

9. **Class Circles:**

- all teachers will utilize class circles effectively to build and affirm relationships, establish norms of kindness and inclusion, create a venue for student voice, practice social emotional learning skills, address classroom community needs.
- administrative team, CCT, ILT, and counseling team conduct observations in all classrooms and provide feedback to ensure quality and fidelity.
- all staff will be provided with professional learning on the implementation of school wide conflict resolution practices.

10. **Tier I Supports:**

- all students receive differentiated Tier I supports based on individual needs and student outcome data.
- Second Step digital instruction will be provided to students with fidelity school wide.
- Second Step data will be monitored by CCT.
- use of Tier I implementation rubric as a guide for CCT (total score of 60 points or higher).

11. **First Ten Days of School Processes and Procedures:**

- common area and school wide expectations address all S.T.O.I.C. variables and are followed by all staff.
- lesson plans for all common areas and procedures will be developed and archived, and taught and practiced quarterly, or as needed, based on data collection results and feedback from staff.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Counseling services:

- provided by Tier II intervention Specialist, RP counselor, RCA, Clinicians from Family Foundations and All4Youth.
- 4 days a week counseling services provided to students and families that have had trauma in their life and has affected their learning.
- Tier II, RP counselor, and RCA develop plans and strategies to improve students' academic and social development.
- provide SEL support in building positive relationships, conducting individual/group sessions to build and repair relationships, continuous progress monitoring of students' overall social emotional needs.

Awards/Incentives:

- Quarterly perfect attendance awards given at student award assemblies.
- Perfect attendance medals given at student award assembly at the end of the year.
- Monthly incentives to students that were in good attendance.
- Quarterly incentives to students that were in good attendance.
- Small prizes given to students (from severely chronic-manageable) that reach their goal in increments of 2% and/or move up a band.
- weekly Friday popcorn to all students that were in attendance the full week bell to bell schedule.

Suspension Rate Goal:

- Provide training to Noon Time Assistants as they supervise students during lunch.
- Provide alternative recess activities for students such as Caren and connect room and/or Maker Space.
- Provide supports and incentives to perform socially and emotionally.
- Provide pre-suspension programs such as Alternative to Suspension and Behavior Support Plans.

Character Counts:

- classroom students along with teacher will nominate peers who demonstrate the qualities of given month for character counts to be recognized as student of the month.
- incentives and awards will be provided for all students in TK through 6th grade who demonstrate character counts competencies.

Student Engagement:

- supplies, apparel and materials to promote engagement and build school culture.
- fieldtrips, award assemblies, enrichment programs such as talent time and clubs.
- attendance team will conduct biweekly meetings with parents and students to set attendance goals.
- HSL will conduct home visits and work with families to improve student attendance.
- teachers will conduct parent teacher conferences as needed to discuss completion of assignments, grades, and academic/behavioral concerns.
- CCT will develop protocols to welcome and transition new families and students at the beginning of the year, or as new enrollments.
- school will provide multiple opportunities for positive family interactions and parent involvement with school and staff.

Student Safety:

- Safety team will devise safe school plan to ensure and address safety concerns.
- Drills (fire, shelter in place, lockdown, and earthquake) are scheduled and practiced throughout the school to empower and prepare staff, students, and parents in the event of an emergency.
- Professional learning provided to staff and parents regarding drills and school safety.
- Reminders and consistent communication to parents and students regarding Leavenworth's guidelines for success.
- First ten days of School lessons and resource binder provided to teachers for instruction allowing students to have the same message for safety, GFS, rules and expectations, and school wide theme.
- Levels of misbehavior and office referral document procedures are taught to students and utilized to reinforce school expectations for safety and learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Student with disabilities who are also English learners are in red in ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by purchasing online

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

- Power BI 23.9% of Leavenworth's students were chronically absent.
- Homeless Youth 80% were chronically absent.
- African American 39.1% were chronically absent.
- Students with disabilities were 25.6% chronically absent.
- Homeless Youth 62.5% responded favorably in the CC Survey.
- White 81.1% responded favorably in the CC Survey.
- Foster Youth 85.7% responded favorably in the CC Survey.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English learner students by...

- *TSA*
- *HSL/RCA*
- *Materials and supplies*
- *Direct transportation*
- *Supplemental contracts for clubs*
- *Books and references*
- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
- A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
- Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

- Black/African American 87% responded favorably in the CC Survey.
- Hispanic 88.3% responded favorably in the CC Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Furniture and technology to support literacy and math instruction.*
- California teaching fellows.
- Materials and supplies for parent involvement for EL parents.
- Books and references for classroom support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

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- *Lease for additional RICOH copy machine.*
- *Tier II intervention specialist.*
- *Teacher subs ELRT and goal setting data chats.*
- *California Teaching Fellows*
- *ELPAC assessors*
- *Other SEL services*
- *Rewards and incentives for students.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):
  - Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that permission slips get signed and are returned.
  - A district funded Home School Liaison (Spanish) and Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, as needed, to support improved attendance and participation.
  - Staff will deepen the implementation of site based SEL/Trauma informed training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000		42,740.00
G3A2	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Social emotional services and professional learning. Family Foundations, Nightingale Resolutions.	11,184.00

$53,924.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	99.7 %	78.4 %	2023-2024	79.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Survey Results: Organizational Culture Domain (43 Responses)

Overall Favorable Fall 2024	Leavenworth	Elementary	FUSD	
This school prepares me student's needs.	81%	89%	87%	to meet my
I feel valued at this school.	56%	86%	84%	
I see the connection between my districts vision/mission.	72%	93%	91%	role and the

To promote a sense of belonging amongst our staff, Leavenworth, utilized a variety of collaborative teams, in order to solicit teacher input and voice. These teams included our grade level teams (PLCs), our Instructional Leadership Team (ILT), our Climate and Culture Team (CCT), our Social Committee, and our Parent Teacher Organization (PTO).

Actions that pertain to staff as it relates to this goal and the aligned metrics:

- Climate and Culture Team meets once a month to review data around Chronic Absenteeism, levels of misbehavior and student engagement (Power BI, Atlas entries, and Survey Results) and develop action plan to address needs.
- Instructional Leadership Team meets monthly as a site and participates in the regional meeting
- Site and Regional ILT meetings are focused on rigorous instruction, student assessments, and intervention support and improving ELA and Math performance. The work of the region and at Leavenworth is developing and aligning tasks to SBAC Claims and Targets.
- Administrators provide ongoing support and communication with teachers to ensure clarity with school wide goals, academic and behavioral expectations, and safety procedures.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Climate Culture Survey-Overall Positive We noted overall positive results in all areas of the Fall 2023 Climate and Culture staff survey. Specifically, **we noted a 1% decrease in the Organizational Environment domain (from 88% to 87%) from the 2023-2024 school year to the Fall 2023 s**urvey. Within this domain we noticed that there was a **decrease from 2023** in the following two questions:

- We have a culture that states there of bullying for harassments for sexual identity and culture among students.
- 78.4% data shown of favorable responses staff diversity on the Organizational Domain.

Actions that will ensure we meet this goal, include:

- Ensure 100% of all staff members receive training;
- to support school wide practices pertaining to social emotional-trama informed,
- Behavioral, mental health, culturally responsive,
- inclusion,
- Keystone pedagogies,
- Teaching and Learning Cycle,
- MTSS framework.
- Retain new teachers by building their confidence and knowledge around best instructional practices, providing research-based strategies and coaching support to best meet the needs of students at Leavenworth.
- Positive staff celebrations and recognition systems are implemented consistently by providing school apparel and incentives to promote school culture.
- Leavenworth has sustainable systems and structures to promote positive interactions and relationship building between staff-staff, staff-student, student-student, and with families and the community.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- Students and families have greater social emotional and academic needs resulting as an instructional challenge for staff.
- Change in administration , becoming acclimated and aligned to the current school culture.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Administrators will plan and differentiate Site Professional Learning to support school-wide practices pertaining to social emotional needs, behavioral needs and strategies, trauma informed practice, cultural responsive teaching, SPED inclusion practice, Keystone pedagogies, TLC, and attendance needs aligned to site goals within the MTSS framework.
- Supplemental contracts for Educator for provide supports to students with learning disabilities.
- New teachers will meet with Academic Coach once a month for additional support around instruction, planning, developing assessments, grading, safety procedures, and school related activities and deadlines.
- Site budget will fund materials and supplies for staff engagement and school culture.
- Supplemental contracts will be provided to our SPED teachers for additional planning and alignment as a PLC

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During analysis and discussion, SSC board members and parents provided the following feedback: Parent ratings were based on the following descriptors as well as the percentage number of favorable responses: 1 star = not important at all 2 stars = not very important	During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data. ELAC members and parents were informed of the following ways to support the social-emotional and academic needs of our students: To provide input and feedback, all EL parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.	To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC. Teacher ratings were based on the following descriptors as well as the percentage number of favorable responses: 1 star = not important at all 2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (52)

Four stars (13)

Three stars (8)

Two stars (1)

#3 Teaching Fellows

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#4 Technology and online subscriptions

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (0)

One star (3)

#5 Materials and Supplies

Five stars (60)

Four stars (10)

Three stars (6)

#6 HSL/RCA

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#7 Tier 2 IS

Five stars (42)

Four stars (16)

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (7)

Four stars (2)

Three stars (1)

#3 Teaching Fellows

Five stars (9)

Four stars (1)

#4 Technology and online subscriptions

Five stars (10)

#5 Materials and Supplies

Five stars (10)

#6 HSL/RCA

Five stars (9)

Four stars (1)

#7 Tier 2 IS

Five stars (5)

Four stars (4)

Two stars (1)

#8 Clinician

Five stars (10)

#9 Parent Engagement

Five stars (10)

#10

Noontime league (5)

Clubs at lunch (9)

Afterschool activities and clubs (10)

3 stars = somewhat important

4 stars = important

5 stars = very important

Teacher Responses:

- Teaching Fellows to support instruction and intervention- 82% said yes
- Teacher on Special Assignment (TSA)- 4.90 Stars
- Technology needs and replacements- 4.32Stars
- Additional Copy Lease- 100% said yes
- Supplemental contracts for after-school activities like tutoring- 86% said yes
- District Approved Online Subscriptions- 97% said yes
- Tier 2 Intervention Specialist 2.5 days - 4.10 Stars
- Funding food and incentives for students (i.e. Reclassification breakfast) - 81% said yes
- Bilingual HSL/Hmong Resource Counselor- 4.71 Stars

Additional Input:

- Continue funding materials and supplies such as colored copy machine, whiteboards, annual spirit gear for staff, PE equipment, graph notebook, agendas, homework folders.
- Fund incentives for SBAC meeting and exceeding standards, as well as reclassification of EL students.
- Folklorico should be an activity that is offered to ALL students.
- Tutors must be trained and qualified.
- 100 Mile Club shirts for 5th grade students to prep them for PE testing.
- Continue to fund an Art Club/Innovation Club.
- Fund subscriptions like StarFall, Xtra-Math, Reflex Math, Scholastic.
- More personnel support in Kindergarten.

Three stars (5)

Two stars (2)

One star (1)

#8 Clinician

Five stars (46)

Four stars (14)

Three stars (3)

Two stars (1)

#9 Parent Engagement

Five stars (31)

Four stars (19)

Three stars (13)

Two stars (2)

One star (1)

#10

Noontime league (27)

Clubs at lunch (27)

Afterschool activities and clubs (50)

Talent time (50)

Character counts (36)

Student engagement (31))

#12

Family engagement (32)

Parent workshops (21)

Parent volunteers (28)

Parent meetings (29)

#14

School web (5)

Phone message (47)

Email (54)

Class dojo (55)

Paper flyer (65)

Parent square (23)

Talent time (10)

Character counts (9)

Student engagement (10)

#12

Family engagement (10)

Parent workshops (10)

Parent volunteers (10)

Parent meetings (10)

#14

School web (5)

Phone message (10)

Email (8)

Class dojo (10)

Paper flyer (10)

Parent square (8)

Other comments/Input:

More family events after school.

Quarterly parent conferences

More emotional support

More communication of student learning

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip.

Increase security.

Space for parents to have access to resources and support to build school community.

Other comments/Input:

More family events after school.

Quarterly parent conferences

Pamphlets

More emotional support

More communication of student learning

All students to have same opportunities

More school performance (winter performance/father daughter dance)

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip

Parent workshops on math and ideas for parents

Increase security

Resources for students with ADHD

Space for parents to have access to resources and support to build school community.

Action 1

Title: Increase Sense of Belonging

Action Details:

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which certificated and classified staff feel appreciated, supported, and involved in the planning and decision making. To meet this goal, the following actions will be taken:

1. Certificated and Classified staff will:

- Plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
- work to create engagement activities that deepen positive connections with students and school community.
- be encouraged to participate in leadership roles and committees (ensure to include classified staff).
- collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS).
- Recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Leavenworth's guidelines for success.
- ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback.
- Including staff feedback in the decision making of school site.
- Monthly meetings will be held for classified (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input.
- Onboarding and monthly meetings/training for new staff.

| **Reasoning for using this action:** | ☑ Strong Evidence | ☐ Moderate Evidence | ☐ Promising Evidence |

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. SPSA Power BI (School Plan for Student Achievement) 2. Power BI Student Behavior 3. Panorama Fall and Spring Surveys (students, parents, and staff). 4. California Dashboard	Culture and Climate Team (CCT) Instructional Leadership Team (ILT) Professional Learning Communities (PLC) Principal Vice Principal(s) Teacher Special Assignment (TSA) Instructional Coach Classified Staff Certificated Staff	• On-going basis as needed. • Quarterly • Annually

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.
- Site level PLC will have support from admin.
- Classroom observations with feedback to teachers through the lens of CSTP and IPG.
- To foster collaboration within PLC teams teachers will be expected to be aligned in their instructional planning and practices. PL will focus on building alignment within PLC teams and vertically throughout grade levels.
- Supplemental contracts will be provided for SPED teachers for professional learning/job alike once a month as a PLC.
- Activities and events will be planned that reflect the diversity of our school community.
- Tier II intervention Specialist and Resource Counselor Assistant will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.
- Care and Connect Room will be provided for when students need a change of environment to work on their SEL skills.
- Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.
- Admin and Home School Liaison will work with families to improve student attendance.
- Purchase orders and funds will be used to purchase the following:
  - materials and supplies needed for celebrations, engagements, and team building.
  - materials and supplies to support classroom instruction and school safety.
  - materials and supplies to support student SEL and character counts.
  - food for celebrations, engagements, and team building.
  - supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison(s), Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
• District funded Home School Liaison to support Spanish speaking families.	Based on our data, the following actions will be taken to address the specific needs of our targeted groups:

- Site funded Bilingual Resource Counselor to support Hmong speaking families.
- Split funded site Tier II Intervention in building relationships and improving student SEL skills.
- Site funded TSA will utilize Elevation to monitor EL students' progress towards academic goals.
- After school tutoring for students identified as Long-Term English Learners.
- English Language Review Team, facilitated by the TSA, will meet twice each year to provide teachers with tools and strategies, to support their EL students.

(Students with Disabilities (SWD), African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and

- Teaching Fellows and TSA will be funded to support teachers with RTI to improve students' academic progress.
- TSA will support students with disabilities in the DLI program.
- Staff will ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- Tier II Intervention Specialist and Resource Counselor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	94.74 %	92.2 %	2023-2024	93.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site

Defined Increase opportunities for families to engage in activities that promote student success.

Parent Survey Results: Domain-Family Engagement

Fall 2024 Survey

	Leavenworth	Elementary	District
Adults at my child's school treat me with kindness and respect.	92%	95%	94%
I have opportunities to provide input at my child's school.	90%	92%	91%
I feel like I am a partner in making decisions at my child's school.	83%	86%	85%
I feel like I am part of my child's school.	92%	92%	90%
My child's school encourages family participation.	89%	93%	91%
My child's school frequently updates me about my child's progress in class.	92%	91%	90%

Results based on number of responses from 220 Leavenworth parents.

To create a school environment that makes our families feel welcomed, respected, and safe, Leavenworth, will continue to provide several opportunities for families to engage in activities and events. Examples

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Although this school year was the 3rd year of in-person learning, there is still an impact of the pandemic for staff, students, and families. The entire school community has seen an increase in complex social emotional needs.

There has been an increase in chronic absenteeism where students do not want to come to school and or family dynamics are presenting barriers for student attendance

An increase in student misbehaviors that have also led to an increase in suspensions.

Low parent participation rate for attending meetings such as Family Engagement, SART, ELAC, and general site parent meetings, which were focused on supports for academic, social emotional needs, and attendance. (This is possibly due to families being unable to attend because of meetings being held in the morning conflicting with work schedules.)

*Nonattendance for parent meetings result in missed information pertaining to the safety and academic progress of students and school in general.

included:

Back to School Night

Parent Teacher Conferences

Grade Level

Parent Engagement Night (planned by grade level)

Open House

Fall Festival

Family Engagement Meetings facilitated by full time Home School Liaison.

PTO Parent volunteer opportunities

Chaperones for field trips

Family Literacy Nights

Parent Workshops

Academic Dinner

Family Spring Dance

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those changes were as follows:

- A district funded part time RP Counselor (2.5 days) was assigned to support (Tier 2) and (Tier 3) social emotional needs; however, attendance was a concern, and students did not receive the consistent support.
- Grade Level Parent Engagement Night
- Parent University Family Engagement (Coffee Hour)
- Quarter Parent Platform (Q&A)
- Monthly Literacy Nights
- Parent volunteers for lunch clubs
- Parent resource room in the media center
- Monthly Parent DLI informational classroom walks
- Partnership with Fresno County in providing All4Youth Family Clinician at the end of 3rd quarter and intake beginning after spring break.

The following engagement activities were planned and carried out this school year and are planned for 2024-25:

Back to School Night

Parent Teacher Conferences

Open House

Jog -A- Thon

Fall Festival

Family Engagement Meetings facilitated by full time Home School Liaison.

PTO Parent volunteer opportunities: Holiday gift shop, student store, book fair, food trucks, etc.

Chaperones for field trips

Cultural Awareness activities at opening: Native American celebration, Hmong New Year Celebration, Black History celebration, Dia de Muertros Celebration, Cinco Day Mayo celebration.

ELD Reclassification-Breakfast recognition

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

To following changes will be made next school year in this goal:

- Our partnership with All4Youth will be carried out for the entire **2024-2025 school year** 2 days a week so that families and students can receive additional SEL supports. (G5, A1, G3, A1)
- Grade Level Parent Engagement Night (Planned by grade level) will be planned for and carried out. (G5 A1; G2 A1-A2)
- Monthly Family Literacy Nights to promote family engagement and academic/cultural awareness through literacy and art. (G5 A1, G1 A4, G2 A1 & A2)
- Quarterly Family engagement Events (Cinco De Mayo, Hmong New Year) (G5 A1; G3 A1 & A2)
- Attendance team will pre-identify yearly on and monitor students' attendance in Power BI Chronic Absenteeism by meeting and setting goals with students and families. (G5 A1; G3 A1 & A2)
- District resources and community agencies will provide parent Workshops around academic, social emotional learning and other needs as requested by parents. (G5 A; G1 A1-4; G2 A1-2)
- Our CCT and ILT will monitor focus student groups (**Students with a Disability, ELs,** African American, Hispanic, Homeless, and Foster Youth) to ensure academic progress. (G5 A1; G1 A1-4; G2 A1-2)
- Parent engagement activities will be provided flexible to working schedules, as much as possible. (G5 A1)   **What will continue in the 2024-2025 school year:**
- 5 FTE funding of the Tier II Intervention Specialist (split funded with DPI), so that they can service the site full time, to support with students on attendance and socio emotional needs (Tier 2).
- Partnership with All4Youth for additional SEL support (Tier 3).
- Funding of our Bilingual HSL/RCA for additional support with attendance and mentoring students (Tier 2)
- Funding for TSA (Tier1 and Tier2)
- **Metrics:**
- Use of CC survey; Power Bi chronic absenteeism, Parent feedback

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data. During our analysis and discussion, SSC board members and parents provided the following feedback:

Parent ratings were based on the following criteria:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (52)

Four stars (13)

Three stars (8)

Two stars (1)

#3 Teaching Fellows

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (2)

One star (1)

#4 Technology and online subscriptions

Five stars (47)

Four stars (19)

Three stars (7)

Two stars (0)

One star (3)

#5 Materials and Supplies

Five stars (60)

Four stars (10)

Three stars (6)

#6 HSL/RCA

Five stars (47)

Four stars (19)

To provide input and feedback, all EL parents were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Parent ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

#2 TSA

Five stars (7)

Four stars (2)

Three stars (1)

#3 Teaching Fellows

Five stars (9)

Four stars (1)

#4 Technology and online subscriptions

Five stars (10)

#5 Materials and Supplies

Five stars (10)

#6 HSL/RCA

Five stars (9)

Four stars (1)

#7 Tier 2 IS

Five stars (5)

Four stars (4)

Two stars (1)

#8 Clinician

Five stars (10)

#9 Parent Engagement

Five stars (10)

#10

To provide input and feedback, all teachers were provided with the opportunity to complete a survey regarding the site budget, allocation of resources, and the SPSA. The feedback received from the survey results was also shared with our SSC.

Teacher ratings were based on the following descriptors as well as the percentage number of favorable responses:

1 star = not important at all

2 stars = not very important

3 stars = somewhat important

4 stars = important

5 stars = very important

Teacher Responses:

- Teaching Fellows to support instruction and intervention- 82% said yes
- Teacher on Special Assignment (TSA)- 4.90 Stars
- Technology needs and replacements- 4.32Stars
- Additional Copy Lease- 100% said yes
- Supplemental contracts for after school activities like tutoring- 86% said yes
- District Approved Online Subscriptions- 97% said yes
- Tier 2 Intervention Specialist 2.5 days - 4.10 Stars
- Funding food and incentives for students (i.e. Reclassification breakfast) - 81% said yes
- Bilingual HSL/Hmong Resource Counselor- 4.71 Stars

Additional Input:

- Continue funding materials and supplies such as colored copy machine, whiteboards, annual spirit gear for staff, PE equipment, graph notebook, agendas, homework folders.
- Fund incentives for SBAC meeting and exceeding standards, as well as reclassification of EL students.
- Folklorico should be an activity that is offered to ALL students.
- Tutors must be trained and qualified.
- 100 Mile Club shirts for 5th grade students to prep them for PE testing.
- Continue to fund an Art Club/Innovation Club.
- Fund subscriptions like StarFall, Xtra-Math, Reflex Math, Scholastic.
- More personnel support in Kindergarten.

Three stars (7)

Two stars (2)

One star (1)

#7 Tier 2 IS

Five stars (42)

Four stars (16)

Three stars (5)

Two stars (2)

One star (1)

#8 Clinician

Five stars (46)

Four stars (14)

Three stars (3)

Two stars (1)

#9 Parent Engagement

Five stars (31)

Four stars (19)

Three stars (13)

Two stars (2)

One star (1)

#10

Noontime league (27)

Clubs at lunch (27)

Afterschool activities and clubs (50)

Talent time (50)

Character counts (36)

Student engagement (31))

#12

Family engagement (32)

Parent workshops (21)

Parent volunteers (28)

Parent meetings (29)

#14

Noontime league (5)

Clubs at lunch (9)

Afterschool activities and clubs (10)

Talent time (10)

Character counts (9)

Student engagement (10)

#12

Family engagement (10)

Parent workshops (10)

Parent volunteers (10)

Parent meetings (10)

#14

School web (5)

Phone message (10)

Email (8)

Class dojo (10)

Paper flyer (10)

Parent square (8)

Other comments/Input:

More family events after school.

Quarterly parent conferences

More emotional support

More communication of student learning

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip.

Increase security.

Space for parents to have access to resources and support to build school community.

School web (5)

Phone message (47)

Email (54)

Class dojo (55)

Paper flyer (65)

Parent square (23)

 Other/Additional Comments:

More family events after school.

Quarterly parent conferences

Pamphlets

More emotional support

More communication of student learning

All students to have same opportunities

More school performance (winter performance/father daughter dance)

More teacher training and parent workshops

School staff to keep confidential what occurs at school no gossip

Parent workshops on math and ideas for parents

Increase security

Resources for students with ADHD

Space for parents to have access to resources and support to build school community.

Action 1

Title: Increase Opportunities for Parent Involvement and Engagement

Action Details:

Increase Opportunities for Parent Involvement and Engagement: An analysis of our Parent Survey data and SSC feedback shows that we need to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education. To meet this goals, the following actions will be taken:

- The site will continue to provide several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Parent Teacher Conferences
- Grade level performances
- Open House
- Fall Festival
- Coffee Hours
- PTO
- Parent volunteer opportunities
- Chaperones for field trips
- Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
- For student presentations, special efforts will be made to invite parents and members of the Leavenworth community to present to the students.
- SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns. To facilitate multiple meetings, subs will be provided, as available.
- Teachers, in conjunction with the Bilingual Resource Counselor and the district funded Home School Liaison, will communicate with parents to ensure that they are kept up to date regarding events and student progress.
- The district funded Home School Liaison, Bilingual Resource Counselor, and CWAS will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
- Site based and district surveys will be utilized to solicit parent input and voice.

SMART Goal: By the end of the 2022-2023 school year, the percentage of parents that feel respected and welcomed, as measured by the FUSD Parent Survey, will increase to 100%.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Parent input and voice to be gathered through parent meetings and surveys
2. Parent survey feedback and input will be monitored and reviewed
3. Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets

Owner(s):
1. Administrators, HSL, BRC
2. ELAC, SSC, Administrators, ILT, CCT
3. Teachers, Administrators, HSL, BRC

Timeline:
1. Ongoing
2. Ongoing
3. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies may be purchased to support parent meetings and trainings.
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected parent meetings.
- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.
- Babysitting and interpreters will be provided for specified parent meetings.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, will be provided. POs, and Direct Food Services contracts may be used to provide food and refreshments, for those meetings. Interpreters and babysitting will also be provided for those events.
- Using their home language, the district funded Home School Liaison (Spanish) and Site Funded Bilingual Resource Counselor (Hmong) will communicate with parents of EL students, to promote parent participation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- A district funded Home School Liaison (Spanish) and site funded Bilingual Resource Counselor (Hmong) will continue to communicate with the parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.

- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

- We will continue to explore ways to increase the inclusion of our SPED students and their families.
- A CWAS will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and babysitting Additional Goals: G1A1-A4, G2A1, G3A1-A2	544.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement. ***No food or incentives.***	5,502.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000		46,398.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500		23,202.00

$75,646.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0305 Leavenworth Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Professional reading, leveled texts, and grade level curriculum and online subscriptions (BrainPOP, English/Spanish) for classroom to support student achievement. Additional Goals: G1A2-A4, G2A1, G3A1-A2, G4A1, and G5A1	5,595.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A4, G2A1, G3A1-A2	14,921.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: (3 for 4 hours for 166 days) Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2 and G4A1	58,488.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900		117,602.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs and academic data chats. Additional goals: G1A2-A4, G2A1-A2, G3A1-A2	4,850.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for site based SPED PLC. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, and G4A1	2,337.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, and G5A1	23,438.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellow (1 for 4 hours for 166 days). Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	19,496.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH Staff Copy Machine Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1	7,698.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenace and Tech Repairs	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A4, G2A1-A2, G3A1-A2, G4A1, G5A1	500.00
G1A1	Sup & Conc	Ancillary Services	Oth Cls-Supp			Supplemental contracts for classified for afterschool tutoring, events, and activities to support in student and family engagement. G1A2-A4, G2A1-A2, G3A1-A2, G5A1	11,819.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100		52,836.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support literacy and math in the support of site goals for EL students. Additional Goals: G1A1-A4, G2A1-A2, and G3A1	4,291.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California	19,496.00

G1A1		Instruction	Subagreements				19,496.00
					Teaching Fellows Foundation: 1 teaching fellow at 4 hours per day for 166 days. Additional Goals: G1A2-A4, and G2A1-A2		
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and incentives-food for EL Reclassification and snacks for testing. Additional Goals: G1A2-A4, G5A1	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT data chats and goal setting. One session per semester. Additional Goals:	1,484.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 100 hours	5,299.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			Online subscription Pebble Go Spanish Additional Goals: G1A1 and G1A3	600.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000		42,740.00
G3A2	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Social emotional services and professional learning. Family Foundations, Nightingale Resolutions.	11,184.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and babysitting Additional Goals: G1A1-A4, G2A1, G3A1-A2	544.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement. ***No food or incentives.***	5,502.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000		46,398.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500		23,202.00

	$483,820.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$85,050.00
Sup & Conc	7090	$277,378.00
LCFF: EL	7091	$121,392.00
Grand Total		**$483,820.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$354,250.00
G3 - Increase student engagement in their school and community	$53,924.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$75,646.00
Grand Total	**$483,820.00**

05/10/2024