

Leavenworth Elementary

10621666111256

Principal's Name: Rosalinda Torres

Principal's Signature: *Rosalinda Torres*

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosalinda Torres	X				
2. Chairperson - Sandra Morin				X	
3. Vice-Chairperson-Sofia Cortes				X	
4. DAC Rep.- Esmeralda Salcedo				X	
5. Celina Sandoval				X	
6. Patricia Mungur				X	
7. Robin Dooley		X			
8. Claudia Diaz		X			
9. Andres Rivas		X			
10. Norma Galvez			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	Rosalinda Torres	Rosalinda Torres	3-27-25
SSC Chairperson	Sandra Morin	Sandra Morin	3-27-25

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

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

FY 2025/26

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	\$84,180 *
7090	LCFF Supplemental & Concentration	\$272,214
7091	LCFF for English Learners	\$118,272

TOTAL 2025/26 ON-SITE ALLOCATION	\$474,666
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,440
Program Budget	\$81,740
Total Title I Allocation	\$84,180

ESSA Assistance Status: Not Identified for Assistance

Leavenworth Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-31.7 pts	2023-2024	-16.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	47.6 %	39.6 %	2023-2024	44.6 %
SBAC Math - Average distance from standard	✓	0 pts	-38.7 pts	2023-2024	-23.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	52.6 %	36.9 %	2023-2024	41.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Goal 1 Actions 1 and 2: At our school, a significant number of students are not achieving at challenging levels in both English Language Arts (ELA) and Mathematics. Specifically, the following major student groups are underperforming: English Learners, socioeconomically disadvantaged students and students with disabilities. This lack of achievement across multiple student demographics points to potential gaps in instructional strategies, resources, and supports that are essential for fostering high academic performance.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1-

- 1. Students are not mastering foundational skills in the primary grades.
- 2. Students are not exposed to books before entering school.
- 3. The need for developing foundational skill building for staff.

Action 2-

- 1. Students are not mastering conceptual math skills.
- 2. PLCs have not used CFAs, IABs, FIABs, and data analysis to the fullest extent.
- 3. The need for developing effective teaching strategies for Math.
- 4. Number Sense Standards-Number Talks/Dot Talk, Math Fluency

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address underachievement in ELA and Math among key student groups, the following needs must be met:

- 1. **Language Barriers (ELs)** – Structured ELD instruction, bilingual support, and teacher training on scaffolding.
- 2. **Limited Resources (Socioeconomically Disadvantaged)** – Tutoring opportunities for identified students, and student goal-setting structures.
- 3. **Inadequate Support (Students with Disabilities)** – Student interventions, teacher training, and attendance supports.
- 4. **Cultural/Socioeconomic Challenges** – Parent engagement, social emotional supports and mental health services, attendance supports.
- 5. **Teacher Preparedness** – PLC+ Foundations and collaboration, instructional planning, formative assessments, ongoing professional development, and instructional coaching.
- 6. **Lack of Early Intervention**– Universal screening, tiered interventions, and tutoring support programs (for example teaching fellows or interact fellows).

These targeted supports will help close achievement gaps and promote equity.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: All students excel in reading and writing

Fully Implemented

24-25 SPSA Actions were fully implemented. There needs to be refinement regarding the use of instructional minutes for intervention time and grade level content. PLCs will continue to implement a comprehensive reading program with an emphasis on early literacy and foundational skills in grades TK-2. The focus of PLC work will continue to focus on the implementation of reading strategies and interventions to achieve our goal of all students reading by 3rd grade.

Action 2: ELs will advance at least one proficiency level

Fully Implemented

The actions were fully implemented. Designated and Integrated ELD time and structures are in place at all grade levels. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students. Teaching Fellows are trained to provide ELD support in the specific domains (Reading, Writing, Speaking, Listening)

Action 3: All students will excel in math

Partially Implemented

The actions were partially implemented. Support is needed for the 4th, 5th and new teachers to help students learn grade level content; support is needed on how to teach to the grade level standards while providing foundational math skills for students performing below grade level.

Action 4: Reading by third grade

Partially Implemented

The actions were partially implemented. Support is needed for all teachers who have not yet completed Orton Gillingham Training. There is also a need for Classified Staff/Support Staff to engage in PL around High Quality Instruction, apply PL learning and small group instruction.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: All students excel in reading and writing

Effective

24-25 SPSA Actions were effective. There needs to be refinement regarding the use of instructional minutes for intervention time and grade level content. PLCs will continue to implement a comprehensive reading program with an emphasis on early literacy and foundational skills in grades TK-2. The focus of PLC work will continue to focus on the implementation of reading strategies and interventions to achieve our goal of all students reading by 3rd grade.

Action 2: ELs will advance at least one proficiency level

Effective

The actions were effective. Designated and Integrated ELD time and structures are in place at all grade levels. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students. Teaching Fellows are trained to provide ELD support in the specific domains (Reading, Writing, Speaking, Listening)

Action 3: All students will excel in math

Partially Effective

The actions were partially effective. Support is needed for the 4th, 5th and new teachers to help students learn grade level content; support is needed on how to teach to the grade level standards while providing foundational math skills for students performing below grade level.

Action 4: Reading by third grade

Partially Effective

The actions were partially effective. Support is needed for all teachers who have not yet completed Orton Gillingham Training. There is also a need for Classified Staff/Support Staff to engage in PL around High Quality Instruction, apply PL learning and small group instruction. Our Academic Coach and Teacher on Special Assignment have delivered PL around Orton Gillingham, Tier I and Tier II and have worked with teachers/grade levels on strengthening RtI.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There will be refinements made to achieve our goal for next year:

1. **Refining Intervention & Instructional Time** – PLCs will restructure intervention time (RTI blocks) to balance foundational skills with grade-level rigor, ensuring targeted support for students.
2. **Enhancing Early Literacy** – Orton-Gillingham training will be expanded, with a focus on **vertical alignment** of strategies across grade levels. Support staff will also receive professional learning to strengthen literacy interventions, especially in TK-2.
3. **Expanding ELD Support** – Teaching Fellows will receive additional training, and professional development on ELPAC and data-driven ELD instruction will continue to ensure ELs advance in proficiency.
4. **Strengthening Data Use & Coaching Support** – PLCs will increase data analysis cycles to improve small-group instruction and interventions. **The TSA and academic coach will continue to provide ongoing support and professional development** to strengthen instructional consistency.

These changes will enhance instructional effectiveness, improve intervention strategies, and ensure greater alignment across grade levels.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- District will continue to fund 8 hour Spanish HSL and a fulltime school psychologist.
- During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data.
- A school wide needs assessment for families to provide feedback was available to parents in English and Spanish from January 13 through February 28, 2025 on Parent Square and Parent Weekly Communication. Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.52 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.13 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.17 stars

ELAC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- An ELAC Meeting was held to inform parents on current data and review current needs assessment.
- A needs assessment was given at the ELAC Meeting on February 7, 2025.
- ELAC members also took the school wide needs assessments.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.5 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.67 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.83 stars
- Materials and supplies to support student instruction and learning = 5 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.83 stars

Staff:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- 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 and ELAC.
- Teacher ratings were to Keep, Increase, Reduce, or Cut specific expenses.
- Teacher supplemental contracts - 84% state to keep.
- Classified supplemental contracts - 53% state to keep.
- Continuing to fund at least 5 Teaching Fellows - 71% state to keep.
- Continuing to fund subs for planning and data chats - 69% state to keep
- Teacher on Special Assignment - 90% state to keep.
- Resource Counseling Assistant/HSL (Hmong) - 81% state to keep
- Tier II Intervention Specialist - split funded - 69% state keep
- Continuing to fund technology needs and upgrades - 72% state to keep.

- Materials and supplies to support student instruction and learning = 4.61 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.61 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.48 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 3.83 stars
- Engagement activities considered most valuable for students:
- Noontime League 21%
- Student Clubs 18%
- After School Extra-Curricular Activities 27%
- Talent Time 18%
- Character Count Reward Assemblies 11%
- Other 5%- student leadership, celebrations, camps, variety of sports, buddysystems, fieldtrips, organized activities at recess.

- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.83 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 4.83 stars
- Engagement activities considered most valuable for students:
- Noontime League 21%
- Student Clubs 14%
- After School Extra-Curricular Activities 21%
- Talent Time 21%
- Character Count Reward Assemblies 3%
- Other: individual incentives or raffles for students, more support like tutoring and for students with special needs.

- Materials and supplies to support instruction - 81% state to keep
- Copy machine lease - 84% state to keep
- Continuing to fund mileage - 94% state to keep
- Continuing to fund graphics - 64% state to keep
- Maintenance and tech repairs - 84% state to keep
- **Additional Input:**
- Continue to fund positions that are funded by the data.
- Give training on how to effectively use the copy machine to prevent damage.
- BIA positions in kindergarten classrooms.
- Supplies for classroom calm-down corners.
- Continue to fund BrainPOP, PebbleGo, and Reflex Math.
- Detailed list of what exactly is purchased with the site budget.

Action 1 :

SBAC Meeting or Exceeding Standards in ELA

Action Details:

Leavenworth PLCs (Professional Learning Communities) will implement a TK-6 comprehensive reading program with a strong emphasis on early literacy and foundational skills for grades TK-2. PLCs will utilize the Guaranteed Viable Curriculum (GVC) to implement school-wide reading strategies and interventions aimed at ensuring all students are reading at grade level by 3rd grade. ELA instruction and PLC work for grades TK-6 will focus on the Instructional Practice Guide (IPG)

- Tenets 2B, 2C, 3, and 4: Tenet 2B(Challenging Content):Lessons will integrate standards through oral and written questions/tasks that build students' comprehension of texts and their meanings.
- Tenet 2C (Challenging Content):Foundational skills lessons will develop skills that support comprehension.
- Tenet 3 (Ownership):Students will take responsibility for their thinking and learning in the classroom.
- Tenet 4 (Every Student):Lessons will address the specific needs of students working to close reading gaps.

Differentiation and targeted supports will be implemented for English Learners to help them achieve reclassification.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1 Teachers in grades K-6 will implement the following supports for all students:

- Core Reading Block: Instruction will follow the Guaranteed Viable Curriculum (GVC) in reading and writing.
- Technology Integration: Technology will support student learning of the Common Core State Standards. Instructional support technology will be purchased as funds allow.
- Materials and Supplies: Funds will support the purchase of instructional supplies, including supplementary materials for ELA and Math.
- Goal-setting Incentives: Materials will be purchased to support academic goal-setting based on district and state assessments.
- Classroom Incentives: Incentives will be provided for meeting academic and behavioral goals.

- ELD Reclassification Recognition: Recognition will be given to students and families who meet reclassification criteria.
- Substitutes: Substitutes will be provided for instructional talks, data analysis, and coaching as needed.
- Professional Learning: TSA and instructional coach will support professional learning in ELA and Math.
- Substitute Support: Substitutes will allow teachers to collaborate with district coaches on ELA professional development.
- Parent Engagement: Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.
- Climate and Culture Specialist: This position will support teachers with classroom management, observations, and feedback.
- Professional Learning Opportunities: As funding allows, professional development in ELA and Math will be explored.

Tier 2 Intervention

- Block: A 30-45 minute intervention block will focus on targeted support based on formative assessment data.
- ELD Support: English learners will receive targeted intervention with Wonders ELD Curriculum to address reclassification needs.
- Certificated Tutors: Three certificated tutors will focus on foundational skills and English Learner support (funded by the Ericson Literacy Grant). Tutors will also administer the ELPAC assessment. Interact Fellows: Four Interact Fellows (3.5 hours/day) will provide extra support in ELA and Math, focusing on students based on academic data. After-School Tutoring: After-school tutoring contracts will support ELA proficiency, particularly for EL students. Targeted Support Team (TST): Students with ongoing academic, health, attendance, or behavioral concerns will be referred to the TST for further intervention. Social-Emotional Support: Two .875 Resource Counselors will provide social-emotional support, and a Restorative Practice Counselor will address behavioral issues. Intervention Specialist: This position will lead social skills groups and provide individual support. Safety Support: A .75 Campus Safety Assistant will support safety during the instructional day and after-school programs.

Tier 3

- Student Success Team (SST): Students not responding to Tier 1 and 2 interventions will be referred for SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing. Behavior Intervention: Students with ongoing behavioral issues may be referred to ISET (Inter-agency Child Empowerment Team). District Behavior Intervention Specialists will support students with individual behavior plans. Substitutes: Substitutes will be provided for classroom coverage during SST meetings. SST Management: A supplemental contract will be offered to a certificated staff member to manage and plan SST meetings.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Leavenworth provides targeted support for all English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students, through the following actions:

- Designated and Integrated Instruction: Teachers will provide designated and integrated instruction using the GVC and the ELA/ELD State Standards to meet the needs of EL students.
- ELD Instruction: Students will receive designated ELD instruction aligned with their proficiency levels during the intervention block.
- Reading Intervention for LTELs: LTELs will be specifically targeted for additional reading interventions to support their language development.
- Monitoring and Support: District EL Coaches will collaborate with administrative teams and PLCs to monitor progress, ensure acceleration of student achievement, and support reclassification efforts.
- Reclassification Goal Setting: Teachers will use the Reclassification Goal Setting report to set individualized goals for EL students, focusing on areas of growth.
- Family Engagement: Parents will be invited to Parent Engagement Meetings, ELAC, and SSC meetings to discuss their children's academic progress and EL status.
- Professional Development: As funding allows, teachers will have access to conferences and professional learning opportunities to enhance their knowledge of ELA and Math strategies for EL students.
- Home-School Liaison Support: The Home-School Liaison will assist in communicating academic progress and attendance to families, ensuring they are well-informed and involved.

These services aim to ensure that EL students receive the necessary support for academic success and timely reclassification.

Student Groups

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

English Learners (EL) and Socio-economically Disadvantaged Students (SED)

- Targeted Academic Support:
 - Four Teaching Fellows will provide small-group interventions for students below grade level, guided by a site-funded Teacher on Special Assignment (TSA) to ensure effective language development

strategies.

- **Teacher Planning & Collaboration:**

- Funding for substitutes will allow teachers to participate in data chats and goal-setting sessions, ensuring instruction is informed by student progress and tailored to ELL needs.

- **Increased Family Engagement:**

- Babysitting services will be funded to remove barriers for parents attending ELAC meetings, Family Engagement events, and educational workshops, fostering stronger home-school connections.
- Mileage to increase attendance and family connections.

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

- **Home-School Communication:** Funding a site-based Hmong Home-School Liaison/RCA to support parent communication, attendance, and engagement.
- **Technology & Literacy Resources:** Purchasing school-wide subscriptions to **PebbleGO Spanish extension** and **BrainPOP** to enhance literacy support.
- **Instructional Support:** Funding a site-based TSA for site-wide EL instruction and training Teaching Fellows to support individual and small-group student learning.
- **Operational Resources:** Continuing the lease of a second copier to support instruction.
- **Extended Learning:** Providing certificated and classified supplemental contracts for additional tutoring.
- **Instructional Materials:** Funding materials and supplies to enhance instruction.
- **Teacher Collaboration:** Funding substitute days for teachers to participate in **English Language Review Team** meetings led by admin, the site-funded TSA, and the academic coach.
- **Instructional Support:** Focus on increasing ELPI Student Data. 2024-2025 54% of students had growth for 2025-2026 we will increase by 11% to our target goal of 65%
- **Social-Emotional & Attendance Support:** Funding a **Tier II Intervention Specialist** to support Social-Emotional Learning (SEL) and attendance.
- **Student Recognition:** Providing **nutrition services** to celebrate EL students who redesignate.

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

To improve academic performance for EL and SED students, Leavenworth will implement the following site-based actions:

1. Strengthen Targeted Academic Support
 - Utilize Teaching Fellows to provide additional support in small groups, guided by the site-funded TSA to ensure effective language development strategies.
2. Enhance Teacher Collaboration & Data-Driven Instruction
 - Provide substitute coverage for teachers to participate in data chats, English Language Review Team meetings, and goal-setting sessions to tailor instruction to EL and SED student needs.
 - Leverage academic coaching to support teachers with EL instructional strategies.
3. Improve Home-School Communication & Family Engagement
 - Strengthen outreach through Home School Liaison, ensuring parents receive communication in their home language.
 - Remove barriers to participation by offering babysitting services for ELAC meetings, family engagement meetings, and workshops.
 - Fund mileage reimbursements to increase staff attendance at home visits and family outreach efforts.
4. Expand Access to Technology & Instructional Resources
 - Provide PebbleGO Spanish extension and BrainPOP subscriptions to support EL literacy development.
 - Continue leasing a second copier to ensure instructional materials are readily available for differentiated learning.
5. Support Student Success & Motivation
 - Fund SEL and attendance interventions through a Tier II Intervention Specialist to address social-emotional barriers affecting academic performance.

By implementing these academic, instructional, and family engagement initiatives, Leavenworth will ensure equitable access to learning opportunities, improve student achievement, and support EL and SED students in reaching their full potential.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback - Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention. - Goal setting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments - Outcomes measured by growth from assessment to assessment stretch growth goals. - Students meeting their D2 iReady stretch growth will increase by 15% comparing last year's data to this year's data . - Goal setting Progress Monitoring - Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: decrease the distance from meeting standards in ELA from by 15 points. Outcomes measured by growth from distance from standard. - SBAC Results: increase the percentage of students that are proficient from 39.6% to 44.6% - K-6 iReady3 Results: Increase by 10% from prior year Outcomes monitored by Principal, VP and teachers.

Action 2 :

SBAC Meeting or Exceeding Standards in Math

Action Details:

Leavenworth PLCs will implement TK-6 instructional math strategies and intervention opportunities with a focus on interactive activities, real-life applications, and problem-solving.

PLCs will use the Guaranteed Viable Curriculum (GVC) to apply school-wide math strategies and interventions, aiming for all students to achieve academic proficiency.

Math instruction and PLC work in grades TK-6 will focus on the Instructional Practice Guide (IPG) Tenets 2A, 2B, 3, and 4:

- Tenet 2A (Challenging Content): Lessons will align with the shifts required by the CCSS for Mathematics, ensuring the content is challenging and relevant.
- Tenet 2B (Challenging Content): Instructional practices will ensure all students have the opportunity to learn and engage with the content.
- Tenet 3 (Ownership): Students will be responsible for their thinking and apply mathematical practices to solve problems.
- Tenet 4 (Every Student): Lessons will target gaps in students' skills or understanding, focusing on their specific needs rather than reinforcing what they already know.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1

Teachers in grades K-6 will implement the following supports for all students:

- Core Math block using Guaranteed Viable Curriculum (GVC)
- Technology to support student learning of Common Core State Standards (CCSS)
- Instructional support technology will be purchased as funds allow
- Funds will also be used for technology repairs and software Supplies and materials, including supplementary materials for CCSS in ELA and Math
- Goal-setting incentives to support academic progress based on district and state assessments
- Classroom incentives for meeting academic and behavior goals
- Substitutes provided for instructional talks, data analysis, and coaching as needed
- Instructional coach support for professional learning in ELA and Math based on current data
- Substitutes for teachers working with district coaches on ELA and Math professional development
- Refreshments during professional learning Parent communication on student progress (see parent engagement actions), with funds allocated for: materials, supplies, refreshments, babysitting, and translators
- Climate and Culture Specialist to support teachers with classroom management, observations, and feedback
- As funding allows, professional learning opportunities in ELA and Math

Tier 2

- 30-45 minute intervention block
- Math interventions based on formative assessment data of student progress
- 4 Interact Fellows (@4 hours per day/5 days per week) providing extra support in ELA and Math, based on academic data
- After-school tutoring contracts for teachers to provide additional support in Math, focusing on EL students
- Students with ongoing issues (academics, health, attendance, behavior, or suspensions) maybe referred to the Targeted Support Team (TST)
- One .8750 Resource Counselor to provide social-emotional support District-provided Restorative Practice Counselor for behavioral intervention
- Intervention Specialist to support social-emotional needs through social skills groups and individual supports

Tier 3

- Student Success Team (SST) for students not responding to Tier 1 and 2 interventions
- Students maybe referred for 504 accommodations or Special Education Testing, based on data analysis from Tier 1 and 2 interventions
- Students with ongoing behavioral issues maybe referred to district ISET (Inter-agency Child Empowerment Team)
- District-assigned Behavior Intervention Specialists to support individual behavior plans and teacher guidance
- Substitutes for classroom coverage during SST meetings
- Supplemental contract for certificated staff to manage and plan SST meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learner (EL) Students:

1. **Integrated and Designated Instruction:** Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure academic success across subjects.
2. **Academic Math Vocabulary:** Special focus will be placed on Academic Math Vocabulary to enhance EL students' understanding of math concepts and foster language acquisition in the content area.
 - Understanding the Problem: Teachers will encourage students to state the problem in their own words, identify unknowns, and distinguish relevant from irrelevant information. This will help students break down math problems and improve comprehension
3. **Opportunities to Improve Test Scores:** EL students will be provided with opportunities to improve their test scores through reteach sessions and make-up tests to ensure mastery of content and skills.
4. **Parental Engagement:**
 - **Parent Involvement:** Parents will be invited to attend ELAC (English Learner Advisory Committee) and SSC (School Site Council) meetings to discuss the academic progress of their children and receive updates on EL performance. These meetings will provide parents with vital data about their children's educational development.
 - **Home-School Liaison Support:** A1.0 Home-School Liaison will facilitate communication with families regarding attendance, academic progress, and other pertinent information. This ensures a direct line of support between school and home, especially for EL families.
5. **Designated ELD Instruction:**

- Students will receive designated English Language Development (ELD) instruction tailored to their English proficiency levels during the intervention block. This ensures that EL students receive targeted support to meet their specific language development needs.

6. Professional Learning Opportunities:

As funding allows, professional learning opportunities will be explored to support ongoing development in both ELA and Math specifically designed for English Learners. This includes training that focuses on strategies for effective instruction, differentiation, and assessment practices for EL students, ensuring continuous improvement in their academic progress.

Student Groups

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

English Learners (EL) and Socio-economically Disadvantaged Students (SED)

- **Targeted Academic Support:**
 - Four Teaching Fellows will provide small-group interventions for students below grade level, guided by a site-funded Teacher on Special Assignment (TSA) to ensure effective language development strategies.
- **Teacher Planning & Collaboration:**
 - Funding for substitutes will allow teachers to participate in data chats and goal-setting sessions, ensuring instruction is informed by student progress and tailored to ELL needs.
- **Increased Family Engagement:**
 - Babysitting services will be funded to remove barriers for parents attending ELAC meetings, Family Engagement events, and educational workshops, fostering stronger home-school connections.
 - Mileage to increase attendance and family connections.

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

- **Home-School Communication:** Funding a site-based Hmong Home-School Liaison/RCA to support parent communication, attendance, and engagement.
- **Technology & Literacy Resources:** Purchasing school-wide subscriptions to **PebbleGO Spanish extension** and **BrainPOP** to enhance literacy support.
- **Instructional Support:** Funding a site-based TSA for site-wide EL instruction and training Teaching Fellows to support individual and small-group student learning.
- **Operational Resources:** Continuing the lease of a second copier to support instruction.
- **Extended Learning:** Providing certificated and classified supplemental contracts for additional tutoring.
- **Instructional Materials:** Funding materials and supplies to enhance instruction.
- **Teacher Collaboration:** Funding substitute days for teachers to participate in **English Language Review Team** meetings led by admin, the site-funded TSA, and the academic coach.
- **Social-Emotional & Attendance Support:** Funding a **Tier II Intervention Specialist** to support Social-Emotional Learning (SEL) and attendance.
- **Student Recognition:** Providing **nutrition services** to celebrate EL students who redesignate.

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

Our site is committed to supporting English Learners (EL) and Socio-Economically Disadvantaged (SED) students in mathematics through targeted academic, family, and social-emotional initiatives. A site-based Hmong Home-School Liaison will strengthen parent communication and attendance, while a **Tier II Intervention Specialist** will help coordinate Multi-Tiered Systems of Support through the **Targeted Support Team**. A **TSA and Teaching Fellows** will provide small-group math interventions to support students struggling to meet grade-level standards. Online math resources and tutoring will enhance instruction, and teachers will participate in **data-driven planning meetings** to assess progress and adjust instruction. Funding for instructional materials and a second copier lease will further support high-quality math instruction. To celebrate student achievement,

incentives like the **Redesignation Breakfast** will recognize EL students who redesignate. These efforts ensure comprehensive math support and equitable learning opportunities for all students.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback - Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention. - Goal setting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments - Outcomes measured by growth from assessment to assessment stretch growth goals. - Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data . - Goal setting Progress Monitoring - Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: decrease the distance from meeting standards in Math from by 15 points. Outcomes measured by growth from distance from standard. - SBAC Results: increase the percentage of students that are proficient from 36.9% to 41.9% - K-6 iReady3 Results: Increase by 10% from prior year Outcomes monitored by Principal, VP and teachers.

2025-2026 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	Teacher-Subs			Substitutes for teacher planning: data chats and goal-setting to support instruction in ELA and Math, G1. A1-A2. **No IEPs**	1,250.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: 4 Teaching Fellows at 4 hours a day for 166 days. G1, A1-A2	79,935.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900	Teacher on Special Assignment to support instruction	123,736.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP meetings.	4,501.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for site-based SPED PLC.	3,781.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: BrainPOP subscription for all teachers to support ELA instruction. G1,A1	4,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic and SEL instruction, inclusive of student engagement. G1, A1-A2. Other goals G1-A2, G2-A1, G4-A1, G5-A1	36,585.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH staff copy machine.	5,570.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs	1.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction	100.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000	Additional goal G3, A1-A2 and G5,A1	47,724.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100	Teacher on Special Assignment to support instruction	55,590.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for each grade level to take part in ELRT data chants and goal settings.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for ELPAC Accessors and ELL after-school tutoring by teachers. G1, A1-A2.	12,961.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for DLI Vertical Articulation meetings. 1.5hr meeting each quarter for all DLI teachers. G1, A1-A2.	4,860.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Supplement contract for ELL tutoring. G1,A1-A2.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support instruction of ELL students.	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support instruction	9,400.00
G1A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Online Subscription - Pebble GO - Spanish Extension	600.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and Incentives: Food for EL Reclassification Celebration	3,000.00

2025-2026 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	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500	Additional goal G3, A1-A2 and G5,A1	23,861.00

\$425,955.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.5 %	90.4 %	2024-2025	91.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in our current goal, the percent favorable in the Student-Centered/Real-World Experiences domain of the Fall Climate & Culture Student Survey increased by _____ % from Spring 2024. Throughout the 2024-2025 school year, Leavenworth will enhance student engagement by providing diverse career exploration opportunities, including fieldtrips, career-focused activities, and research projects. Students will also have access to community service and leadership experiences through student council initiatives. Additionally, Leavenworth will foster a positive school culture by recognizing students who exemplify strong character and contribute to a supportive school environment.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited Student Participation: Students with chronic attendance issues may have missed key Goal 2 engagement activities, reducing their exposure to career exploration, Talent Time, leadership opportunities, and recognition programs.
- After-School Program (ASP) Capacity: Due to limited space and staffing requirements, ASP enrollment was capped at approximately 250 students during the 2024-2025 school year, restricting access to extended learning and engagement opportunities.
- Sustained Efforts Needed: While current actions have led to some progress, continued implementation in 2025-2026 is necessary to maintain momentum and further increase student engagement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Expanding Inclusion: Despite increased participation, chronic absenteeism limited some students' access to these opportunities. Strategies to reach absent students through alternative programming, virtual options, or mentorship maybe needed.

ASP Accessibility: The after-school program(ASP) served approximately _____ students, but limited space and staffing prevented broader participation. Expanding ASP capacity or integrating engagement activities within the school day could help more students benefit.

Increasing Impact Toward 91.5%Goal: While progress is evident, continued refinement and additional targeted outreach efforts will be necessary to reach the 91.5% favorable response target on the Student Climate & Culture Survey. Leavenworth Elementary is committed to expanding student-centered and real-world learning experiences to enhance student engagement and career exploration. To achieve this, the school will continue to plan and advocate for increased student participation in hands-on learning opportunities, leadership initiatives, and community service projects. Additionally, recruiting and supporting staff members dedicated to these initiatives is essential to ensuring all students have equitable access to meaningful engagement opportunities that foster academic, social, and personal growth.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Exposure to Careers Participation	Partially Implemented
The actions were partially implemented. There is a low participation rate of student in real life-world learning experiences for students in grade K-2. Grades 3-6 have higher participation rate. Parents don't feel comfortable with their students leaving campus. And there are limited opportunities for field trip and events.	
Action 2: Student Engagement	Fully Implemented
All Goal 2 funding this year was expended as more staff engaged in supporting Goal 2 activities this year.	

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Exposure to Careers Participation	Ineffective
The student-centered and real-world experiences initiatives at Leavenworth Elementary have contributed to a 4% increase in favorable responses on the Student Climate & Culture Survey, reaching 90% positive feedback in this domain. This progress indicates that students are benefiting from expanded engagement opportunities, leadership experiences, and career exploration activities. Key Indicators of Effectiveness: 1. Increased Student Engagement: • The variety of career exploration programs, such as the Junior League partnership (K-2) and district-funded career engagement initiatives (3-6), provided students with early exposure to real-world applications of learning. • Volunteer and leadership opportunities through Student Council and service projects empowered students to take active roles in their school and community. 2. Recognition and Motivation: • The Character Counts & Student of the Month awards reinforced positive behavior and values, contributing to a stronger school culture. • Academic and extracurricular activities (e.g., Talent Time, Peach Blossom Festival, and after-school clubs) fostered student confidence and provided additional avenues for engagement. 3. Social-Emotional and Cultural Impact:	

- The Second Step curriculum, Growth Mindset lessons, and Goal Setting activities helped students develop essential SEL skills, improving their resilience and goal orientation.
- Quarterly cultural events and schoolwide initiatives like Red Ribbon Week and Read Across America strengthened students' sense of belonging and inclusivity within the school community.

4. Access to Arts and Enrichment Programs:

- The VAPA programs (Dance, Music, Choir, Band, Strings, and Arts) enriched students' educational experiences, offering creative outlets that contribute to overall well-being and engagement.

Action 2: Student Engagement

Ineffective

Student Engagement initiatives at Leavenworth Elementary were implemented; however, there are areas of growth in increasing student participation in school activities, leadership roles, and real-world learning experiences.

1. Increased Participation in Schoolwide Engagement Activities:

- Talent Time, Peach Blossom Festival, and K-Kids Club offered diverse avenues for students to participate in creative and extracurricular activities.
- Recognition programs like Character Counts & Student of the Month Awards motivated students to demonstrate positive behavior and school involvement.

2. Integration of Social-Emotional Learning (SEL) into Engagement Efforts:

- The implementation of Second Step, Growth Mindset lessons, and Goal Setting activities supported students' emotional development, improving their ability to engage effectively in academic and extracurricular activities.
- SEL-focused lessons strengthened students' resilience, emotional regulation, and interpersonal skills.

3. Strengthening of School Culture and Inclusivity:

- Schoolwide events such as Red Ribbon Week, Read Across Leavenworth, and cultural celebrations fostered inclusivity and reinforced a sense of belonging among students.
- Activities designed to highlight diverse cultural perspectives encouraged students to appreciate different backgrounds, fostering a welcoming and engaging school environment.

4. Support for Arts & Enrichment Programs:

- Our music teacher provided students with creative outlets that enhanced engagement, confidence, and self-expression. Outlets such as Music, Choir, Band, Strings, and Mariachi.
- Participation in these programs helped strengthen school connectedness by allowing students to develop teamwork, discipline, and artistic skills in a supportive environment.
- Not having a teacher funded by prop 28 funds limited the opportunities available for students to be engaged in arts.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real world experiences such as field trips.
- We will host a Career Day.
- We will increase the number of activities available for students to choose from.
- We will begin meeting with our committees, admin, extended learning coordinator, TSA and Academic Coach to analyze data calibrate student supports.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- District will continue to fund 8 hour Spanish HSL and a fulltime school psychologist.
- During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data.
- A school wide needs assessment for families to provide feedback was available to parents in English and Spanish from January 13 through February 28, 2025 on Parent Square and Parent Weekly Communication. Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.52 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.13 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.17 stars
- Materials and supplies to support student instruction and learning = 4.61 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.61 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.48 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 3.83 stars
- Engagement activities considered most valuable for students:
- Noontime League 21%
- Student Clubs 18%
- After School Extra-Curricular Activities 27%
- Talent Time 18%
- Character Count Reward Assemblies 11%
- Other 5%- student leadership, celebrations, camps, variety of sports, buddy systems, fieldtrips, organized activities at recess.

ELAC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- An ELAC Meeting was held to inform parents on current data and review current needs assessment.
- A needs assessment was given at the ELAC Meeting on February 7, 2025.
- ELAC members also took the school wide needs assessments.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.5 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.67 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.83 stars
- Materials and supplies to support student instruction and learning = 5 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.83 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.83 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 4.83 stars
- Engagement activities considered most valuable for students:
- Noontime League 21%
- Student Clubs 14%
- After School Extra-Curricular Activities 21%
- Talent Time 21%
- Character Count Reward Assemblies 3%
- Other: individual incentives or raffles for students, more support like tutoring and for students with special needs.

Staff:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- 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 and ELAC.
- Teacher ratings were to Keep, Increase, Reduce, or Cut specific expenses.
- Teacher supplemental contracts - 84% state to keep.
- Classified supplemental contracts - 53% state to keep.
- Continuing to fund at least 5 Teaching Fellows - 71% state to keep.
- Continuing to fund subs for planning and data chats - 69% state to keep
- Teacher on Special Assignment - 90% state to keep.
- Resource Counseling Assistant/HSL (Hmong) - 81% state to keep
- Tier II Intervention Specialist - split funded - 69% state keep
- Continuing to fund technology needs and upgrades - 72% state to keep.
- Materials and supplies to support instruction - 81% state to keep
- Copy machine lease - 84% state to keep
- Continuing to fund mileage - 94% state to keep
- Continuing to fund graphics - 64% state to keep
- Maintenance and tech repairs - 84% state to keep
- **Additional Input:**
- Continue to fund positions that are funded by the data.
- Give training on how to effectively use the copy machine to prevent damage.
- BIA positions in kindergarten classrooms.
- Supplies for classroom calm-down corners.
- Continue to fund BrainPOP, PebbleGo, and Reflex Math.
- Detailed list of what exactly is purchased with site budget.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Students 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
- 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.
- 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.

Student Groups

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

Targeted Experiential Learning Support:

- Four Teaching Fellows will facilitate hands-on, inquiry-based learning experiences for students, guided by a site-funded Teacher on Special Assignment (TSA) to ensure real-world application of language and academic skills.

Teacher Planning & Collaboration:

- Funding for substitutes will allow teachers to participate in planning sessions focused on project-based learning, interdisciplinary instruction, and real-world application of academic concepts.

Increased Family Engagement:

- Babysitting services will be funded to remove barriers for parents attending ELAC meetings, Family Engagement events, and workshops on supporting real-world learning opportunities at home.
- Mileage to increase attendance and family connections, ensuring parents have access to school events and learning showcases that highlight student-driven projects and experiences.

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

Home-School Communication:

- Funding a site-based Hmong Home-School Liaison/RCA to strengthen communication and family engagement in experiential learning opportunities.

Technology & Innovation:

- Funding classroom technology enhancements to support project-based learning and student collaboration.

Instructional Support:

- Funding a site-based TSA to integrate real-world learning strategies into instruction and train Teaching Fellows to facilitate hands-on, student-driven projects.

Operational Resources:

- Continuing the lease of a second copier to support the development of student-centered learning materials and projects.

Instructional Materials:

- Funding materials and supplies to enhance project-based learning, inquiry-based instruction, and hands-on exploration.

Social-Emotional & Attendance Support:

- Funding a Tier II Intervention Specialist to integrate Social-Emotional Learning (SEL) within student-led projects and real-world experiences.

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

As a site, we are committed to providing expanding student-centered, real-world learning experiences to ensure that English Learners (EL) and Socio-Economically Disadvantaged (SED) students receive the necessary resources and opportunities to succeed.

- Develop project-based learning opportunities that integrate hands-on, inquiry-based approaches to deepen student engagement and real-world application of skills.
- Communicate with families the importance of students participating in field trips and experiential learning activities that connect curriculum to real-life experiences.
- Provide teacher professional development on culturally responsive teaching and project-based learning to better support EL and SED students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students will gain deeper knowledge of career pathways, problem-solving, and real-world applications of learning through project-based experiences. Teachers will implement critical thinking, collaboration, and hands-on learning strategies to enhance engagement. • Measurement: Classroom observations, student work samples, and ELPAC/formative assessment data. • Monitored By: Teachers, TSA, and ILT through lesson planning and student progress tracking.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will apply knowledge to real-world projects, show increased engagement in activities and field trips, and demonstrate improved communication and problem-solving skills. • Measurement: Participation rates in field trips, engagement activities like Talent Time, and student-led projects. • Monitored By: PLC teams, TSA, ILT, and admin tracking student engagement and academic progress.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students will demonstrate college, career, and civic readiness, with higher EL redesignation rates, stronger attendance, and increased academic performance. • Measurement: 95% student participation in career exposure activities, Climate & Culture survey results, redesignation rates, and attendance trends. • Monitored By: ILT, TSA, and admin reviewing student participation data and assessment outcomes.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Camp-Outdoor Learning
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 (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.

Student Groups

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

Our student groups are English Language Learners and Socio-economically Disadvantaged students. Using Title I funds will allow us to do the following:

- Funding for Teaching Fellows to support small-group, inquiry-based learning experiences that promote active engagement.
- Funding for substitutes to allow teachers to collaborate on designing interactive and real-world learning experiences that foster engagement.
- Providing babysitting services to remove barriers for parents attending events that promote student involvement, such as Family Engagement Meetings.
- Mileage reimbursement for Home School Liaisons to increase family participation in engagement-focused school events.
- Extra Support Substitute for Peer Observations.

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

- Funding a Hmong Home-School Liaison/RCA to strengthen connections between school and home, increasing student motivation and participation.
- Purchasing school-wide subscriptions to interactive platforms such as PebbleGO Spanish and BrainPOP to support engaging, multimedia-based learning.
- Funding a Teacher on Special Assignment (TSA) to integrate collaborative, student-centered learning strategies across classrooms.
- Continuing the lease of a second copier to support instructional materials for engagement-focused activities.
- Providing certificated and classified supplemental contracts for leadership opportunities that enhance engagement.
- Funding supplies and resources that support interactive, real-world learning experiences.
- Funding a Tier II Intervention Specialist to strengthen Social-Emotional Learning (SEL) and student participation in school.

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

As a site, we are committed to enhancing student engagement by fostering interactive, real-world learning experiences, increasing collaboration, and strengthening home-school connections. Our planned actions include:

- Expanding multimedia and technology-based instruction through interactive learning platforms such as PebbleGO Spanish and BrainPOP.

- Providing substitutes for teacher planning sessions to design engagement-driven lessons incorporating open-ended exploration and real-world scenarios.
- Supporting professional development focused on active learning strategies, project-based instruction, and culturally responsive teaching.
- Removing barriers for families by funding babysitting services for meetings such as Family Engagement Meetings, SSC, and ELAC.
- Strengthening home-school communication with a Hmong Home-School Liaison/RCA to increase family participation in student learning.
- Reimbursing mileage costs of Home School Liaisons to support parent attendance at school events that promote student engagement
- Funding a Tier II Intervention Specialist to support Social-Emotional Learning (SEL) and improve student engagement and attendance.

These planned actions will ensure EL and SED students actively engage in their learning, develop critical thinking and problem-solving skills, and have meaningful opportunities to connect their learning to real-world experiences.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students will develop a deeper understanding of collaboration, critical thinking, and real-world problem-solving through interactive, hands-on experiences. Teachers will implement culturally relevant, project-based learning strategies to engage all students, particularly English Learners and Socio-Economically Disadvantaged students. • Measurement: Classroom observations, student reflections, and formative assessments. • Monitored By: Teachers, TSA, and ILT through student work analysis and engagement tracking.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will actively participate in engagement activities, service-learning projects, and interdisciplinary learning experiences that connect academics to real-world applications. Increased family engagement and student leadership opportunities will further boost motivation and participation. • Measurement: Participation rates in student engagement activities, service-learning activities, and field trips; student surveys on engagement. • Monitored By: PLC teams, TSA, and admin tracking student participation and behavioral trends.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students will demonstrate increased academic performance, higher engagement levels, and improved SEL skills, leading to greater college, career, and civic readiness. A school culture that fosters inclusivity, hands-on learning, and leadership development will be sustained. • Measurement: Increased student engagement scores on the Climate & Culture survey, improved attendance rates, and higher participation in extracurricular and leadership opportunities. • Monitored By: ILT, TSA, and admin analyzing schoolwide data on student engagement and success.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		24.8 %	2023-2024	24.2 %
Suspension Rate	✓	0.17 %	1.2 %	2023-2024	0.87 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Current data indicates that chronic absenteeism at Leavenworth Elementary remains a significant challenge, with an overall rate of 24.8%, a decrease from 27.9% in 2022-2023, yet still impacting student learning and engagement. Suspensions have increased over the last year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Chronic Absenteeism (24.8%)
- Family & Socioeconomic Barriers: Transportation, housing instability, and work schedules impact attendance.
 - Student Engagement: Lack of meaningful school connections reduces motivation to attend.
 - Health Concerns: Illness, mental health, and limited healthcare access contribute to absences.

- Suspension Rate Increase (1.2%)
- Behavioral Challenges: Increased incidents require stronger interventions.
 - Restorative Practices: Inconsistent implementation leads to disciplinary action.
 - Supervision & Classroom Management: Gaps contribute to behavior issues.
 - Equity Concerns: Disproportionate suspensions highlight the need for culturally responsive discipline.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Addressing these challenges will require a multi-tiered approach that includes:

- Targeted attendance outreach and mentorship programs for students with chronic absences.
- Strengthening school climate and engagement efforts to make students feel more connected.
 - Talent Time
 - Meaningful Work
- Expanding social-emotional learning and restorative justice practices to reduce suspensions.
- Enhancing family partnerships and support services to address underlying attendance barriers.

By implementing these strategies, Leavenworth can further reduce chronic absenteeism and suspension rates, ensuring greater equity and access to learning opportunities for all students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism and Suspension Rate

Partially Implemented

The SPSA and budget support reducing chronic absenteeism and suspensions through proactive interventions, family engagement, and targeted student support. Attendance is monitored by the Office Assistant and HSL, with personalized outreach to chronically absent families and collaboration with district CWAS for severe cases. The Tier II Intervention Specialist provides SEL and behavioral support to address attendance barriers and prevent disciplinary actions. Teachers facilitate weekly Second Step lessons to reinforce positive social skills and reduce misbehavior.

To lower suspensions, the site emphasizes restorative practices, conflict resolution, and positive behavior reinforcement through CHAMPS management, class meetings, and schoolwide assemblies. The 1.0 FTE CSA enhances campus safety, while SST meetings, IEPs, 504 Plans, and mental health referrals support students with intensive needs.

Funding is allocated for materials, staffing, incentives, and professional development to strengthen attendance, engagement, and a positive school climate.

Action 2: Social Emotional Support for All Students

Partially Implemented

The SPSA and budget effectively support student success through schoolwide assemblies, CHAMPS management, and weekly class meetings that reinforce expectations and SEL skills. Recognition programs like Student of the Month, Superstars, and attendance incentives promote engagement. Attendance is closely monitored by the Office Assistant and HSL, while a 1.0 FTE CSA enhances campus safety. Resource Counselor, Tier II Specialist provide SEL and behavioral support at all tiers, with targeted interventions such as restorative practices and Tier II specialist support. SST meetings address intensive student needs, including IEPs, 504 Plans, and mental health services. Funding is allocated for materials, staffing, and incentives, while professional learning and family engagement are supported through training refreshments and translation services.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism and Suspension Rate

Ineffective

One reason for our higher suspension rate is the inconsistent implementation of support services. For example, our Restorative Counselor has frequent absences, resulting in students on their caseload not receiving the necessary interventions.

While chronic absenteeism and suspension rates have shown some improvement, data indicates that overall suspension rates have increased. This suggests a need for further intervention to ensure that students receive the support necessary to remain engaged in school.

What went well:

- Personalized outreach by the Office Assistant and HSL has contributed to improved attendance for some students, leading to a decrease in the chronic absenteeism rate.
- Collaboration with district CWWAS has provided additional resources for families of students with severe absenteeism.

Challenges and Areas for Improvement:

- Suspension rates remain a concern, highlighting the need for more structured alternatives to suspension, such as a student support center and increased counseling services.
- Although we split-fund a Tier II Intervention Specialist to provide services five days a week, the effectiveness of Restorative Practices has been inconsistent due to staffing challenges.
- Additionally, our RCA requires further training to better support students with higher needs.

Lessons Learned and Next Steps:

- Refine outreach strategies to further support at-risk students, focusing on early intervention.
- Ensure our support staff, including the RCA, receive the necessary training. We will collaborate with the Climate and Culture Specialist to ensure the RCA attends district-provided training.
- Expand engagement initiatives to reinforce the importance of attendance, including student leadership opportunities such as a leadership club.
- Strengthen the implementation of Restorative Practices and SEL interventions to ensure consistency and effectiveness.

Action 2: Social Emotional Support for All Students

Ineffective

Providing comprehensive social-emotional support is essential for student well-being and academic success. While progress has been made in implementing support structures, challenges remain in ensuring consistency and accessibility for all students.

What went well:

- The implementation of SEL lessons (Second Step) has contributed to a more positive classroom climate, fostering student engagement and emotional regulation.
- Support staff have provided individualized interventions, helping students navigate social conflicts and emotional challenges.
- Collaboration with All 4 Youth and Family Foundations has expanded access to mental health resources for students in need.
- Improvements in the **Targeted Support Team (TST)** process have strengthened our ability to provide timely, appropriate interventions. We are ensuring that teachers understand how to make referrals, what happens after a referral, and that the TST functions as a collaborative process between support staff and teachers. This ensures that students receive the necessary support while reinforcing Tier 1 (universal) strategies in the classroom.

Challenges and areas for improvement:

- The demand for social-emotional support exceeds current staffing capacity, resulting in delays in student interventions.
- While Tier I SEL instruction is in place, there is a need for more structured Tier II and Tier III interventions to support students with higher emotional and behavioral needs.
- Some staff members require additional training in trauma-informed practices and de-escalation strategies to effectively support students in crisis.

Lesson learned and next steps:

- Continue refining the **Targeted Support Team (TST)** process to improve clarity and collaboration, ensuring efficient and effective student interventions.
- Strengthen Tier II and Tier III interventions by expanding counseling services and small-group SEL support.
- Provide ongoing professional development for staff in trauma-informed practices and student de-escalation techniques.
- Enhance collaboration with families to reinforce SEL strategies at home, ensuring a consistent support system for students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on our analysis, our primary focus next school year will be to **streamline our tiered support process** to ensure that all students receive the social-emotional and behavioral interventions they need in a timely and effective manner.

Key changes and initiatives:

- 1. Strengthening Tier 1 SEL Instruction
 - Ensure that teachers effectively implement the Second Step curriculum to build a strong foundation for social-emotional learning.
 - Provide professional development and coaching to support fidelity in delivering SEL lessons.
- 2. Streamlining the Targeted Support Team (TST) Process
 - Improve clarity around the TST referral process, ensuring teachers understand how to refer students and what happens after a referral.
 - Strengthen collaboration between teachers and support staff so that intervention plans are well-coordinated and data-driven.
 - Use consistent progress monitoring to track student growth and adjust interventions accordingly.
 - Ensure that TST meetings focus on matching students with appropriate supports while reinforcing Tier 1 (universal) strategies in the classroom.
- 3. Implementing Re-Entry Conferences for Suspended Students
 - After each suspension, conduct structured re-entry conferences with students, families, and support staff to ensure students are matched with appropriate interventions.
 - Identify root causes of behavior and connect students to targeted supports (e.g., counseling, behavior intervention plans, mentorship).
 - Monitor students post-suspension to track progress and reduce repeat suspensions.
- 4. Creating a Student Support Center
 - Establish a Student Support Center to serve as a triage space where students can:
 - Take structured breaks during the school day.
 - Engage in conflict resolution sessions.
 - Participate in check-ins with support staff to assess and address emotional or behavioral challenges.
 - Receive lessons on positive behavior and coping strategies.
 - Staff the center with trained personnel to provide Tier II and Tier III interventions as needed.

By streamlining the TST process, strengthening SEL instruction, and expanding targeted interventions, we aim to create a more proactive, structured, and supportive environment that reduces suspensions, strengthens SEL, and ensures all students receive the necessary support to thrive.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- District will continue to fund 8 hour Spanish HSL and a

ELAC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- An ELAC Meeting was held to inform parents on current data

Staff:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- To provide input and feedback, all teachers were provided

fulltime school psychologist.

- During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data.
- A school wide needs assessment for families to provide feedback was available to parents in English and Spanish from January 13 through February 28, 2025 on Parent Square and Parent Weekly Communication. Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.52 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.13 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.17 stars
- Materials and supplies to support student instruction and learning = 4.61 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.61 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.48 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 3.83 stars
- Engagement activities considered most valuable for students:
 - Noontime League 21%
 - Student Clubs 18%
 - After School Extra-Curricular Activities 27%
 - Talent Time 18%
 - Character Count Reward Assemblies 11%
 - Other 5%- student leadership, celebrations, camps, variety of sports, buddysystems, fieldtrips, organized activities at recess.

and review current needs assessment.

- A needs assessment was given at the ELAC Meeting on February 7, 2025.
- ELAC members also took the school wide needs assessments.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.5 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.67 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.83 stars
- Materials and supplies to support student instruction and learning = 5 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.83 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.83 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 4.83 stars
- Engagement activities considered most valuable for students:
 - Noontime League 21%
 - Student Clubs 14%
 - After School Extra-Curricular Activities 21%
 - Talent Time 21%
 - Character Count Reward Assemblies 3%
 - Other: individual incentives or raffles for students, more support like tutoring and for students with special needs.

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 and ELAC.

- Teacher ratings were to Keep, Increase, Reduce, or Cut specific expenses.
- Teacher supplemental contracts - 84% state to keep.
- Classified supplemental contracts - 53% state to keep.
- Continuing to fund at least 5 Teaching Fellows - 71% state to keep.
- Continuing to fund subs for planning and data chats - 69% state to keep
- Teacher on Special Assignment - 90% state to keep.
- Resource Counseling Assistant/HSL (Hmong) - 81% state to keep
- Tier II Intervention Specialist - split funded - 69% state keep
- Continuing to fund technology needs and upgrades - 72% state to keep.
- Materials and supplies to support instruction - 81% state to keep
- Copy machine lease - 84% state to keep
- Continuing to fund mileage - 94% state to keep
- Continuing to fund graphics - 64% state to keep
- Maintenance and tech repairs - 84% state to keep
- **Additional Input:**
 - Continue to fund positions that are funded by the data.
 - Give training on how to effectively use the copy machine to prevent damage.
 - BIA positions in kindergarten classrooms.
 - Supplies for classroom calm-down corners.
 - Continue to fund BrainPOP, PebbleGo, and Reflex Math.
 - Detailed list of what exactly is purchased with site budget.

Action 1 :

Decrease 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.

Chronic Absenteeism

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 take steps to improve student attendance. To address this issue, the following actions will be taken:

Students

- 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 I)
- Promote student participation in district and site offered experiences that expose students to experiential learning (Tier I)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors and attendance growth. (Tier I)

Staff

- 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.

Families

- 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.

Suspension Rate

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

Students

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)

Staff

- 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 2025-2026 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 2025-2026 school year, the suspension rate will not exceed 2%, as measured by district monitoring data reports.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 may be 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.*

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.

Student Groups

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

To support the reduction of chronic absenteeism and suspension rates, Title I funds will be allocated to:

- Intervention Personnel Support
 - Tier II Intervention Specialist (split-funded) to provide targeted interventions five days a week.
 - Additional support to assist with SEL lessons, conflict resolution, and re-entry conferences for suspended students.
- Student Support Center Development
 - Materials and resources for the Student Support Center, including SEL curriculum, de-escalation tools, and behavior intervention resources.
 - Flexible seating and calming tools for students who need breaks, check-ins, or structured emotional support.
- Professional Development & Training
 - Training for staff on Restorative Practices, trauma-informed care, and SEL integration to ensure Tier 1 supports are implemented with fidelity.
 - Specific training for the RCA and TST members to improve intervention processes and ensure consistency in student support.
- Family Engagement & Outreach
 - Funding for parent workshops and engagement events to educate families on attendance policies, SEL strategies, and available school supports.

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

The 7090/7091 funds will be used to enhance school climate and culture through:

- Targeted Support Team (TST) Enhancements
 - Development of a streamlined TST referral and intervention process, ensuring teachers and support staff effectively collaborate on student needs.
 - Data tracking tools to monitor intervention effectiveness and adjust supports accordingly.
- Re-Entry Conferences & Alternative Supports
 - Expansion of Tier II and Tier III interventions, including small-group SEL support.
- Expanded Student Engagement Opportunities

- Establishment of a leadership club to increase student voice and peer accountability.
- Incentive programs to promote attendance and positive behavior.

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

To reinforce these efforts, the site will take the following actions:

1. Fully Implement Second Step SEL Curriculum
 - Ensure all teachers integrate Second Step lessons consistently to build foundational social-emotional skills.
 - Provide coaching and support for teachers to enhance SEL instruction.
2. Strengthen the Targeted Support Team (TST) Process
 - Ensure teachers understand the referral process and what happens after a student is referred.
 - Improve collaboration between teachers and support staff to develop effective intervention plans.
 - Use data tracking to monitor student progress and adjust supports as needed.
3. Implement Re-Entry Conferences for Suspended Students
 - Conduct structured re-entry meetings with students, families, and staff to identify root causes of behavior and connect students to appropriate supports post-suspension.
4. Establish a Student Support Center
 - Create a dedicated space for structured breaks, conflict resolution, and behavioral interventions.
 - Staff the center with trained personnel to provide real-time SEL support.
5. Increase Family Engagement
 - Host Family Engagement Meetings focused on attendance, SEL strategies, and student well-being.
 - Strengthen home-school communication to provide families with resources and strategies for supporting students.

By leveraging Title I and 7090/7091 funds strategically, alongside site-based actions, we will create a more structured, supportive environment that reduces chronic absenteeism and suspensions while promoting student success.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students will develop a stronger understanding of attendance expectations, positive behavior strategies, and social-emotional skills through SEL lessons, Restorative Practices, and incentive programs. Staff will deepen their knowledge of trauma-informed practices, de-escalation strategies, and intervention processes to support student success. • Measurement: Classroom observations, student reflections, and staff training completion rates. • Monitored By: Teachers, PLCs, TST, and admin through SEL lesson implementation and attendance/suspension data tracking.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will attend school more consistently, engage in positive behaviors, and participate in support programs such as re-entry conferences, SEL groups, and student leadership activities. Staff will effectively implement TST interventions, structured breaks, and alternative discipline strategies to reduce suspensions. • Measurement: Improved attendance rates, reduction in behavior referrals and suspensions, student participation in TST interventions and leadership programs. • Monitored By: Attendance team, admin, TST, and Restorative Practices staff tracking student engagement and behavior trends.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Chronic absenteeism and suspension rates will decrease significantly, leading to improved academic performance, student engagement, and school climate. A structured support system will ensure students receive proactive interventions, fostering a culture of inclusivity, accountability, and positive behavior reinforcement. • Measurement: Sustained lower chronic absenteeism and suspension rates, higher student engagement scores on school climate surveys, and increased participation in leadership and SEL programs. • Monitored By: ILT, TST, admin, and district teams analyzing attendance, behavior, and engagement data to ensure continuous improvement. By enhancing SEL, refining intervention strategies, and strengthening student support systems, we will create a safe, inclusive, and engaging learning environment that fosters long-term student success.

Action 2 :

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 I, 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, AI4Youth 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Counseling services:

- provided by Tier II intervention Specialist, RP counselor, RCA, Clinicians from Family Foundations and AI4Youth.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

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.

Student Groups

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

To enhance social-emotional support for all students, Title I funds will be allocated to:

- Personnel & Intervention Support
 - Tier II Intervention Specialist (split-funded) to provide social-emotional interventions and small-group support for students with higher needs.
 - Ensuring support staff is providing consistent SEL interventions and check-ins.
- Professional Development & Training
 - Staff training on trauma-informed practices, de-escalation strategies, and SEL integration to strengthen Tier 1 supports.
 - Restorative Practices training to ensure teachers and support staff can effectively implement SEL-based conflict resolution.
- SEL Curriculum & Materials
 - Expansion of Second Step SEL curriculum to ensure all students receive high-quality SEL instruction.
 - Expansion of Class Meetings to ensure students are building relationships with their teacher and each other.
- Family Engagement & Outreach
 - Parent workshops on supporting social-emotional learning at home and strengthening communication between families and school staff.
 - Consistent use of Second Step home connection materials to reinforce SEL strategies beyond the classroom.

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

The 7090/7091 funds will be used to improve the overall school climate and targeted SEL supports through:

- Streamlining the Targeted Support Team (TST) Process
 - Ensuring that teachers understand how to refer students and that the TST is a collaborative process with support staff.
 - Enhancing data tracking to monitor interventions and adjust supports accordingly.
- Student Support Center Development
 - Establishing a dedicated space where students can receive structured breaks, conflict resolution support, and social-emotional interventions.
 - Purchasing calming tools, flexible seating, and SEL resources to create a supportive environment.
- Increasing Student Engagement & Leadership Opportunities
 - Creating a student leadership club focused on SEL and positive school climate initiatives.
 - Incentive programs to promote positive behavior, attendance, and peer mentorship.

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

To reinforce social-emotional learning and student well-being, the site will implement the following:

1. Ensure Full Implementation of the Second Step SEL Curriculum
 - Provide ongoing coaching and support to ensure fidelity in SEL instruction across all grade levels.
 - Integrate SEL strategies into daily classroom routines to reinforce emotional regulation and conflict resolution skills.
2. Streamline the Targeted Support Team (TST) Process
 - Ensure teachers clearly understand the referral process and how students are supported after a referral.
 - Improve collaboration between teachers and support staff to ensure timely, effective interventions.
 - Use consistent data tracking to monitor student progress and adjust interventions as needed.
3. Establish a Student Support Center
 - Develop a centralized space for SEL interventions, check-ins, and conflict resolution.
 - Staff the center with trained personnel to provide structured emotional support and behavioral interventions.
4. Increase Family Engagement
 - Host family engagement meetings and SEL-focused events to strengthen home-school connections.
 - Improve communication with families to provide resources and strategies for supporting social-emotional growth at home.
5. Expand Student Leadership & Peer Support Programs
 - Develop a student leadership club to promote SEL, peer mentorship, and school-wide positive behavior initiatives.
 - Encourage peer mediation and restorative circles to build conflict-resolution skills among students.

By aligning Title I and 7090/7091 funds with site-based actions, we will create a more structured, proactive, and supportive environment where students develop essential social-emotional skills and receive the interventions they need to succeed.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students will develop a greater understanding of social-emotional skills, conflict resolution, and positive behavior expectations through SEL lessons, Restorative Practices, and structured class meetings. Staff will receive training on trauma-informed practices, de-escalation strategies, and SEL integration to support student well-being. • Measurement: Classroom observations, student reflections, and staff PL participation. • Monitored By: Teachers, Climate and Culture Team (CCT), and admin tracking implementation of SEL curriculum and class meetings.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will demonstrate improved self-regulation, increased engagement, and stronger peer relationships by actively participating in structured SEL activities, student leadership, and restorative practices. Behavior incidents and absenteeism will decline as students feel more connected to school. • Measurement: Decrease in behavior referrals and suspensions, increase in student participation in SEL lessons, student leadership programs, and schoolwide engagement activities. • Monitored By: TST, CCT, and admin tracking behavior data, student attendance, and engagement trends.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students will develop resilience, social responsibility, and emotional intelligence, leading to a sustained positive school climate, lower suspension rates, and stronger student-teacher relationships. All students, including EL and socio-economically disadvantaged students, will receive equitable support, increasing their academic success and school connectedness. • Measurement: Higher student engagement scores on Climate & Culture surveys, lower suspension rates, improved attendance and academic performance. • Monitored By: ILT, TST, and admin analyzing schoolwide SEL, behavior, and engagement data to ensure long-term success.

2025-2026 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	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage to increase attendance and family connections	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Additional goals: G2,A2 and G3,A1-A2	45,716.00

\$46,216.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	79.5 %	93.4 %	2024-2025	94.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Sense of Belonging

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Sense of Belonging	Ineffective
N/A	

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: Educational Partner Involvement. Share the data 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.

SSC:	ELAC:	Staff:
N/A	N/A	N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93.3 %	93 %	2024-2025	94.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Leavenworth provides several opportunities for parents to engage in activities and events. Our goal is to provide opportunities for parents to be actively involved in their education. Current data indicates that 93% of parents gave a favorable response on our Fall Climate and Culture family survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Leavenworth offers multiple opportunities for parents to engage in school events and activities, with the goal of fostering active participation in their child's education. Despite these efforts, some barriers to family engagement may include:

- Work and Time Constraints: Many parents have demanding work schedules or other commitments that make attending school events challenging.
- Language Barriers: Non-English-speaking families may feel hesitant to participate due to limited language support.
- Not all parents have fully transitioned to Parent Square and may not be fully aware of available engagement opportunities or may miss communication about events.
- Comfort Level with School Environment: Parents who had negative school experiences themselves or feel unfamiliar with the school system may be less likely to engage.
- Transportation or Childcare Challenges: Families with limited access to transportation or additional childcare may struggle to attend school activities.

Despite these challenges, 93% of parents provided a favorable response in our Fall Climate and Culture Family Survey, reflecting overall positive sentiment toward school engagement efforts. Leavenworth remains committed to increasing accessibility, communication, and inclusive opportunities to further strengthen family involvement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Work and Time Constraints – Offer flexible event times and virtual options.
- Language Barriers – Provide translation services and multilingual communications.
- Lack of Awareness – Increase outreach through Parent Square, social media, and parent liaisons.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Opportunities for Parent Involvement and Engagement

Partially Implemented

Leavenworth continues to make progress on this goal. During the 25-26 school year we will resume and continue to expand a range of parent engagement opportunities to further engage parents in their child's education.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Opportunities for Parent Involvement and Engagement

Ineffective

A comprehensive calendar to increase parent participation in school activities. was created by staff in collaboration with PTO. While this effort has structured engagement opportunities, participation levels vary due to external barriers (e.g., work schedules, language, and transportation). Fall Climate and Culture Family Survey data showing 93% favorable responses indicates positive perceptions but does not fully reflect attendance rates or active involvement.

To improve effectiveness, additional outreach strategies (multilingual communication, virtual engagement, childcare support) are needed to ensure equitable access and increased participation across all student groups.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 1. Flexible Event Scheduling: Offer events at varied times and provide virtual options.
- 2. Improved Communication: Increase multilingual outreach through ParentSquare and social media.
- 3. Support Services: Provide childcare and explore transportation options.
- 4. Personalized Outreach: Engage families through parent ambassadors and PTO.
- 5. Track Engagement: Monitor participation trends and adjust strategies based on data.

These changes aim to enhance parent involvement and create a more inclusive school community.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- District will continue to fund 8 hour Spanish HSL and a fulltime school psychologist.
- During our SSC meetings this year we have routinely reviewed budget, SPSA actions, and student data.
- A school wide needs assessment for families to provide feedback was available to parents in English and Spanish from January 13 through February 28, 2025 on Parent Square and Parent Weekly Communication. Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.52 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.13 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.17 stars
- Materials and supplies to support student instruction and learning = 4.61 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.61 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.48 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 3.83 stars
- Engagement activities considered most valuable for students:
 - Noontime League 21%
 - Student Clubs 18%
 - After School Extra-Curricular Activities 27%
 - Talent Time 18%
 - Character Count Reward Assemblies 11%
 - Other 5%- student leadership, celebrations, camps, variety of sports, buddy systems, fieldtrips, organized activities at recess.

ELAC:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

- An ELAC Meeting was held to inform parents on current data and review current needs assessment.
- A needs assessment was given at the ELAC Meeting on February 7, 2025.
- ELAC members also took the school wide needs assessments.
- Parent ratings were based on the following descriptors: 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important
- Funding a TSA to support instruction = 4.5 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.67 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.83 stars
- Materials and supplies to support student instruction and learning = 5 stars
- Funding a bilingual Resource Counseling Assistant/Home School Liaison (Hmong) = 4.83 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.83 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 4.83 stars
- Engagement activities considered most valuable for students:
 - Noontime League 21%
 - Student Clubs 14%
 - After School Extra-Curricular Activities 21%
 - Talent Time 21%
 - Character Count Reward Assemblies 3%
 - Other: individual incentives or raffles for students, more support like tutoring and for students with special needs.

Staff:

Scale used 1 star = not important at all 2 stars = not very important 3 stars = somewhat important 4 stars = important 5 stars = very important

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 and ELAC.

Teacher ratings were to Keep, Increase, Reduce, or Cut specific expenses.

Teacher supplemental contracts - 84% state to keep.
Classified supplemental contracts - 53% state to keep.
Continuing to fund at least 5 Teaching Fellows - 71% state to keep.
Continuing to fund subs for planning and data chats - 69% state to keep
Teacher on Special Assignment - 90% state to keep.
Resource Counseling Assistant/HSL (Hmong) - 81% state to keep
Tier II Intervention Specialist - split funded - 69% state keep
Continuing to fund technology needs and upgrades - 72% state to keep.
Materials and supplies to support instruction - 81% state to keep
Copy machine lease - 84% state to keep
Continuing to fund mileage - 94% state to keep
Continuing to fund graphics - 64% state to keep
Maintenance and tech repairs - 84% state to keep

Additional Input:
Continue to fund positions that are funded by the data.
Give training on how to effectively use the copy machine to prevent damage.
BIA positions in kindergarten classrooms.
Supplies for classroom calm-down corners.
Continue to fund BrainPOP, PebbleGo, and Reflex Math.
Detailed list of what exactly is purchased with site budget.

Action 1 :

Increase Opportunities for Parent Involvement and Engagement

Action Details:

To support parent engagement through a tiered system of support, Leavenworth will implement a variety of initiatives that actively involve parents in their children's education and school activities.

- Student-Centered Learning: Parents will be invited to chaperone college and career field trips, connecting students' learning to real-world experiences.
- Student Engagement: Parents are encouraged to attend and cheer on their children at sports games, clubs, and activities such as Peach Blossom and Science Olympiad, fostering a sense of community and school spirit.
- Title I Meetings: These meetings will provide an opportunity for families to understand educational goals, funding sources, parent rights, and the role of parent involvement in supporting student success.
- Communication: A variety of platforms will be used to inform and engage parents, including email, ParentSquare, phone calls, social media, school website, and the school marquee. Parent communication will be translated as needed using the ParentSquare app to ensure accessibility for all families.
- ELAC Meetings: These meetings will focus on helping families understand the ELPAC process, how to interpret summative scores, and ways to support their children in becoming proficient in reading, writing, listening, and speaking.
- Quarterly Evaluations: The school will evaluate students' academic performance, social-emotional needs, and overall program improvement plans with educational partners at quarterly meetings.
- SSC meetings will be scheduled at times that are most convenient for the majority of families.

Additional supports include:

- Materials and Supplies to host events and encourage parent involvement.
- Extra Pay/Overtime and Mileage for staff to support events.
- Translators and Babysitters for parent meetings to ensure all families can participate.
- Resource Counselor (.875) to assist with translation and parent communications.

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
- Fall Festival
- Open House
- Monthly Family Engagement
- Literacy Nights for K-2
- Math Fluency Family Learning Night
- PTO
- Parent volunteer opportunities
- Chaperones for field trips

SMART Goal: By the end of the 2025-2026 school year, the percentage of parents that feel respected and welcomed, as measured by the FUSD Parent Survey, will increase to 95%

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To enhance support for English Learner (EL) students, Leavenworth will continue to implement strategies that increase parent engagement and ensure effective communication with families.

- Ongoing Support of ELAC: We will maintain active support for the English Learner Advisory Committee (ELAC) to ensure families are engaged and informed about their students' academic progress and resources available for support.
- Home School Liaison: The Home School Liaison will continue to provide Spanish-language support for meetings and communications, helping to ensure that Spanish-speaking families are fully involved in their children's education.

Resource Counselor: The Resource Counselor will assist with Hmong-language translation and communication to ensure Hmong-speaking families are informed and supported in their engagement.

Increase Parent Involvement: Efforts will be made to increase parent involvement in SSC, ELAC, and DELAC meetings by providing clear communication and accessible meeting times to encourage attendance.

ELPAC Administration: Certificated Teachers will administer the ELPAC (English Language Proficiency Assessment for California), ensuring students' progress is accurately measured.

After-School Tutoring: After-school tutoring will be provided based on data for students who demonstrate a need, supporting their academic growth and helping to address learning gaps.

Materials and Supplies: Necessary materials and supplies will be provided to support family participation in events, ensuring a welcoming and accessible environment for all families.

Babysitting Services: Babysitting services will be offered during parent meetings to ensure that families with young children can participate without barriers.

These efforts align with our commitment to providing comprehensive support to newcomer, Long-Term English Learner (LTEL), and reclassified students, ensuring all families have the tools and support they need to engage in their children's education and success.

Student Groups

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

- **Parent Engagement & Communication:**
 - **Materials and supplies** for family events like ELAC meetings, and workshops.
 - **Babysitting services** during meetings and events to remove barriers for participation.
- **Personnel & Time:**
 - **Extra pay contracts** for staff supporting events and family engagement.
 - **Mileage reimbursements** for home visits by staff focused on improving attendance or family connections.
 - **Resource Counselor** – partially fundable - duties include family engagement, communication, and academic support coordination for SED students.
 - **Substitutes** to cover classroom instruction during **SST meetings** or data chats involving EL/SED students.

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

- **Language Access & Family Communication:**
 - **Home School Liaison (Spanish)** and **Resource Counselor (Hmong)** — both provide language-specific outreach and help parents understand how to support their EL children.

- **Materials and supplies** for ELAC meetings focused on ELPAC and language development support.
- **Mileage reimbursement** to support staff in-home visits or community outreach specifically for EL families.
- **Instructional Support for ELs:**
 - **After-school tutoring** based on ELPAC or language development data.
 - **ELPAC administration** – supplemental contracts.
- **Family Involvement for Language Development:**
 - Babysitting and refreshments for **ELAC** meetings to remove barriers and promote participation.
 - Supporting **parent workshops** focused on understanding the ELPAC and how to help their child become proficient in listening, speaking, reading, and writing.

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

Tier 1 – Universal Support for All Families (with emphasis on EL/SED):

- Communication in multiple languages (ParentSquare, calls, social media, etc.)
- Invitations to attend school events and volunteer opportunities.
- Title I and SSC meetings focused on transparency and partnership.

Tier 2 – Targeted Support for EL Families:

- ELAC meetings to build parent understanding of ELPAC and language development.
- Use of Spanish- and Hmong-language liaisons and staff to reach families.
- Translations and interpreters to ensure equitable access to school information.

Tier 3 – Intensive Supports:

- Mileage reimbursement for home visits to hard-to-reach EL families.
- After-school tutoring for ELs with the greatest need based on data.
- SST meetings and quarterly evaluations to track student progress and adjust supports.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students and families will develop a stronger understanding of English language development, school-wide expectations, and academic supports through ELAC meetings, ELPAC workshops, family engagement events, and targeted academic interventions. Staff will deepen their knowledge of language acquisition strategies, culturally responsive communication, and family engagement practices to better support English Learners and socioeconomically disadvantaged students. Measurement: • Student growth on ELPAC and benchmark assessments • Family participation in ELAC and engagement events • Staff participation in EL strategy trainings and ELAC facilitation Monitored By: • Site EL Team, Resource Counselor, Home School Liaison, TSA, and administrators through participation logs, assessment data, and staff development tracking	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Families will increase their participation in school activities and leadership opportunities, such as ELAC, SSC, and family engagement hours, strengthening home-school partnerships. Students will more consistently engage in academic interventions and school events, fostering a stronger sense of belonging and accountability. Staff will implement language-accessible communication tools and outreach strategies to support and engage families of English Learners. Measurement: • Increased attendance at parent meetings and events • Student participation in tutoring and academic support sessions • Documentation of translated communication and home visits Monitored By: • Resource Counselor, Home School Liaison, Family Engagement Team, and administrators using sign-in sheets, event feedback, and outreach logs	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Parent survey data will reflect increased feelings of respect and connection to the school (target: 95% by 2025–2026), chronic absenteeism among English Learners will decrease, and reclassification rates will improve. Through improved communication, culturally responsive engagement, and academic support systems, Leavenworth will build an inclusive school culture that promotes equity, student achievement, and long-term success for English Learners and socioeconomically disadvantaged students. Measurement: • FUSD Parent Survey results • Chronic absenteeism and reclassification data • ELPI and academic progress indicators Monitored By: • ILT, Admin, ELAC, SSC, and district support teams analyzing family engagement data, attendance trends, and ELPAC performance to guide continuous improvement

2025-2026 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			Babysitting for parent meetings to increase family engagement.	538.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation **No food or incentives**	1,957.00

\$2,495.00

2025-2026 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	Teacher-Subs			Substitutes for teacher planning: data chats and goal-setting to support instruction in ELA and Math, G1. A1-A2. **No IEPs**	1,250.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: 4 Teaching Fellows at 4 hours a day for 166 days. G1, A1-A2	79,935.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900	Teacher on Special Assignment to support instruction	123,736.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP meetings.	4,501.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SPED teachers for site-based SPED PLC.	3,781.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: BrainPOP subscription for all teachers to support ELA instruction. G1,A1	4,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic and SEL instruction, inclusive of student engagement. G1, A1-A2. Other goals G1-A2, G2-A1, G4-A1, G5-A1	36,585.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH staff copy machine.	5,570.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs	1.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support instruction	100.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.5000	Additional goal G3, A1-A2 and G5,A1	47,724.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100	Teacher on Special Assignment to support instruction	55,590.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for each grade level to take part in ELRT data chats and goal settings.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for ELPAC Accessors and ELL after-school tutoring by teachers. G1, A1-A2.	12,961.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for DLI Vertical Articulation meetings. 1.5hr meeting each quarter for all DLI teachers. G1, A1-A2.	4,860.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Supplement contract for ELL tutoring. G1,A1-A2.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support instruction of ELL students.	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support instruction	9,400.00
G1A1	LCFF: EL	Instructional Library, Media & Technology	Bks & Ref			: Online Subscription - Pebble GO - Spanish Extension	600.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and Incentives: Food for EL Reclassification Celebration	3,000.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.2500	Additional goal G3, A1-A2 and G5,A1	23,861.00
G3A2	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage to increase attendance and family connections	500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Additional goals: G2,A2 and G3,A1-A2	45,716.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings to increase family engagement.	538.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and Supplies for Parent Participation **No food or incentives**	1,957.00
					\$474,666.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,180.00
Sup & Conc	7090	\$272,214.00
LCFF: EL	7091	\$118,272.00
Grand Total		\$474,666.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$425,955.00
G3 - Increase student engagement in their school and community	\$46,216.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,495.00
Grand Total	\$474,666.00