

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 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Juan Martinez				X	
3. Vice-Chair Person- Patricia Mungur				X	
4. Secretary- Norma Galvez			X		
5. PAC Representative- Andrea Heras				X	
6. PAC Representative Alternate- Esmeralda Salcedo				X	
7. Michelle Aiden		X			
8. Claudia Diaz		X			
9. Andres Rivas		X			
10.					
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	3/12/26
SSC Chairperson	Juan Martinez		3/12/26

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

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

FY 2026/27

Leavenworth - 0305

ON-SITE ALLOCATION

3010	Title I	\$85,422 *
7090	LCFF Supplemental & Concentration	\$243,456
7091	LCFF for English Learners	\$97,520

TOTAL 2026/27 ON-SITE ALLOCATION

\$426,398

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,476
Program Budget	\$82,946
Total Title I Allocation	\$85,422

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Leavenworth Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		11.7 %	2024-2025	12.8 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		38.5 %	2024-2025	39.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		62.3 %	2025-2026	63.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.8 %	2025-2026	41.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		26.8 %	2025-2026	27.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.6 %	2025-2026	59.7 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		24.9 %	2025-2026	26 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		65.3 %	2025-2026	66.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.6 %	2025-2026	46.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		54.5 %	2025-2026	55.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.9 %	2025-2026	63 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		22.7 %	2025-2026	23.8 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-16.7 pts	-22.7 pts	2024-2025	-7.7 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-119.1 pts	2024-2025	-104.1 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		42.6 %	2024-2025	47.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-23.7 pts	-36.1 pts	2024-2025	-21.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.8 %	2024-2025	42.8 %	↑

Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		28.7 %	2024-2025	28.1 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	24.2 %	14.7 %	2025-2026	14.1 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.1 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.5 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		90 %	2025-2026	92 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	0.87 %	1.5 %	2025-2026	1.17 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Problem of Practice 1: Low Academic Proficiency in ELA and Math

Despite evidence of student growth on the interim assessments, a majority of students are not meeting grade-level standards in English Language Arts and mathematics. SBAC and i-Ready proficiency data indicate that fewer than half of the students are on or above grade level, with math outcomes significantly lower than ELA. This suggests that current core instructional practices are not consistently resulting in mastery of grade-level standards.

Problem of Practice 2: Insufficient Language Development and Academic Outcomes for English Learners

English Learners are not making adequate progress in English Language proficiency or academic achievement. Low ELPI growth and/or regresion on ELPI, and high rates of chronic absenteeism among English Learners indicate that instructional supports and integrated language development practices are not sufficiently accelerating learning or ensuring equitable access to instruction.

Problem of Practice 3: Inequitable Access to Instruction Due to Attendance and Discipline

High rates of chronic absenteeism and disproportionate suspension rates among specific student groups are limiting consistent access to instruction. English Learners, students with disabilities, and socioeconomically disadvantaged students experience higher rates of absenteeis or discipline, contributing to growing gaps.

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

POP 1: Low Academic Proficiency in ELA and Math

- 1. Students are not mastering foundational skills in the primary grades.
- 2. Inconsistent implementation of standards-aligned core instruction, resulting in uneven rigor and expectations across classrooms.
- 3. Insufficient, consistently implemented intervention and progress-monitoring systems for students performing below grade level.
- 4. PLCs have not used CFAs, IABs, FIABs, and data analysis to the fullest extent with fidelity.
- 5. The need for developing effective teaching strategies for Math.

POP 2: Insufficient Language Development and Academic Outcomes for English Learners

- 1. Inconsistent implementation for designated and integrated ELD practices across grade levels and content areas.
- 2. Limited teacher capacity in explicit language development strategies, including academic vocabulary, discourse, and scaffolding.
- 3. Reduced access to instruction due to high absenteeism among English Learners, limiting continuity of language development.

POP 3: Inequitable Access to Instruction Due to Attendance and Discipline Barriers

- 1. Lack of consistent, tiered systems for addressing attendance and engagement, particularly for high-need student groups.
- 2. Inconsistent implementation of proactive and restorative behavior practices, contributing to disproportionate suspension rates.
- 3. Limited coordination between behavior supports and instructional re-engagement, resulting in loss of instructional time.

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.

Priority Need 1: High-Quality Core Instruction and Use Data

The school needs consistent, standards-aligned core instruction and effective use of formative assessment data to ensure all students especially those performing below grade level have equitable access to rigorous ELA and math instruction.

Priority Need 2: Targeted Academic and Language Supports for English Learners

The school needs systematic implementation of integrated and designated ELD instruction, along with targeted academic and attendance supports, to accelerate English language development and academic achievement for English Learners.

Priority Need 3: Equitable Access to Instruction Through Attendance and Behavior Supports

The school needs tiered attendance interventions and consistent restorative behavior practices to reduce chronic absenteeism and disproportionate discipline, ensuring equitable instructional access for disproportionately impacted student groups.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

SBAC Meeting or Exceeding Standards in ELA

Partially Implemented

SPSA Actions were partially 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 K-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 1st grade.

SBAC Meeting or Exceeding Standards in Math

Partially Implemented

The actions were partially implemented to meet the desired student outcomes. Support is needed for 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.

Exposure to Careers Participation

Partially Implemented

This action was partially implemented. Students participated in activities such as Talent Time, which provided opportunities to explore different skills and interests. These activities supported student engagement and opportunities for communication and collaboration, which contribute to the development of reading, writing, and language skills. However, the school was not able to implement all planned career exposure experiences. In the upcoming school year, the school plans to host a Career Day to expand students' exposure to different career pathways.

Student Engagement

Fully Implemented

All Goal 2 funding was fully expended this year to support student engagement opportunities across campus. Staff implemented activities such as Talent Time, where students selected enrichment sessions led by staff members sharing their talents and skills. These experiences increased student engagement and strengthened relationships between students and staff, which supports students' participation in learning activities such as reading, writing, and academic discussions.

Decrease Chronic Absenteeism and Suspension Rate

Partially Implemented

This action was partially implemented. The school implemented attendance challenges and referred families to the Child Welfare and Attendance Specialist to address barriers impacting student attendance; however, not all students showed decreased chronic absenteeism. Suspension rates increased during this cycle. In response, staff continued supporting teachers in implementing social-emotional learning strategies to help students develop skills that reduce unsafe behaviors and increase their ability to remain engaged in classroom learning, including reading and writing instruction.

Social Emotional Support for All Students

Partially Implemented

This action was partially implemented. Our Restorative Practices Counselor was on leave for the majority of the school year, which limited the availability of social-emotional supports for students. As a result, during Targeted Support Team meetings, there were fewer intervention options available to match students with appropriate services. Although a substitute Restorative Practices Counselor supported the school toward the end of the year, students were not able to consistently receive these supports. Consistent social-emotional support helps students remain engaged in academic tasks such as reading comprehension, writing, and collaborative learning.

Increase Opportunities for Parent Involvement and Engagement

Fully Implemented

This action was fully implemented. Our Home–School Liaison partnered with the district’s Parent University to provide learning opportunities for families through the Parent Leadership Academy. Parent participation increased as meetings included student performances showcasing learning from the school’s dance program funded through Proposition 28. These opportunities strengthened home–school connections and encouraged family engagement in supporting students’ academic growth, including reading and writing development.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

SBAC Meeting or Exceeding Standards in ELA

Effective

25-26 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 K-2. The focus of PLC work will continue to focus on the implementation of reading strategies and interventions to a

SBAC Meeting or Exceeding Standards in Math

Partially Effective

25-26 SPSA 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.

Exposure to Careers Participation

Partially Effective

The actions were partially effective. Activities such as Talent Time allowed students to explore interests and develop new skills, which supported overall engagement in learning. However, students had limited opportunities to explore how mathematical skills connect to real-world careers. Additional opportunities, such as a Career Day, will help expand students’ understanding of how math is applied in different professions.

Student Engagement

Effective

The actions were effective in increasing student engagement. Opportunities such as Talent Time helped build positive relationships between students and staff and increased students’ motivation to participate in learning activities. Increased engagement supports students’ willingness to participate in academic tasks, including math instruction and problem-solving activities.

Decrease Chronic Absenteeism and Suspension Rate

Partially Effective

The actions were partially effective. Attendance challenges and referrals to the Child Welfare and Attendance Specialist helped identify and address barriers impacting student attendance; however, chronic absenteeism did not decrease for all students. Suspension rates also increased during this cycle. Inconsistent attendance and behavioral disruptions can limit students’ access to consistent math instruction and practice with grade-level standards.

Social Emotional Support for All Students

Partially Effective

The actions were partially effective. The absence of the Restorative Practices Counselor for most of the school year limited the availability of consistent social-emotional supports for students. When students receive consistent social-emotional support, they are better able to remain engaged in instruction and persist through challenging academic tasks such as mathematical problem solving.

Increase Opportunities for Parent Involvement and Engagement

Effective

The actions were effective. The Home–School Liaison partnered with the district’s Parent University to provide learning opportunities through the Parent Leadership Academy. Increased family participation helped strengthen home–school connections and supported families in encouraging student engagement and success in academic areas, including mathematics.

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.

- There will be refinements made to achieve our goal for next year:
- 1. **Refining Intervention & Instructional Time** – PLCs will refine intervention instruction to balance foundational skills with grade-level rigor, ensuring targeted support for students.
 - 2. **Enhancing Early Literacy** – Continue our 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** – Provide Professional Learning to all staff on progress monitoring using ELPI,
 - 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:

- 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 on Parent Square. Overall responses supported current actions.

ELAC:

- 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 December 5, 2026..

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

- 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 = 4.50 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 = 5.00 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 21%
- Other 3%- Individual incentives or raffles

- 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 = 4.90 stars
- Funding Teaching Fellows to support instruction in the classroom = 4.50 stars
- Student engagement and social emotional supports = 4.70 stars
- Technology and educational website subscriptions to support learning at school and at home = 4.70 stars
- Materials and supplies to support student instruction and learning = 4.70 stars
- Split funding a Tier II Intervention Specialist to provide Social Emotional Supports to students = 4.40 stars
- Fund staff to support, encourage, and promote parent participation. (Examples include: babysitting for parent meetings) = 4.50 stars
- Engagement activities considered most valuable for students:
- Noon League sports - 6 votes
- Student Clubs - 3 votes
- After School Extra-Curricular Activities - 8 votes
- Talent Time - 8 votes
- Character Count Reward Assemblies - 4 votes
- Other - Incentives for students and families. Tutoring to support students.

- 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 Teaching Fellows - 71% state to keep.
- Continuing to fund subs for planning and data chats - 69% state to keep
- Teacher on Special Assignment - 79% state to keep.
- Tier II Intervention Specialist - split funded - 67% 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 the site budget.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Academic Performance in Language Arts

Action Details

Literacy Intervention

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 1st grade. ELA instruction and PLC work for grades TK-6 will focus on Common Core Standards and District Goals and Guardrails. Differentiation and targeted supports will be implemented for English Learners to help them achieve reclassification and or growth on ELPI.

Direct Instructional Services

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 Academic 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.
- Teaching Fellows: Four Teaching Fellows (4 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: Tier II Intervention Specialist position will lead social skills groups and provide individual support.

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 maybe referred for 504 accommodations or Special Education testing. Behavior Intervention:
- Students with ongoing behavioral issues maybe 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?

- **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. 2025-2026 38% of students grew one ELPI level. For 2026-2027 we will increase by 12% to our target goal of 50%
- **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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- To increase inclusive opportunities for family engagement we will:
- Schedule parent meetings at different times of the day.
 - Offer translation services for parents of English Learners
 - Monthly Family Engagement Hours
 - Promote the use and build parents' capaacity to use Parent Square
 - Parent Teacher Conferences
 - Awards Assemblies
 - Family Engagement Events

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for paraprofessionals and teaching fellows supporting Tier II and Tier III students focused on teaching Reading Foundational Skills.
- Professional learning opportunities around differentiated instruction and Universal Design for Learning, Culturally and Linguistically Responsive Teaching, and Multi-Tiered Systems of Supports

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

We will achieve these changes in knowledge and learning...

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.

Shape these behaviors...

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.

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from by15 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Academic Achievement in Math

Action Details

College & Career Readiness

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

Leavenworth PLCs (Professional Learning Communities) will implement a K-6 comprehensive math progression with a strong emphasis on the mathematical practices and core standards in grades K-6. PLCs will utilize the Guaranteed Viable Curriculum (GVC) to implement school-wide reading strategies and interventions aimed at ensuring all students are building conceptual understanding as well as critical thinking abilities to solve real life math problems.

Direct Instructional Services

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
- 5 Teaching Fellows @4 hours per day/5 days per week) providing extra support in ELA, Math and SEL, 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)
- 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 error analysis 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:** A .5 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?

- **Technology & Literacy Resources:** Purchasing school-wide subscriptions to **PebbleGO Spanish extension, Relext/Frax, 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 **Reclassification Celebration** will recognize EL students who reclassify. These efforts ensure comprehensive math support and equitable learning opportunities for all students.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To increase inclusive opportunities for family engagement we will:

- Schedule parent meetings at different times of the day.
- Offer translation services for parents of English Learners
- Monthly Family Engagement Hours
- Promote the use and build parents' capaacity to use Parent Square
- Parent Teacher Conferences
- Awards Assemblies
- Family Engagement Events

Professional Learning

Describe Professional Learning related to this action.

Professional learning in mathematics is focused on strengthening teacher content knowledge, instructional practices, and the effective use of data to improve student achievement. The goal is to ensure rigorous, standards-aligned instruction that supports all learners.

Key components include:

- **Standards Alignment:** Deepening understanding of state math standards, learning progressions, and grade-level expectations.
- **High-Quality Instructional Strategies:** Implementing research-based practices such as mathematical discourse, problem-based learning, differentiation, and formative assessment.
- **Data-Driven Instruction:** Analyzing common assessments, benchmark data, and student work to identify gaps and adjust instruction accordingly.
- **Equitable Practices:** Addressing unfinished learning, supporting English learners and students with disabilities, and closing achievement gaps.
- **Collaboration:** Engaging in PLC+ with PLCs (Professional Learning Communities), lesson study, and instructional coaching cycles to refine practice.
- **Intervention & Acceleration:** Developing targeted supports for struggling students while providing enrichment opportunities for advanced learners.

Professional learning is ongoing and includes workshops, coaching, peer observation, collaborative planning, and reflection cycles to ensure sustained impact on student outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing site tracking form 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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in Math from by15 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows at 4 hours a day for 166 days.	81,316.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings to increase family engagement. G1, A1 and A2. G2, A1 and A2 **Budget lines for personnel include salaries and related benefits	420.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and supplies for parent participation to support academic growth and achievement. **No food or incentives**	3,431.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage to increase attendance and family connections to improve academic and SEL instruction.	255.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6900		124,538.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP meetings. G1, A1 and A2 **Budget lines for personnel include salaries and related benefits	5,801.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support instruction. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	4,209.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: BrainPOP and Reflex/Frax subscriptions to support instruction. G1, A1, A2. G2, A2	9,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic and SEL instruction, inclusive of student engagement. G1 and G2	24,044.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 1 Teaching Fellow at 4 hours for 166 days to support instruction. G1, A1 and A2. G2, A2	20,471.00
G1A1	Sup & Conc	Instruction	Copier Maint			Additional RICOH staff copy machine to support instruction.	7,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3100		55,953.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for each grade level to take part in ELRT data chats and goal setting. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	1,289.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts (certificated) for ELPAC Accessors. G1, A1-A2. **Budget lines for personnel include salaries and related benefits	7,068.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for vertical articulation. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	3,607.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Supplement contract for ELL tutoring.	13,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Oth Cls-Supp			G1,A1-A2. **Budget lines for personnel include salaries and related benefits	13,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction of ELL students. G1 and G2	9,903.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support instruction. G1, A1 and A2	3,000.00
G1A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			Online Subscription - Pebble GO - Spanish Extension	700.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Rewards and Incentives: Food for EL Reclassification Celebration. G1, A1 and A2.	3,000.00

\$378,005.00

Reduce Chronic Absenteeism & Suspension Rates

Action Details

Health & Wellness

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 takes 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 1)
- Promote student participation in district and site offered experiences that expose students to experiential learning (Tier 1)
- Assemblies, awards, and incentives will be offered to reward positive student behaviors and attendance growth. (Tier 1)

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 Office 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, a Teaching Fellow will supervise a Care and Connect room during morning and lunch recess. (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)
- 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, Office Assistant and CWAS will communicate with parents of target students to support improved attendance and participation.

SMART Goals:

By the end of the 2026-2027 school year, the school wide Chronic Absenteeism rate will decrease to 14.1%, as measured by district monitoring data reports.

By the end of the 2025-2026 school year, the suspension rate will not exceed 1.17%, as measured by district monitoring data reports.

Direct Instructional Services

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 Office 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 do a soft launch of Meaningful Work, with the goal of implementing a "Meaningful Work" program for all of our students in 2027-2028. 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*
- *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 Office Assistant 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) 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 Hours 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To increase inclusive opportunities for family engagement we will:

- Schedule parent meetings at different times of the day.
- Offer translation services for parents of English Learners

- Monthly Family Engagement Hours
- Promote the use and build parents' capacity to use Parent Square
- Parent Teacher Conferences
- Awards Assemblies
- Family Engagement Events

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- Discipline Guidelines
- 2nd Step
- Community Building Activities
- PLC+

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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.

- Monitored By: Teachers, PLCs, TST, and admin through SEL lesson implementation and attendance/suspension data tracking.

- 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.

- 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Exposure to Careers Participation

Action Details

College & Career Readiness

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 2026-2027 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.

Direct Instructional Services

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
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To increase inclusive opportunities for family engagement we will:

- Schedule parent meetings at different times of the day.
- Offer translation services for parents of English Learners
- Monthly Family Engagement Hours
- Promote the use and build parents' capability to use Parent Square
- Parent Teacher Conferences
- Awards Assemblies
- Family Engagement Events

Professional Learning

Describe Professional Learning related to this action.
N/A

Progress Monitoring: Outcomes

Reasoning for using this action: Strong Evidence		
Short-Term (Learning) Expect 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.	Medium-Term (Change in Behavior or Performance) Want to see <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.	Long-Term (Change in Condition) Hope to see <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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Proposition 28

Action Details

College & Career Readiness

Leavenworth Elementary will utilize VAPA funding to implement a comprehensive, schoolwide Visual and Performing Arts (VAPA) program serving students in grades TK-6. This includes:

- General music instruction for TK-6
- Dance instruction for TK-6
- Band, stings, and chorus for 5th and 6th grade students

This action aligns with district goals supporting the whole child, student engagement, creativity, and social-emotional learning

VAPA funds will support certificated and/or contracted VAPA instructors to provide standards-aligned music and dance instruction during the school day. All students TK-6 wil receive structured, sequential arts instruction. 5th and 6th grade students will have expanded access to:

- Beginning and Intermediate Mariachi
- Choir

Funds will also support instruments, sheet music, curriculum materials, performance attire, equipment, and supplies necessary to ensure equitable access for students.

Direct Instructional Services

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

Students will receive:

TK-6 General Music

- Rhythm, melody, harmony, movement,composition, and performance
- Integration of California VAPA standards
- Opportunities for performance and collaboration

TK-6 Dance Program

- Foundations of movement, choreography, expression, and cultural dance traditions
- Development of coordination, discipline, and confidence

5th-6th Grade Mariachi and Chorus

- Instrument technique and music literacy
- Ensemble performance skills
- Vocal technique and harmony for chorus
- Public performance opportunities (concerts, showcases, community events)

Material & Supplies

- Classroom instruments (Orff instruments, percussion, recorders)
- Mariachi instruments (school-owned for student checkout)
- Sheet music and instructional materials
- Sound equipment and performance supplies
- Dance props and equipment

MTSS Integration

- Tier 1: Universal access to arts instruction for all students
- Tier 2: Small group support during rehearsals for students needing additional guidance
- Tier 3: Individualized scaffolds for students with IEPs and specific learning needs

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.

The VAPA program supports English Learners by:

- Providing structured academic language through music vocabulary
- Incorporating movement and performance-based learning to support language acquisition
- Using visual modeling, repetition, and peer collaboration
- Embedding sentence frames and language objectives into instruction
- Encouraging oral language development through singing and performance

Newcomer students benefit from nonverbal expression and inclusive participation, while LTEL, and reclassified students strengthen academic vocabulary and presentation skills.

Student Groups

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

N/A

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

N/A

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

Leavenworth Elementary will implement a TK–6 Visual and Performing Arts (VAPA) program to support student engagement, creativity, and language development. All students will receive standards-aligned instruction in music and dance during the school day, with expanded opportunities for 5th and 6th grade students to participate in Mariachi and Chorus.

Instruction will include strategies that support diverse learners, including English Learners, through visual modeling, structured academic language, repetition, and collaborative performance. The program will also incorporate MTSS supports to ensure access for all students, including small group guidance and individualized scaffolds for students with IEPs or additional learning needs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The VAPA program will increase family engagement through:

- Fall and Spring music concerts
- Dance showcases
- Mariachi Performances
- Chorus Performances
- Multicultural art celebrations
- Invitations to community performance events

Families will be informed through ParentSquare, flyers and other school events. Performances will celebrate students growth and build school pride.

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increased student engagement and participation

- Growth in music literacy and performance skills
- Improved confidence in public performance
- Increased vocabulary acquisition for EL students

Mearsurement

- Student participation data
- Classroom observation
- Student self-reflection surveys

Monitoring

- VAPA teachers
- Site admin
- Grade-level teams

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Improved collaboration and teamwork

- Increased persistence and discipline
- Improved attendance and school connectedness
- Increased enrollment in upper-grade performing ensembles

Measurement:

- Attendance records
- Behavior Data
- Enrollment numbers in band/strings/chorus
- Teacher feedback

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increased overall student engagment schoolwide

- Stronger school culture and climate
- Higher levels of student leadership and confidence
- Sustained participation in arts programs beyond elementary school

Measurement:

- Schoo climate surveys
- Attendance trends
- Student voice surveys
- Longitudinal participation tracking

Monitoring:

- Administration
- School Site Council
- VAPA Instructors

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0305 Leavenworth Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Split funded with DPI. RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	48,393.00

\$48,393.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0305 Leavenworth Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0305	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : 4 Teaching Fellows at 4 hours a day for 166 days.	81,316.00
060	3010	0305	1110	2495	2260	Cls Sup-Sup					G1A1	Babysitting for parent meetings to increase family engagement. G1, A1 and A2. G2, A1 and A2 **Budget lines for personnel include salaries and related benefits	420.00
060	3010	0305	1110	2495	4300	Mat & Supp					G1A1	Material and supplies for parent participation to support academic growth and achievement. **No food or incentives**	3,431.00
060	3010	0305	1110	3130	5211	Local Mileag					G1A1	Mileage to increase attendance and family connections to improve academic and SEL instruction.	255.00
030	7090	0305	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Jauregui, Ivette	0.6900	G1A1		124,538.00
030	7090	0305	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for IEP meetings. G1, A1 and A2 **Budget lines for personnel include salaries and related benefits	5,801.00
030	7090	0305	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for teachers to support instruction. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	4,209.00
030	7090	0305	1110	1000	4200	Bks & Ref					G1A1	: BrainPOP and Reflex/Frax subscriptions to support instruction. G1, A1, A2. G2, A2	9,000.00
030	7090	0305	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies to support academic and SEL instruction, inclusive of student engagement. G1 and G2	24,044.00
030	7090	0305	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : 1 Teaching Fellow at 4 hours for 166 days to support instruction. G1, A1 and A2. G2, A2	20,471.00
030	7090	0305	1110	1000	5633	Copier Maint					G1A1	Additional RICOH staff copy machine to support instruction.	7,000.00
030	7090	0305	1110	3130	2210	Cls Sup-Reg	Specialist, Tier II Intervention	W264	Pacheco, Maira	0.5000	G2A1	Split funded with DPI. RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	48,393.00
030	7091	0305	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Jauregui, Ivette	0.3100	G1A1		55,953.00
030	7091	0305	4760	1000	1120	Teacher-Subs					G1A1	Subs for each grade level to take part in ELRT data chats and goal setting. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	1,289.00
030	7091	0305	4760	1000	1160	Teacher-Supp					G1A1	Supplemental contracts (certificated) for ELPAC Accessors. G1, A1-A2. **Budget lines for personnel include salaries and related benefits	7,068.00
030	7091	0305	4760	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for vertical articulation. G1, A1 and A2. **Budget lines for personnel include salaries and related benefits	3,607.00
030	7091	0305	4760	1000	2960	Oth Cls-Supp					G1A1	Supplement contract for ELL tutoring. G1,A1-A2. **Budget lines for personnel include salaries and related benefits	13,000.00
030	7091	0305	4760	1000	4300	Mat & Supp					G1A1	Materials and supplies to support instruction of ELL students. G1 and G2	9,903.00
030	7091	0305	4760	1000	4400	Nc-Equipment					G1A1	Technology to support instruction. G1, A1 and A2	3,000.00
030	7091	0305	4760	2420	4200	Bks & Ref					G1A1	Online Subscription - Pebble GO - Spanish Extension	700.00
030	7091	0305	4760	2495	5767	Direct-Food					G1A1	Rewards and Incentives: Food for EL Reclassification Celebration. G1, A1 and A2.	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$85,422.00
Sup & Conc	7090	\$243,456.00
LCFF: EL	7091	\$97,520.00
Grand Total		\$426,398.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$378,005.00
G2 - The Whole Child (SEL and Engagement)	\$48,393.00
Grand Total	\$426,398.00

\$426,398.00