

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Elmwood (E3 - 221)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

_____ Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Dara Dalmau
Typed Name of School Principal


Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550	05/24/2022	07/26/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Elmwood Elementary is implementing a Schoolwide Program.

Description

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

Elmwood Elementary school's plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

At Elmwood, several committees and teams work to ensure SPSA goals, implementation of SPSA strategies, and the approval of such plan is met in a timely manner. The School Site Council (SSC) met periodically (9/30/21, 10/13/21, 12/2/21, 2/3/22, 4/28/22) to review the SPSA plan and later to review the effectiveness of the SPSA strategies used this year (2021-22). The SSC was provided with the results of surveys completed by teachers and students pertaining specifically to SPSA (teachers) and My AVID Journey (students). In addition, the SPSA process was revisited in the areas of the Comprehensive Needs Assessment Process through Plan4Learning and the Problem Statements recorded in the 4 areas to be targeted to develop the 2022-23 SPSA.

Another committee, formed mostly of English Language Learner parents, ELAC, also met throughout the year to discuss SPSA implementation and effectiveness. In a Needs Assessment review conducted on 4/12/22, it was determined parents are requesting more evening events. 50% of our families prefer events to take place between 4-6pm. Feedback results indicate we need to improve in communication. Even though we utilize the marquee, Class Dojo, flyers and Blackboard messaging, 61% say we need more communication. A Title 1 Meeting was held on 10/11/21, parents requested more art infused programs after school to include music, baile folklorico club, and other cultural art projects involving paint, clay, etc. They informed the ELAC committee members that updates on the building structure was needed as well as new furniture in classrooms. They suggested English classes for adults. Finally, they requested day care.

In conjunction to our SSC and ELAC, the Schoolwide Innovation Team (SIT) consists of a lead teacher from each grade level. This teacher leadership team meets monthly to review SPSA progress in terms of student achievement and school climate. They help determine next steps in program implementation. In addition to the SIT team, a more focused lead team consisting of teachers and support staff meet to determine our progress aligned to AVID certification goals. This team meets every trimester to evaluate, create, design and guides AVID components for school wide activities related to the AVID mission.

Weekly, the COST (Coordination of Student Services) members meet to discuss EVERYTHING ELMWOOD. More specifically, we review and set our calendar for the week. In these meetings we discuss student achievement and concerns, and overall effectiveness of our day to day work in regards to school climate and meaningful partnerships.

Throughout the year, classroom visitations have also helped us gage our work.

Staffing and Professional Development

Staffing and Professional Development Summary

In the area of staffing, Elmwood has 3 non-fully credentialed teachers in grades 6, 7 and RSP. These teachers are currently in programs to become fully credentialed and are supported through the site's program specialist, grade level colleagues, assigned support providers and administrators to develop their pedagogy and knowledge of the curriculum. The remainder of the Elmwood teaching staff are either preliminary or fully credentialed. Some of our probationary teachers have received AVID Elevate Digital XP, Learning In, Moving Forward, Math for All, and STEM, Project Lead the Way training. In addition, all teachers received a 1 hour iReady data analysis training in math and reading for in depth collaboration work. Finally, a six week intensive writing process/structure training has been offered to all teachers with a focus on expository and narrative writing. 16/30 teachers are in the process of completing the training. 5 teachers and 1 administrator will be attending the AVID Summer Institute in June, 2022. An additional 6 teachers, 1 parent liaison and 1 administrator will be attending the AVID Summer Institute in July, 2022. Finally, a couple of teachers (4th and 5th) have agreed to attend the Summer Math Professional Learning opportunity provided through the county. All teachers meet bimonthly in professional learning communities, or at Elmwood, called, Grade Level Innovation Teams (GIT) to discuss data, develop effective lesson plans, and common formative assessments. In order to target specific planned professional development, Elmwood was without the services of its instructional coach this year due to the pandemic. Instructional coaches were moved from sites to be teachers for the virtual academy. The absence of an instructional coach resulted in a decrease of professional development in areas related to math, reading, ELD, AVID, data analysis, CFAs, and PLCs. The Schoolwide Innovation Team (SIT) consists of a lead teacher from each grade level. This teacher leadership team meets monthly to review SPSA progress and help determine next steps in program implementation. Some of the SIT teachers assisted in providing some PD pertinent to the work of student achievement with a focus on engagement through digital platforms. In addition to the SIT team, a more focused lead team consisting of teachers and support staff meet to determine our progress aligned to AVID certification goals. This team meets every trimester to create and design school wide activities related to AVID. At Elmwood, we continue to provide our English Learners with primary language support through two bilingual para professionals who work solely in classrooms with Emergent (Levels 1 & 2) students. Our Program Specialist oversees and supports the initiatives we offer at Elmwood: AVID, Writing Process, STEM/PLTW and others related to Goal 2 and 3. This year, we've been able to concentrate on family engagement and parent partnerships through an overseer of such activities, or Parent Liaison. Elmwood's teaching and learning has been monitored with over 91 informal classrooms observations (mostly documented) and 28 formal observations (documented) that have been conducted by administrators and support staff.

Staffing and Professional Development Strengths

Staffing and professional development strengths begin with 80% of Elmwood teachers being fully credentialed. As an AVID school, and according to our AVID Certification Data, we have less than 1% (teaching staff) pending AVID Summer Institute training which we are hoping to bring this to 100% trained after summer 2022. In addition, a little over 50% of our teaching staff is trained in expository writing structure and process and about the same amount trained in narrative writing structure and process. We have had an additional teacher trained to implement Project Lead the Way/STEM as an elective and/or enrichment after school. All teachers have received iReady training for data dissemination. We've been able to maintain two bilingual paraprofessionals throughout the years. Our Program Specialist supports and assists in maintaining the implementation of our initiatives and programs. Our Parent Liaison has been able to increase our parent participation rate by 200% in ELAC and offered parent trainings/workshops.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: While 44% of our teaching staff have demonstrated proficiency in data analysis and PLC work, 56% of our teachers need a deeper understanding of how data drives instruction. Furthermore, a clearer understanding on how collaboration and grade level commitments lead to rigorous instructional strategies that need to be implemented and analyzed for higher student performance. **Root Cause/Why:** Lack of training in the PLC process, rigorous instructional strategies and common formative assessments have probably contributed to this problem.

Needs Statement 2: Struggling readers in grades K-8 impact their overall understanding of core content in math, ela, science, social studies. **Root Cause/Why:** Teachers in grades 4-8 ALSO need professional development in the essential skills for diagnosing reading issues, prescription of evidence-based strategies and effective instruction to target phonics, phonemic awareness, vocabulary, and comprehension.

Needs Statement 3 (Prioritized): Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year. **Root Cause/Why:** The pandemic highly affected the normal work we needed to do in schools with a lack of support personnel and substitute teachers to cover classroom instruction.

Needs Statement 4 (Prioritized): Site expenditures outlined in our 2021-22 SPSA have been delayed, or non existent. **Root Cause/Why:** We haven't had a full secretarial staff trained in purchasing and understanding budget procedures since July, 2021.

Needs Statement 5 (Prioritized): After this summer, close to 80% of the teaching staff will have attended an AVID Summer Institute. 20% will still need to be

trained. **Root Cause/Why:** Most teachers do not want to attend during their summer break.

Teaching and Learning

Teaching and Learning Summary

Elmwood teaching and learning begins with over 91 informal classrooms observations (mostly documented) and 28 formal observations (documented) that have been conducted by administrators and support staff. All Elmwood teachers adhere to the 360 minutes of instruction daily as well as all Elmwood EL students receive ELD (K-6 for 30 minutes, 7/8 for 50 minutes) daily. The teachers use district adopted curriculum (Benchmark, Pearson Learning-SAVVAS, and Ready Math) and follow the district's pacing guidelines as well as the California Framework and Standards guidelines. Classroom teachers post and follow a daily agenda with student-friendly objectives.

All Elmwood teachers assess students using iReady diagnostic tests in reading and math to help support student learning and identify students who require more extensive interventions. These diagnostic assessments help provide students with reading and math support and/or enrichment based upon their test results which are given 3 times a year. Data analysis by grade level teams continue to drive how instruction is planned and delivered and how students are targeted for interventions. Two bilingual assistants push-in to work with EL students (levels 1 & 2) for frontloading and review of other content. They also pull newcomers when applicable to work on decoding and basic conversational English skills and language support. Program Specialist identifies students needing Tier 3 support. These students are offered first choice in the Step Up afterschool tutoring program. There are 3 after school program classes that provide intervention support for grades 3-8th. Along with after school program intervention classes, Elmwood provides intervention support to English Learner Students in grades K-4 that help support their English language development. Also there is one class that provides intervention support after school to students who are designated migrant.

As an art infused school, Elmwood students, K-8 receive instruction in dance and music on a weekly basis per a rotational schedule.

AVID strategies (WICOR) for reading, math, science and social studies are implemented school wide that transfers into the tutoring program after school. Our Needs Assessment displayed a need of AVID implementation of strategies being used more readily, if not, daily since it is not. 7/8th grade students receive enrichment with PLTW in the after school program which helps support their interest in this STEM program for continued implementation as an elective class in the future. Through a student survey, future 7th and 8th grade students expressed a desire for advanced PE, dance and Robotics. Other electives are also being considered: Drama and Film Production and Leadership.

Teaching and Learning Strengths

Elmwood implements the PLC process school wide. We are documenting the work through our PLC notes which are taken at each PLC/GIT bimonthly meeting. These notes are centered around the 4 guiding questions of the PLC process. Support staff and administration review the notes, address items that arise, and comment on the effectiveness of the overall PLC meeting/PLC process. Four out of nine grade level teams are currently able to implement the PLC process and model effectively. Another 4 out of 9 are able to somewhat implement the PLC process and 1 grade level continues to struggle with the process. All teachers continue to use AVID strategies to some extent (whether its organizational components or full embedded WICOR). We currently have 60% of Elmwood staff who have attended AVID Summer Institute in past years. We have an additional 20% of staff slated to attend this summer.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): In regards to our adopted curriculum, Benchmark, the small group instruction is not done regularly. **Root Cause/Why:** An overview of the components of Benchmark was offered district wide. More in depth small group training has not been offered or available at the moment. Furthermore, it is unknown how many of Elmwood's teaching staff attended the overview training in 2018. The phonemic awareness components in Benchmark do not address the emergent reader deficiencies.

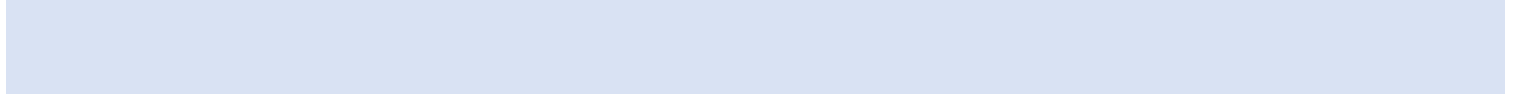
Needs Statement 2: While students are struggling in math, their ela scores are just as low. **Root Cause/Why:** Teachers identified the lack of reading fluency and comprehension is a big component to not understanding mathematical language.

Needs Statement 3: AVID WICOR strategies are not used daily. **Root Cause/Why:** Proper PLC collaboration isn't implemented to identify the WICOR strategies in most grades.

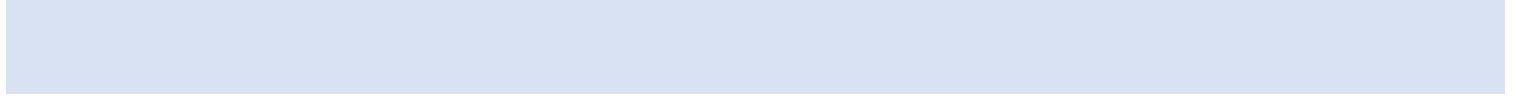
Needs Statement 4: ELL instruction is missing visuals and realia. **Root Cause/Why:** Teachers need to identify what is needed aligned to their curriculum.

Parental Engagement

Parental Engagement Summary



Parental Engagement Strengths



Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): 61% of families are requesting more and better communication. Parents also will like more access to classrooms and teachers.
Root Cause/Why: Not all parents have Class Dojo, nor do they know basic computer skills.

Needs Statement 2: Parent Participation Rate is still low. As of May 1st, we hosted 40 opportunities for parents. 12 were direct and 27 indirect. An average of 7 parents attended all these events. **Root Cause/Why:** Because of Covid and in person restrictions, we were unable to host families and hold events on campus. While Zooming allows people to connect through the comfort of their own home, many families need and want that in person connection. Not all families have access to Class Dojo, nor do they know how to use it. The same is true for Zoom.

Needs Statement 3 (Prioritized): Not all approved strategies for the 2021-22 were implemented due to district's decision not to host Padres Brillantes. **Root Cause/Why:** District explained they want to centralize strategies and offer Casa Cultura through the FRC instead.

School Culture and Climate

School Culture and Climate Summary

Based on a Needs Assessment survey, staff agreed more can be done to entice student attendance despite the pandemic. Although the pandemic kept us at bay from one another this year, we look forward to interacting with students and their families in the future. Programs to encourage students to come to school and others to help them create and maintain meaningful relationships were considered. Since Elmwood is an Arts Infused school, strategies that integrate drama, theatre, music, dance and other art mediums were discussed. Revamping our 7th and 8th grade elective classes may even allow for more student leadership opportunities. In general, staff felt there is a need for more supervision at recess and lunch times. There seems to be more aggression between students: hard pushing, play wrestling, punching. PBIS domains still need to be targeted such as the creation of expectations in common areas. In a COST Meeting, it was determined that noon duty and CSA also need to receive training in restorative practices and team building efforts to help students stay engaged during recess and lunch. Training is obsolete for these stakeholders. Therefore, funding to help train them was also discussed. To support guidelines for success our PBIS team incorporates monthly character traits. School wide expectation is for teachers and support staff to acknowledge students that are demonstrating the various character traits. Students may receive a character trait ticket, tickets are then drawn from a monthly raffle for positive incentives. Our site encompasses kindness through a monthly year long kindness program that allows for teachers and support staff to nominate students that are showing kindness in class or on campus. Here at Elmwood, we want to continue building a culture of kindness and creating students that build strong character. Our counseling teams work together in collaboration with our teachers to facilitate school counseling lessons needed using the Second Step curriculum. Second Step focuses on listening with attention, respecting similarities and differences, being assertive, interests and strengths, understanding what is harassment, social factors that contribute to bullying and cyberbullying, learning from mistakes and so forth. This year, a PBIS team was reconstructed due to new administration. The first meeting was held in February. Several indicators show as students get older, their participation rate at school may be directly correlated to their sense of belonging, and feeling safe on campus. Based on our most recent School Climate, administered in April 2022, 82% of our 4-5 graders reported feeling they are a part of the school. While only 66% of our 6-8 graders compared. In addition, 15% of our 4-5 graders have been bullied in the past month; and 10% in grades 6-8 reported the same. Finally, 85% of 4-5 graders know how to stand up for themselves without putting others down, and only 56% of 6-8 would report a fight on campus if they knew about it. With these indicators, anti bullying and empathy building programs need to be considered. Furthermore, over 3/4 of our middle schools are disconnected to the adults on campus. 73% think there is a teacher or other adult who really cares about them, or believes in their future success.

School Culture and Climate Strengths

Several activities targeting the whole school and is inclusive to all are our:

Weekly Morning Announcements conducted by students- Our PLUS students take pride in delivering weekly announcements that communicate upcoming school wide events that promote positive school culture and invite Elmwood students to be part of a positive learning community. We know from research that students respond the best when peers positively influence other peers. Weekly announcements is a student driven activity that allows for the opportunity for all students to feel included and made aware of upcoming positive school spirit school wide events.

Weekly Attendance Data Reports - Returning from Distance Learning to in person on site instruction has been a challenge for all especially with our ever changing world. School attendance in the Elmwood community has required understanding the needs, fears and hardships of our immediate community. Here at Elmwood, the counseling team, leadership, CARE team, COST team, front office staff, teachers, parent liaison, CWA and community at large have worked in partnership to not only understand the immediate needs of the community, but to also place all hands on deck to move forward with the set backs that we are facing due to the still exiting pandemic/ endemic. Classrooms with higher attendance rates are celebrated weekly through announcement shut outs. Each month, a class with higher attendance is awarded the honor of displaying the Higher Attendance Trophy for the month. Students are entered in a drawing for perfect attendance. Winners (in each grade level) receive a gift bag. Finally, the Elmwood Bears sign is posted on every classroom door. Once completed, a classroom prize is awarded. Our district CWA rep worked in collaboration with the COST team and provided students with gift cards who had perfect attendance for the month. This year, despite the pandemic, we also targeted our tardy students. Selected students who arrived on time, participated in a tier 2 intervention group with counselors to help support them with skills that assisted them on arriving on time. The counseling team and program specialist awarded these students, weekly, during their recesses, to visit the Claw Machine in the library. These students were invited to use the claw machine and pick a gift.

Monthly (Mobile) Citizen of the Month Assemblies- This year, despite the pandemic, we strived to celebrate student success related to academics and character. Citizen Of the Month awarded students based on criteria, selected by their teachers, received either a Citizen Of the Month or Kid with Character award. COM awarded students for outstanding citizenship that may have included academic progress. Kids with Character award students that deploy the character trait of the month.

PLUS Team- Our Elmwood Peer Leaders Uniting Students do just that, unite students! Our Elmwood PLUS team went through the interview process and were hand picked and selected to form a strong group of 12 students. These students form a PLUS club that meets every Wednesday during their lunch. PLUS students have held 4 forums this school year. During the PLUS forums students are able to participate in activities that allow for an opportunity to share experiences, build trust and realize that we all have similarities and differences. Students group into cohorts and analyze the school climate survey data. Students then list problems that they face in the classroom or on campus and devise possible solutions to report out to the whole group and bring back to their immediate classroom. The PLUS team plan and organize Tier 1 school wide activities and events as well as all school spirit days. Trained PLUS members peer mentor younger students via restorative practices. PLUS students model appropriate behavior and school-wide expectations. They also participate in set up and organization of any end of the year activities such as our Arts Infused Talent Show and Dance Festival.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: 82% of our 4-5 graders reported feeling they are a part of the school. While only 66% of our 6-8 graders compared felt the same. Over 20% of our students don't feel safe at school. **Root Cause/Why:** The pandemic may have contributed.

Needs Statement 2: Heightened bullying and aggression on the yard during non instructional time. While students have been bullied in the past month, many do not want to report possible fights. **Root Cause/Why:** Supervised activities are missing, as well as play apparatus not being replaced.

Needs Statement 3: Students can be disrespectful towards one another and adults (especially in middle school) **Root Cause/Why:** Lack of empathy

Needs Statement 4: Late commencement of PBIS. **Root Cause/Why:** Staff shortages due to high volume of adult absences and new administration (AP) to PBIS.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Elmwood students will increase both Reading and Math iReady Spring 2022 overall scores by 5% going from 30% to 35% proficient and 27% to 32% proficient respectively by Spring 2023 as measured by iReady Diagnostic Assessments. Reclassifications of English Learners will increase from 28 in 2021-22 to 40 in 2022-23 school year as measured by reclassification criteria (ELPAC/iReady cut scores).

Identified Need

Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year.

Site expenditures outlined in our 2021-22 SPSA have been delayed, or non-existent.

After this summer, close to 80% of the teaching staff will have attended an AVID Summer Institute. 20% will still need to be trained.

In regards to our adopted curriculum, Benchmark, the small group instruction is not done regularly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math iReady Reading Reclassification (ELPAC)	28	5% 5% 40

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

I Professional Development and Collaboration

Teachers and support staff (counselors, bilingual assists, parent liaison, noon duty/csa, program, instructional specialists and admin) will meet monthly to discuss data and strategies/activities that enhance student achievement including AVID implementation and other initiatives such as writing/reading approaches, PLTW and collaboration as part of the PLC process. In addition, teachers will also receive professional development to address student ELA/ELD and math proficiencies. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement. While some teachers do not mind training after hours, most prefer completing hours during the day with their colleagues in regards to professional development. We will continue to earmark funding towards teacher substitutes; HOWEVER, we will reduce the amount of additional compensation.

Teacher Substitutes (\$55,800) for PD and Collaboration for PLC, Common Formative Assessments and ELL Strategies or other Goal 1 related activities associated with data analysis, reading intervention, writing and math approaches. We anticipate using Solution Tree and Orton Gillingham to provide training in these areas. This year, we are increasing the sub pay from \$200 to \$300 for a better estimate since substitutes are being paid more.

- a. 10 intermediate teachers x 4 days x \$300 = \$12,000
- b. 12 primary teachers x 4 days x \$300 = \$14,400
- c. 9 middle school teachers x 4 days x \$300 = \$10,800
- d. Academic Conferences/CFA Work (31 teachers) x 2 days x \$300 = \$18,600

Teacher Additional Comp (\$13,482) for PD and Collaboration for Literacy/Math/ ELL Focus i.e Number Talks, CFA, writing program, ELL Strategies, reading strategies, data analysis, etc... This year, we are increasing the teacher hourly pay from \$53 to \$63 for a better estimate.

- 31 teachers x 4 hours x \$63.00 = \$7,812 (AVID, Data Analysis, CFA work, Number Talks, ELL etc...)
- 9 teachers x 10 hours x \$63.00 = \$5,670 (Argumentative grades 6-8)

*In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.

Additional Comp for Support Staff pertaining to activities related to AVID, Data Analysis, CFA work, Number Talks, ELL/ELD, ELPAC Bootcamp, reading and writing programs, parent conferencing, etc...

i.e. Noon Duty, CSA, Counselors, Parent Liaison, Program Specialist, Bilingual Paraprofessionals will be compensated for additional hourly for classroom support after hours (10 hours, \$50 x 13 people x 5 hours = \$3250-LCFF). \$3235 was added to Title1 to zero out this account.

Professional Development will be offered through Solution Tree for refinement of PLC process to include CFAs and ELD/ELL programs. \$34,000.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$55800	50643 - Title I
\$16717	50643 - Title I
\$34000	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

II AVID
AVID registration, hotel, plane/mileage, and allowable food compensation to attend the AVID Summer Institute in June 2022 and July 2022 to include teachers, support staff and administrators where applicable.
AVID Fieldtrip to Colleges to include students in grades 4-6 (lottery) and 7/8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses x2 (\$11,474 T1)
We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to school wide planners, binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc. AVID Materials: \$17,000 T1, \$17,000 - LCFF
AVID Strategies will be evident through student artifacts and reading levels as evident in their iReady, ELPAC and SBAC reading/writing scores, walk-throughs/observations, bilingual logs, and PLC documentation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$17000	50643 - Title I
\$12000	23030 - LCFF (Site)
\$6250	23030 - LCFF (Site)
\$17000	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

III STEM/PLTW Playfield Bear Robotics
PLTW modules will be purchased in the VEX Robotics series. Equipment to complete a VEX Robotics playing field. \$3,500, LCFF.
STEM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives \$1,000 LCFF.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$4500	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IV Literacy Writing Focus for K-8

It is believed that children who know how to read do not necessarily know how to write, but children who know how to write, know how to read. "Writing is the highest form of thinking." While reading comprehension scores have shown small increments of growth, most of our students struggle enormously with writing. Based on iReady Diagnostics, approximately 56% of our students in grades 3-8 are performing 2+ more grade levels below in ELA. Grade Level PLC (GIT) have identified vocabulary, phonemic awareness and phonics as skills needed for drastic improvement. Based on ELPAC scores, overall writing percentages are lower amongst our Ltel. 1/3 of our 7th graders are Ltel. 1/3 of our 8th graders are also Ltel. In conclusion, over 60 of our current 7/8 graders are not ready for 9th grade writing compositions. Along with AVID WICOR strategies, a more comprehensive writing component allowing children to learn vocabulary and word family patterns will be used to increase overall reading comprehension through writing. Writing Program is a writing system designed to teach students structure, organization and methods for writing narrative, expository, and argumentation text. In addition to training, the program will include Composition Guides in various domains (Elementary Response to Literature, Personal & Fictional Narrative), and Expository/Informational Writing Across the Curriculum for grades 3-8 or \$19,842 (LCFF) - Consultant. The customary training is \$200 per teacher module (x20 teachers in grades 3-8) plus additional comp time to attend from 4-6pm or after hours. A total of 9 after hour meetings @ 2 hours each at a rate of \$53 is \$19,080 LCFF - Additional Comp. Future plans will include customized modules in the remaining topics in: Writing for ELL (K-8), Opinion (3-5) and Argumentation (6-8) in 2022-23.

Students will apply learned structure from the Jane Schaffer program to publish their own books. Every child in grades 2-8 will be able to create and illustrate their narratives or expository writing using the online program. Students will have access to StoryJumper Online. Student books (first copy) will be purchased and provided to each child for \$12.99 or \$13 per student at 650 \$8500, LCFF - 43200 Non-Instructional Materials Kinder and 1st will write and publish a classroom book.

Writing process will be evident in narrative/expository text written by students through their Story Jumper publications. We will track how many students are meeting or exceeding writing domains in grade level rubric scales, SBAC and ELPAC writing sections.

We will continue the a schoolwide use of Storyjumper, but only 3 teachers took full advantage of it i 21-22. While students can still access Storyjumper, we foresee only a few classes taking advantage of this program next year. In addition to continuing with writing structure through Jane Schaffer, focusing on Argumentative Writing (\$5,000 title 1), we will target emergent readers in grades K-8 through researched based programs. Based on school site discussions/feedback from SIT (Leadership Team) and surveys, a reading intervention program and training is needed to address emergent readers in all grades (K-8). SIPPS approach/training will be offered to teachers in grades K-3 as it will be covered by the district. We anticipate purchasing SIPP modules to support students in grades 4-8. The intent is to teach explicit connections between letters and sounds to help struggling readers. In grades 3-8 (tentatively or 600), Accelerated Reader will be considered and provided to students in order to monitor their reading progress through high interest readers. \$8,000 LCFF Based on the survey results, our 7/8th AVID Elective course; teachers would like to implement the NEWSELA program to address writing and reading through current event articles approximately \$42 per student AVID Elective class. (\$2498- LCFF). Should CARRY OVER funds come available, we will also consider a subscription to Teacher Pay Teacher for \$8000.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5000	50643 - Title I
\$2498	23030 - LCFF (Site)
\$3125	23030 - LCFF (Site)
\$8000	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

English Learners

Strategy/Activity

Program Specialist (\$165,000) will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA. The program specialist assists with the facilitation of academic conferences (twice this upcoming year) which includes goal setting and RTI identification. While the program specialist will coordinate all state and district assessments such as ELPAC and CAASPP. The program specialist also serves as the Bilingual Paraprofessional coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through AVID and other program models. Program Specialist - (50/50) \$82,500T1 and \$82,500 LCFF

Maintenance Agreements (\$3,000) - LCFF Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Bilingual Paraprofessionals (\$29,391 - LCFF) 1 @ .6250 FTE will be absorbed by district funds. Site will pay 1 @ .4375 FTE tp work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support.

Prior to ELPAC testing and with the knowledge and support gained from Solution Tree consultants, we will implement an ELPAC Boot Camp. Beginning in September/October, a school wide concentration of the ELD domains aligned to ELPAC will be designed and conducted. Materials to support this effort may be needed TBD.

Instructional Coach (2 @ .5 FTE Instructional Coach - Centralized Service) will provide professional development in AVID, ELL, and other global literacy/math/science related instructional strategies. The Instructional Coach will provide co-teaching, demo lessons, lesson study and instructional rounds opportunities in addition to supporting teachers through academic conferences and GIT (Professional Learning Communities) when analyzing student data. The coach will work with individual teachers as well as with grade levels after schools in addition to during school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$77121	50643 - Title I
\$77121	23030 - LCFF (Site)
\$3000	50643 - Title I
\$29391	23030 - LCFF (Site)

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Strategy/Activity 1.2.6
Preschool

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Based on our current data, the overall implementation of strategies/activities for Goal 1 were somewhat effective. However, according to our iReady Winter scores, ELA proficiency increased to 13% which is a 7% increase from Fall. Spring data will help us determine the overall annual growth. These scores are pending testing administration in May, 2022. In math, proficiency increased to 8% which is a 5% increase from Fall. Again, Spring data will help us determine the overall annual growth in May.

Our goal of increasing Reclassification Rates from August 2021 to April 2022 were met. We projected 20 RFEP students from 13 the previous year. Currently, we are at 10 (April 2022). As of May 2022, we have reclassified 28 students.

Strategy 1 Professional Development (Somewhat Effective)

We were able to offer some professional development in the area of writing, STEM, data analysis, Number Talks, and AVID, but not ELD/ELL, and other topics such as Common Formative Assessments. Substitutes were unavailable for Academic Conferences needed for collaboration in student data analysis and the creation of CFAs. Our Program Specialist was able to serve as the English Language Learner/ Bilingual Paraprofessional coordinator. The position of Program Specialist also coordinated and supported student learning through AVID and other program models such as adopted curriculum and assessments related to those.

Strategy 2 EVERYTHING AVID- (Somewhat Effective)

Based on 41% of our staff (according to survey needs assessment conducted in April which includes teaching and non teaching staff members) have not attended the AVID Summer Institute. From the same survey, 21% of the participants surveyed felt that attending AVID Summer Institute is helpful to the implementation of AVID strategies. In June, 2022, 6 staff members have been identified and they are scheduled to attend the AVID Summer Institute. Our needs assessment also helped us to determine that while important and effective, AVID strategies are implemented school wide but not daily. Finally, we were not able to visit colleges or universities this year due to the pandemic, nor did we pay our bilingual assists additional comp to help support AVID in classrooms with ELLs.

Strategy 3 PLTW (Somewhat Effective)

1 teacher was able to implement PLTW as an afterschool club. A different teacher attended the county STEM training, but discontinued going for personal reasons. The VEX Robotics playfield is still in progress. The purchases of materials needed for a playfield were not purchased due to a delay in personnel (admin assist) and training, west coach vendor unavailability, and overall communication delays between district and site. Little Bits will still need to be purchased to figure out its effectiveness.

Strategy 4

30 teachers received initial writing structure training and 60% of them were able to complete the training in expository and narrative writing domains. We originally planned for 10 days, but realized we needed more. According to a needs assessment survey, over 50% of our teaching staff is interested in additional writing structure (Jane Schaffer) training. To complete this training in argumentative writing, we will plan for 3 days of additional compensation as well as teacher release with sub coverage. Only those teachers committed to the implementation of the writing structure will complete the argumentative training in grades 6-8. 3 teachers participated in StoryJumper. More teachers would have participated however, due to a delay in personnel (admin assist) and knowing how to process expenditures by the deadline, the effectiveness of this activity can not be determined fully. In conclusion, Storyjumper will not be itemized for our next cycle. Teachers, can advertise the free component and other funding can be allotted to it.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, shortages in substitutes and other key personnel (office staff and instructional coach), this year's implementation of SPSA, and expenditures procedures have been challenging to meet. District training experts (program specialists) were not available to provide training specifics in ELL/ELD. Although PLTW training was provided for 1 day, it wasn't suffice for broad implementation of the program. PLTW materials list and purchasing were also delayed and deadlines were not met.

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

According to our needs assessment survey, and discussion feedback from several leadership groups (COST, SIT, AVID Leadership, GIT and parent groups), the following SPSA strategies will be drafted for the 2022-23 school year in relation to Goal 1:

Goal 1 Strategies will continue to encompass:

I Professional Development and Collaboration

Teachers and support staff (counselors, bilingual assists, parent liaison, noon duty/csa, program, instructional specialists and admin) will meet monthly to discuss data and strategies/activities that enhance student achievement including AVID implementation and other initiatives such as writing/reading approaches, PLTW and collaboration as part of the PLC process. In addition, teachers will also receive professional development to address student ELA/ELD and math proficiencies. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement. While some teachers do not mind training after hours, most prefer completing hours during the day with their colleagues in regards to professional development. We will continue to earmark funding towards teacher substitutes; HOWEVER, we will reduce the amount of additional compensation.

Teacher Substitutes (\$55,800) for PD and Collaboration for PLC, Common Formative Assessments and ELL Strategies or other Goal 1 related activities associated with data analysis, reading intervention, writing and math approaches. We anticipate using Solution Tree and Orton Gillingham to provide training in these areas. This year, we are increasing the sub pay from \$200 to \$300 for a better estimate since substitutes are being paid more.

- a. 10 intermediate teachers x 4 days x \$300 = \$12,000
- b. 12 primary teachers x 4 days x \$300= \$14,400
- c. 9 middle school teachers x 4 days x \$300 =\$10,800
- d. Academic Conferences/CFA Work (31 teachers) x 2 days x \$300 = \$18,600

Teacher Additional Comp (\$13,482) for PD and Collaboration for Literacy/Math/ ELL Focus i.e Number Talks, CFA, writing program, ELL Strategies, reading strategies, data analysis, etc... This year, we are increasing the teacher hourly pay from \$53 to \$63 for a better estimate.

- 31 teachers x 4 hours x \$63.00 = \$7,812 (AVID, Data Analysis, CFA work, Number Talks, ELL etc...)
9 teachers x 10 hours x \$63.00 = \$5,670 (Argumentative grades 6-8)

*In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.

Additional Comp for Support Staff pertaining to activities related to AVID, Data Analysis, CFA work, Number Talks, ELL/ELD, ELPAC Bootcamp, reading and writing programs, parent conferencing, etc...

- i.e. Noon Duty, CSA, Counselors, Parent Liaison, Program Specialist, Bilingual Paraprofessionals will be compensated for additional hourly for classroom support after hours (10 hours, \$50 x 13 people x 5 hours = \$3250-LCFF). \$3235 was added to Title1 to zero out this account.

Professional Development will be offered through Solution Tree for refinement of PLC process to include CFAs and ELD/ELL programs. \$34,000.

II AVID

AVID registration, hotel, plane/mileage, and allowable food compensation to attend the AVID Summer Institute in July 2022 and June 2022 to include teachers, support staff and administrators where applicable.

AVID Fieldtrip to Colleges to include students in grades 4-6 (lottery) and 7/8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses x2 (\$11,474 T1)

We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to school wide planners, binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc. AVID Materials: \$17,000 T1, \$17,000 - LCFF

AVID Strategies will be evident through student artifacts and reading levels as evident in their iReady, ELPAC and SBAC reading/writing scores, walk-throughs/observations, bilingual logs, and PLC documentation.

III STEM/PLTW Playfield Bear Robotics

Teachers and students in grades 7-8 will enhance NGSS (Science curriculum) through hands-on science experiments integrating Project Lead the Way and Science Technology Engineering Mathematics projects to include project materials.

PLTW modules will be purchased in the VEX Robotics series. Equipment to complete a VEX Robotics playing field. \$3,500, LCFF.

STEM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives \$1,000 LCFF. Student work/grades, and surveys will be used to rate effectiveness.

IV Reading and Writing Programs

We will discontinue a schoolwide use of Storyjumper since only 3 teachers took full advantage of it. While students can still access Storyjumper, we foresee only a few classes taking advantage of this program next year. In addition to continuing with writing structure through Jane Schaffer, we will target emergent readers in grades K-8 through researched based programs. Based on school site discussions/feedback from SIT (Leadership Team) and surveys, a reading intervention program and training is needed to address emergent readers in all grades (K-8). SIPPS approach/training will be offered to teachers in grades K-3 as it will be covered by the district. We anticipate purchasing SIPP modules to support students in grades 4-8. The intent is to teach explicit connections between letters and sounds to help struggling readers. In grades 3-8 (tentatively or 600), Accelerated Reader will be considered and provided to students in order to monitor their reading progress through high interest readers. \$8,000 LCFF Based on the survey results, our 7/8th AVID Elective course; teachers would like to implement the NEWSELA program to address writing and reading through current event articles approximately \$42 per student AVID Elective class. (\$2498). Should CARRY OVER funds come available, we will also consider a subscription to Teacher Pay Teacher for \$8000.

Program Specialist (\$165,000) will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA. The program specialist assists with the facilitation of academic conferences (twice this upcoming year) which includes goal setting and RTI identification. While the program specialist will coordinate all state and district assessments such as ELPAC and CAASPP. The program specialist also serves as the Bilingual Paraprofessional coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through AVID and other program models. Program Specialist - (50/50) \$82,500T1 and \$82,500 LCFF

Maintenance Agreements (\$3,000) - LCFF Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Bilingual Paraprofessionals (\$29,391 - LCFF) 1 @ .6250 FTE will be absorbed by district funds. Site will pay 1 @ .4375 FTE to work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support.

Prior to ELPAC testing and with the knowledge and support gained from Solution Tree consultants, we will implement an ELPAC Boot Camp. Beginning in September/October, a school wide concentration of the ELD domains aligned to ELPAC will be designed and conducted. Materials to support this effort may be needed TBD.

Instructional Coach (2 @ .5 FTE Instructional Coach - Centralized Service) will provide professional development in AVID, ELL, and other global literacy/math/science related instructional strategies. The Instructional Coach will provide co-teaching, demo lessons, lesson study and instructional rounds opportunities in addition to supporting teachers through academic conferences and GIT (Professional Learning Communities) when analyzing student data. The coach will work with individual teachers as well as with grade levels after schools in addition to during school.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Elmwood will utilize the teaching and other staff to support a decrease in chronic absenteeism by 5%, increase student's social emotional well being through the PBIS teamwork that will address behaviors of advocacy, peer relations, and increase school attendance. Student leaders who are empowered to guide their peers will create an environment of inclusion giving students a voice and an opportunity to establish positive and meaningful relationships amongst each other and the adults. This will be done by implementing Bear Student Leader Recess Clubs, Bear Cub Book Club, Zen Room, Zen Classroom Corners and Challenge Day for the 22-23 school year.

Identified Need

Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year.

Site expenditures outlined in our 2021-22 SPSA have been delayed, or non existent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Surveys	Based on our most recent School Climate, administered in April 2022, 82% of our 4-5 graders reported feeling they are a part of the school. While only 66% of our 6-8 graders compared. In addition, 15% of our 4-5 graders have been bullied in the past month; and 10% in grades 6-8 reported the same. Finally, 85% of 4-5 graders know how to stand up for themselves without putting others down, and only 56% of 6-8 would report a fight on campus if they knew about it. Furthermore, over 3/4 of our middle schools are disconnected to the adults on campus. 73% think there is a teacher or other adult who really cares about them, or believes in their future success.	87% of students in grades 4-5 and 71% of students in grades 6-8 will feel they are a part of the school. 10% or less of our students in grades 4-5 and 5% or less of our students in grades 6-8 will experience bullying. A higher growing notion of staff to student connection so that 78% or more middle schoolers feel that an adult really cares about them

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bear Student Leader Recess Club, Bear Cub Book Club, Zen Room, Zen Classroom Corners ...

We will establish a student leader group to facilitate the Bear Student Leader Recess Club. These students will utilize social leadership qualities through activities that connect students on campus. These activities conducted by students or peer mentors create communication, connections, and empathy amongst our Elmwood student body. As requested by our students, and to address the need to have something other than 'balls' to play with, critical thinking board games, and book club activities would be spearheaded by our Bear Student Leader team. Additional Comp for up to 3 adults (classified or certificated; not to exceed 24hrs, or \$3,816/\$4,000) (11500 - \$3,000; 2XXXX \$1,000) would be used to teach our BSL team how to play the board games selected for the year; and in turn, these BSL students will teach their peers, on a weekly, rotating bases, during lunch periods. Board games considered for this year such as: Pictionary, Taboo, 5 Second Rule, Chess, Cribbage, Dominoes, Blokus, Azul, Splendor, Catan, El Dorado, Carcassonne; (\$2750) and 3 game tables/chairs set (\$85) not to exceed \$255;

An Elmwood Bear Cub Book Club will also be facilitated by the student leaders allowing children in grades K-6 to read during their recesses. Students would have an opportunity to debrief what they've read with their club members. 10 book titles will be purchased, selected by teachers, in grade spans (K-2), (3-5), (6-8) for a totals of 30 books x \$25 or not to exceed \$750 LCFF

This year, with the onset of In Person learning, and after Covid Distance Learning, many of our students have reported feeling anxious and concerned about being at school. To mediate some of the anxiety, and ensure more student attendance as well as correct some challenging behaviors, a Zen corner will be created in classrooms. The main Bear Zen Room (converted counseling office) will help students decompress and alleviate more extreme negative behaviors and is located in the Counselor's Office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3000	23030 - LCFF (Site)
\$750	23030 - LCFF (Site)
\$1000	23030 - LCFF (Site)
\$2750	23030 - LCFF (Site)

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Challenge Day is a nonprofit organization committed to building empathy and compassion in our communities. These consultants come in and help youth and adults unlearn harmful habits, experience vulnerability as a pillar to restore strength, and enable them to experience the freedom of full expression through the lens of compassion, connection, and diversity. Due to Covid restrictions, the consultants can offer a 1-day retreat-like experience for our 7th graders and another day for our 8th graders by Zoom or in person. Some of the students will experience: practicing mindfulness, taking action, active listening, the power of vulnerability, learning to responsibly manage emotions, developing self-confidence, offering compliments and sharing gratitude, speaking out and using their voice. 2 sessions \$3795 @ not to exceed \$8,000, LCFF
Student participation and exit survey will be used to track effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$undefined	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies 1 and 2 INEFFECTIVE

We were able to purchase games and prepare for teacher training of students who would then teach other students how to play board games, however due to lack of personnel and covid (teacher's high absence rate), the student training was minimal.

Challenge Day was not conducted due to trainer availability and again delays in purchasing.

Although T1 / LCFF funds were not used for Zen Corners or the Zen Room, the Zen Room or converted counselor office was EFFECTIVE. Counselors reported students enjoyed sitting in more comfortable seating (bean bags, or lounge chairs) to engage in restorative sessions. They also seemed to like the background meditation music.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, shortages in key personnel (office and teachers), this year's implementation of Goal 2 SPSA, and expenditures procedures have been challenging to meet.

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

Feedback from constituents recommend Challenge Day be offered earlier in the year to both grades 7th and 8th. 2 sessions \$3795 @ not to exceed \$10,000, LCFF. Student participation and exit surveys will be used to track effectiveness next year. Although a student book club is ideal and offering children other things to do other than plan with a ball, funding towards an ARTS CLUB where children learn about artists, the history of art, and engage in hands on art related activities was suggested. Leadership (teachers) recommended purchasing Little Kids Rock. In a Title 1 Meeting, parents suggested more cultural dance (baile folklorico), and other art infused showcasing be offered. In addition to these ideas, other programs are being considered: Stockton Symphony, B-Street Theatre, San Francisco Shakespeare. Several indicators show as students get older, their participation rate at school may be directly correlated to their sense of belonging, and feeling safe on campus.

Based on our most recent School Climate, administered in April 2022, 82% of our 4-5 graders reported feeling they are a part of the school. While only 66% of our 6-8 graders compared. In addition, 15% of our 4-5 graders have been bullied in the past month; and 10% in grades 6-8 reported the same. Finally, 85% of 4-5 graders know how to stand up for themselves without putting others down, and only 56% of 6-8 would report a fight on campus if they knew about it. Furthermore, over 3/4 of our middle schools are disconnected to the adults on campus. 73% think there is a teacher or other adult who really cares about them, or believes in their future success. With these indicators, anti bullying and empathy building programs need to be considered. In addition to Challenge Day, we will continue to research

other school climate programs to create more empathy, anti bullying and a growth mindset atmosphere. We would like to host 2 Challenge Days and 2 additional feedback Challenge Days, not to exceed \$10,000- LCFF; However, as of May 2022, getting a quote from Challenge Day has been unsuccessful. We will consider this item again if CARRY OVER funds are granted in 2023.

As per our teacher survey, Art Infused Docent Program offered through SJCOE was researched. \$11, 700 LCFF will be ear marked for courses taught by county teachers to instill knowledge base and appreciation for the visual arts. This series promotes 21st Century learning skills that promote enhancing creativity, increasing self-confidence, promoting collaboration, and offers alternative ways in assessing learning.

Goal 2.2

Elmwood will decrease our out of school suspensions by 20% for the 22-23 school year by reinstating our arts infused program and other campus programs that will serve as incentives for positive student conduct.

Identified Need

Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	100	80

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.2.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reinstate an Art Infused Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11700	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Elmwood will increase in person services through parent engagement opportunities and participation rates by 5% and increase virtual services through parent and family engagement by 10% by the end of the 22-23 school year.

Identified Need

61% of families are requesting more and better communication. Parents also will like more access to classrooms and teachers.

Not all approved strategies for the 2021-22 were implemented due to district's decision not to host Padres Brillantes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Tracking for parent involvement activities and family events	12 in person events and 27 virtual events	18 in person services and an average of 15 participants.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Latino Literacy

The literacy program and training workshops are designed to establish family reading routines for Spanish speaking and English speaking parents and their children. The Project introduces the teachers to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children, with a bi-literacy approach for language development. This would be the first implementation of the Project at Elmwood. Several teachers will need to be trained in the delivery model. We will implement a 10-week session.

Up to 5 (Pre K-1 grade) teacher training \$250 @ or \$1,250 - T1 - 50647 - license agreement/conference.

Additional Comp to implement the program 10 x 1.5hrs (to include 1/2 hr prep) x \$53 x 2 cycles, \$1,590 - T1 - 50647

Supplemental Material/Supplies - \$1,047 - T1 - 50647: Latino Literacy project supplies and headsets

Effectiveness will be tracked by attendance, survey and final product completion per family.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1250	50647 - Title I - Parent
\$1047	50647 - Title I - Parent
\$1590	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

There is no doubt that student achievement is at its highest when parents are directly involved in their children's education. When families are engaged, students do better in school, attend school more often and overall enjoy learning. In the past, parent engagement opportunities, through school wide, classroom and PTA activities have existed at Elmwood, however with low participation rates for some of the activities such as ELAC and parent driven workshops. In order to develop and sustain meaningful parent and community relationships, a parent liaison (district funded, this year) was hired to increase parent engagement opportunities and

participation rate by 10% especially in our ELAC.

Currently, Elmwood has 229 ELLs or approximately 32%. There are at least 21 ELLs in a grade level requiring us to have an ELAC. With a Parent Liaison on board, family engagement opportunities will be possible.

Elmwood would like to retain and eventually pay for the Parent Liaison for the next SPSA 3 Year Cycle. Additional support from the district currently will be required to kick off an effective program.

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc.

Parent Meetings -: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Equipment - 9,000 - LCFF: Computer Cart with 30 computers in addition to teaching parents the basics of technology literacy they will learn alongside their children, log into events, and / or workshops, training and empowerment opportunities.

Other Non-Instructional Materials/Supplies - \$9,000 - LCFF: Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, Literacy Night, and Science and STEM/CTE Nights. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

- # of meetings coordinated
- # of parents attending
- # of college readiness activities for parents
- # of college readiness activities for students
- # of college fields trips
- # of parents attending college and career readiness informational events

Conference: \$12,225 - LCFF

Offers professional development for district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals on researched based strategies and effective practices.

CABE Conference (San Francisco March 30th-April 2) for 5 parents and 2 site members to cover the conference.

Registration: 7 attendees x \$900 = \$6,300

Conference/hotel/transportation: 7 attendees x \$375 night x 3 nights = \$7875

#of parents attending

#of after training parents provide to other parents

(In the upcoming year, the following areas will need additional support: Parent Liaison \$95,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$undefined	23030 - LCFF (Site)
\$undefined	23030 - LCFF (Site)
\$undefined	23030 - LCFF (Site)
\$12225	23030 - LCFF (Site)

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to Spanish speaking parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community.

Cost of manual \$375 x 30 participants \$11,250 - 58100 - LCFF

Effectiveness will be tracked through attendance, survey and completion of course.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11250	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Somewhat Effective

There is no doubt that by having a Parent Liaison work directly with parents, participation rates were affected. Number of participants in the weekly Parent Cafe, other workshops/trainings and quarterly ELAC meetings increased from 2 to an average of 7 participants. As of May 1st, we hosted 40 opportunities for parents. 12 were direct and 27 indirect. An average of 7 parents attended all these events. Due to district centralization and lack of district support of the Padres Brillantes workshops offered by LECI, we were unable to provide parents with this 10 week, and beyond sessions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, outside visitors (parents) were not allowed on campus until April 11, 2022. While some parents find it accessible to Zoom in on meetings or gatherings, other still find technology use as a barrier. Furthermore, shortages in key personnel (office staff), this year's implementation of Goal 3 SPSA, has been challenging to meet. Finally, lack of district support of the 10 week series offered by LECI, we were unable to offer these trainings.

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

We will work with School For Adults to offer evening English classes for parents. We will make another attempt at offering workshops through LECI, and/ or some other entities to heighten parenting skills, educational knowledge and parent empowerment & involvement opportunities. Additional Computers/headsets and a charging cart will be increased. Finally, more direct services via our Parent Liaison will be met.

Equipment -\$12,000 - LCFF: 10 Computers & Cart, plus Headsets to teach parents the basics of technology literacy they will learn alongside their children, log into events, and / or workshops, training and empowerment opportunities.

Parent Meetings - \$ 1,000- Title 1: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students. In addition, should monies be used for babysitting and translations, part of these funds will be allotted to that.

CABE Conference (TBD) for 4 parents and 3 site members to cover the conference.

Registration: 7 attendees x \$600 = \$4,200

Hotel: 7 attendees x \$375 night x 3 nights = \$7875

Transportation (Air) @ \$350 or \$2,450

Latino Literacy- 2 more cycles will be offered next year. We anticipate venturing out to grades 1 and 2 as well as pre K and Kinder students. 2 new teachers will be trained \$200 each or up to \$500. The rest of the funding will be used to cover teacher planning and additional comp. Title 1 \$2387

Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to Spanish speaking parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community.

Cost of manual \$375 x 10 participants \$3,750 - 58100 - LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$212525
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$415085

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$208638
50647 - Title I - Parent	\$3887

Subtotal of additional federal funds included for this school: **\$212525**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$202560

Subtotal of state or local funds included for this school: **\$202560**

Total of federal, state, and/or local funds for this school: **\$415085**