

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	George Washington Elementary School
Address	831 W. Lockeford St Lodi, CA 95240
County-District-School (CDS) Code	39685856042097
Principal	Rich Perez, Interim Principal
District Name	Lodi Unified School District
SPSA Revision Date	09/13/2021
Schoolsite Council (SSC) Approval Date	09/13/2021
Local Board Approval Date	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 4
- Annual Review and Update 5
 - Goal 1..... 5
 - Goal 2..... 12
 - Goal 3..... 16
 - Goal 4..... 20
 - Goal 5..... 23
 - Goal 6..... 26
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 39
 - Goal 3..... 43
 - Goal 4..... 50
 - Goal 5..... 54
- Form C: Budget Summary and Consolidation 58
 - Budget Summary 58
 - Allocations by Funding Source..... 58
 - Expenditures by Funding Source 59
 - Expenditures by Budget Reference and Funding Source 60
- FORM D: School Site Council Membership..... 61
- FORM E: Recommendations and Assurances 62

School Vision and Mission

We, at George Washington Elementary School, have a vision for all staff, students, and parents learn how to become the best version of themselves by showing compassion and respect to others while also taking responsibility for their academic and personal growth.

It will be our mission to achieve this by creating a positive, fun, and relevant learning community where all students, staff and parents show compassion and respect to all persons on our campus and in the greater community.

Staff have a mission to hold all students to high academic standards while keeping the whole-child in mind. The staff will set positive examples of how to take responsibility of developing the skills necessary for future success.

Students have a mission to take responsibility for their academic progress by developing the necessary skills to be the best version of themselves. They will learn how to communicate and collaborate while showing compassion and respect to all people.

Parents have a mission to being fully invested in the education of their child. They will actively participate in the personal and academic development of their child so they can effectively and independently participate in the greater community.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

George Washington Elementary is in the heart of the beautiful city of Lodi California. We have a long history (school built in 1950) of outstanding educators and a learning community that works together to help students reach their goals. Our "team" philosophy includes an outstanding relationship with site groups including the award winning Wildcat Parent-Teacher Club, our English Language Advisory Committee, the School Site Council (SSC), and our sophisticated and innovative faculty Leadership Committee. We focus our instruction on grade level standards developed by the state of California, and refined by the Lodi Unified School District leaders and approved by the local Board of Education. We've recently established the following core values; Wildcats will be RESPONSIBLE, ORGANIZED, ACCEPTING OF OTHERS, and READY TO LEARN. ROAR!! We have an outstanding record of being one of the top schools in the district for attendance and positive behavior.

Washington serves approximately 407 pre-K, K-6 students. We have 2 classroom K-6th grades, with 3 classrooms in 3rd. Of these students, roughly 88% of the students are Socio-economically Disadvantaged, 48% are English Learners and approximately 15% are Students with Disabilities and 2% are Foster Youth. The Demographics are diverse as well. Our largest ethnic group is 69% Hispanic, followed by 14% White. We do have 10% of our population who are Asian. Our students and their families speak English, Spanish and Urdu. Washington also has 2 Special Day Pre-School classes, 2 mild/moderate SDC Medically Fragile classes, 1 mild/moderate SDC, and 1 K-6 moderate Severe Medically Fragile SDC class. These programs service roughly 60 special education students. In addition, Washington has 2 State Pre-School classes which services roughly 40 general education pre-school aged children. We are located at 831 W.

Lockeford St. and welcome all visitors to join us in our pursuit of excellence. Please call (209) 331-7451 for more information.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

August 2021 school year, the George Washington Leadership Team and the school Administrator reviewed school wide data and made preliminary recommendations to SSC based on the review.

September 14th SSC met and reviewed recommendations and evaluated data. SSC agreed on a proposed plan for the 2020-21 school year

By October 24th Reviewed plan to the following parent groups:

*PTA

* Back To School Night-August 13th

Reviewed plan to the following parent groups

*Title One Annual Parent Meeting- August 13th

* Parent / Conference- Parent Compacts and Involvement Policy

October 24th 2021 - SSC approves the School Plan

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

George Washington's goal for English Language Arts is to increase the percentages of students scoring at or above the proficiency levels on the K-2 Dibels assessments, 2nd-6th Reading Inventory (RI) Assessment by 4%. It is also our goal to maintain the proficiency percent of the 2018-19 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS	increase by 4% 65% of our K-2nd grade students will be proficient by the end of the year (EOY)	K 39%, 1- 51%, 2-55%, nearly met proficiency goals for EOY.
2nd- 6th Reading Inventory	Increase by 4% 42%% of students 2nd-6th grade will be proficient by the end of the year(EOY)	2:41%, 3:38%, 4:44%, 5:47%, 6:42% - 42% proficient overall by EOY.
CAASPP ELA	Increase 2018-19 proficiency rate on CAASPP by 3% or 38%	No data due to COVID pandemic

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1</p> <p>Add 1 FTE to the existing staff to intervene early with our Kindergarten-Second Grade students who need intensive support with their early reading skills. This will be considered the Tier 2 intervention for K-2. The intervention teacher will use the supplemental reading program - SIPPS, and will use a small group pull-out model to provide differentiated instruction, additional practice and vocabulary development.</p> <p>The intervention teacher will also support our Third Grade students who need literacy intervention using System 44 pull-out. This is also considered our Tier 2 intervention for those students who need</p>	Fully implemented.	<p>K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program</p> <p>1100 Teacher Title I 88342</p>	<p>K-2 Early Intervention Teacher 3rd Grade System 44 pull-out 1100 Teacher Title I 118,126</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>the support. The intervention teacher will progress monitor skills using SIPPS mastery and determine mastery using DIBELS.</p>			
<p>ELA 2</p> <p>Provide coaching and support to teachers in the regular classroom for core ELA curriculum and Instruction, focusing specifically on early literacy.</p>	<p>Fully implemented.</p>	<p>Provide District ELA Coach LCFF 0</p>	<p>Provide District ELA Coach LCFF</p>
<p>ELA 3</p> <p>Purchase additional DIBELS Licenses to assess and monitor progress of all 3rd grade students including System 44 and all RSP students 4th-6th grades</p>	<p>Fully implemented.</p>	<p>DIBELS additional licenses 5875 Technology Licenses LCFF 0</p>	<p>DIBELS additional licenses 5875 Technology Licenses Title I 1500</p>
<p>ELA 4</p> <p>Part-time .5 FTE teacher to support our students in 4th-6th grades Read 180 intervention. The intervention teacher will use the Reading Inventory to determine independent reading levels, progress monitor using the Read 180 software and teach Read 180. Para - educators will support their learning by pushing in to support the teacher's instruction.</p>	<p>Fully implemented.</p>	<p>Provide supplemental support to students who are not proficient in reading as determined by Reading Inventory and teacher input. LCFF 0</p>	<p>Provide supplemental materials to support ELA standards, our NGSS/STEM Science night, and library books 0</p>
<p>ELA 5</p> <p>Academic Conferences: provide release time for teachers to analyze their DIBELS, Reading</p>	<p>Partially implemented.</p>	<p>Academic Conferences 1120 Teacher Temp Title I 8000</p>	<p>Academic Conferences 1150 Teacher Sub Title I 11096</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Inventory, Benchmarks, and SBAC data and collaborate and plan best practice with other site Specialists like Speech Therapist, Psychologist, Resource teacher and Intervention Teacher.</p> <p>Teachers will be trained on collecting data using the Data Collection template. Data will be collected quarterly. Teachers will use a Data Reflection Template for analysis and monitoring learning. Teachers will then meet during Academic Conferences two times a year and strategically plan and implement intervention. Meet two times a year with each grade level for half day to discuss:</p> <p>Student performance, group students by abilities for reading groups and enrichment, create "safety net" list for struggling students Teachers will work collaboratively to improve instruction and gain a deeper understanding of the Common Core State Standards</p>		<p>Benefit for Certificated staff 3000 Benefits Title I 31965</p> <p>1150 Teacher Sub Title I 6951</p>	
<p>ELA 6</p> <p>Universal Access time will be scheduled for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level. K-3 teachers will use the supplemental reading program SIPPS for all students. This will be considered a Tier 1 intervention and</p>	<p>Partially implemented.</p>	<p>Small group reading support</p> <p>0</p>	<p>Small group reading support 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supported by the intervention teacher who will be pulling the students after meeting with teacher for a Tier 2 intervention and RSP will be pulling students for a Tier 3 intervention.			
<p>ELA 7</p> <p>Para educators to provide additional classroom support for English Learners and Social Economically Disadvantaged learners in language arts. Para educators will be scheduled to support the teachers during their universal access time with additional practice with reading skill that needs support. This will be considered a Tier 2 - light intervention.</p>	Partially implemented.	Para-educators LCFF 0	Para-educators LCFF 0
<p>ELA 8</p> <p>Techonology improvements for Distance Learning. Teachers need additional laptops, microphones, lights, etc. to help engage students to their learning.</p>	Fully implemented.	technology to promote engagement with distance learning 4375 Technology (under \$500) Title I 7524	Purchase headphones/earbuds for classroom use. Students need headsets for almost every ELA program. Amplify Reading, iRead, Reading Counts, etc. LCFF 0
<p>ELA 9</p> <p>Teachers attend the AVID (professional development) to learn evidence based strategies to support a learners from LUSD AVID coach</p>	Partially implemented.	Teachers will attend 5220 Conference LCFF 0	AVID 5220 Conference LCFF 0
<p>ELA 10</p> <p>AVID supplies- Teachers will implement the organizational component</p>	Fully implemented.	Binders, dividers, pencil pouches, highlighters, etc.- AVID 4300 Materials Title I 23046	Binders, dividers, pencil pouches, highlighters, etc.- AVID 4300 Materials Title I 5678

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>of AVID to support all learners. Every Student will have:</p> <p>Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials</p>			
<p>ELA 11</p> <p>iRead or Amplify for all k-2 students 20 minutes per day 5 days per week Teachers will progress monitor and celebrate growth with students</p>	<p>Fully implemented.</p>	<p>iRead funded by Title III LCFF 0</p>	<p>iRead funded by Title III LCFF 0</p>
<p>ELA 12</p> <p>*Supplemental Reading Support for all K-3 students</p> <p>*1st-2nd small SIPPS reading groups daily for 30 minutes, DIBELS progress monitoring bi-monthly</p> <p>*3rd grade whole class SIPPS / System 44 pull-out for students who are identified</p> <p>*K small SIPPS reading groups daily for 30 minutes starting in October</p> <p>*Use SIPPS placement and DIBELS data to form groups</p> <p>*purchase fluency libraries and high interest low lexile leveled books for 2-4 including special ed</p>	<p>Partially implemented.</p>	<p>SIPPS Training 5800 Prof and Operating/Consultants Title I 7525</p> <p>Purchase Fluency libraries, sets of books for reading groups 4200 Books Title I 10,000</p> <p>Books for teachers libraries to help with distance learning 4200 Books LCFF 0</p>	<p>SIPPS curriculum 4200 Books LCFF 5881</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 13</p> <p>.5 FTE Intervention Teacher (Read 180 and System 44 pull out)</p> <p>July-Aug. Reviews data to determine appropriate groups</p> <p>Teaches the 5th/6th grade students who need Read 180</p> <p>Progress Monitors students with SAM (SRI) quarterly.</p> <p>Teacher creates reading goals with students and rewards students when goal has been met. Quarterly analysis of data to reconfigure groups as needed.</p>	<p>Fully implemented.</p>	<p>1100 Teacher LCFF 0</p>	<p>.5 Read 180 teacher 1120 Teacher Temp LCFF 0</p>
<p>ELA 14</p> <p>After School Intervention K-2</p>	<p>Partially implemented.</p>	<p>District allocated money for after school intervention LCFF 0</p>	<p>After school intervention LCFF 0</p>

Analysis

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

Full implementation was in place throughout the year with all strategies. Some of the strategies such as strategies ELA 5, 6, 7, and 9 were partially implemented mainly due to COVID-19 limiting some activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation was effective throughout the year based on progress reports from our formative and summative assessments. SIPPS, RI, DIBELS assessments all indicated some progress. Distance learning did have a significant impact on some strategies and activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed Expenditures and the Estimated Actual Expenditures were impacted due to COVID-19 and Distance Learning.

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.

The goals will remain the same this year as last year due to COVID-19 and difficulties with Distance Learning. Additionally we will use standards based instruction and supplemental instructional programs to support the student's loss of instruction that occurred during Distance Learning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

George Washington's 2020-21 goal for Mathematics is to complete on average 8 lessons of DreamBox a week. Our goal is to maintain the proficiency percent from the 2018-19 CAASPP

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6th LUSD Dreambox	In 2020-21 K-6 students will on average completed 8 lessons per week	Grades K-6 averaged anywhere from 3-5 lessons complete per week.
3rd-6th grade CAASPP (SBAC) Math Data	In 2020-21 3rd-6th grade students will be 28.42% proficient on math CAASPP.	20.63% 3-6th grade students were proficient on Math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math1 .5 FTE Teacher will provide additional support to students in 5/6 combination class. Teacher will assess, teach and monitor growth with 5th grade math students using district adopted curriculum.</p>	Fully implemented.	5/6th grade combo support LCFF 0	Math intervention for students who are below and far below grade level. 8 hours per week. LCFF 0
<p>Math 2 Academic Conferences: provide release time for teachers to analyze their students' Dream Box Data and collaborate and plan best practice with other site Specialists like Speech Therapist, Psychologist, Resource teacher and Intervention Teacher.</p> <p>Students will be monitored through the Data Collection Sheet after every assessment. Teacher will then use a</p>	Fully implemented.	Academic Conferences (Budget amounts included in ELA goal) 0	Academic Conferences (Budget amounts included in ELA goal)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Data Reflection sheet to reflect on the students' progress quarterly. Discussions regarding intervention will be determined at Academic Conferences two times a year. Teachers will provide after school intervention- with a focus on math instruction.</p> <p>Use benchmark data to figure out student grouping Focus on skill building Use the curriculum intervention component</p>			
<p>Math 3 Plan, schedule and present Teacher Professional Development-focusing on Common Core Math Standards by using district coach support</p> <p>Designed a calendar for Professional Development focus Utilized district Math coaches for Professional Development with Think Central Monitor implementation of Depth of Knowledge questioning stems Monitor implementation of engagement strategies: think pair share, white boards, wait time Utilized SJCOE for Math Professional Development.</p>	Fully implemented.	Provide District Math Coach LCFF 0	Provide District Math Coach LCFF
<p>Math 4 Increase rigor in each math lesson using AVID tools and strategies</p>	Fully implemented.	AVID (Budget amounts in ELA goal) 5220 Conference LCFF 0	Math and Science Night materials and supplies 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize the site lead teacher to develop lessons involving inquiry and collaboration Use staff meetings to develop teachers' capacity Use district coaches for reflective feedback and demo lessons			
Math 5 Standardize Curriculum Expectations Teacher Collaboration planning time/ release time Focus on Explicit Direct Instruction Focus on Student Math Talk Focus on Student leaders Focus on Quick Practice Focus on Differentiated Instruction Use Data to monitor	Fully implemented.	Site Professional Development LCFF 0	Site Professional Development LCFF 0
Math 6 Utilize LUSD's adopted supplemental Math curriculum - Dreambox Engage students using computer adaptive course-ware Goals are set and monitored Students will use 30 minutes per week	Fully implemented.	LUSD supplemental curriculum LCFF 0	LUSD supplemental curriculum LCFF 0
			AVID 4300 Materials Title I 3000

Analysis

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

Full implementation was in place throughout the year with all strategies. Some of the strategies such as strategies ELA 5, 6, 7, and 9 were partially implemented mainly due to COVID-19 limiting some activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation was effective throughout the year based on progress reports from our formative and summative assessments, but COVID-19 and Distance Learning did significantly effect our program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed Expenditures and the Estimated Actual Expenditures were impacted due to COVID-19 and Distance Learning.

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.

The goals will remain the same this year as last year due to COVID-19 loss of instruction and difficulties with Distance Learning.. Additionally we will use standards based instruction and supplemental instructional programs to support the student's loss of instruction that occurred during Distance Learning

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

It is George Washington's goal to maintain the number of English Learner students to Re-designated Fluent English Proficient (RFEP) students as we did in 2018-19

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Data	In 2020-21, maintain the same number	12.4% the year prior, to 5% - we did not maintain the same number

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 1</p> <p>Bilingual Paraeducators work to front-load curriculum and translate when needed./ All Year</p>	Fully implemented.	Use of bilingual paraeducators in small group and supplemental support to help meet grade level standards in ELA and Math. LCFF 0	Use of bilingual paraeducators in small group and supplemental support to help meet grade level standards in ELA and Math. LCFF 0
<p>EL 2</p> <p>Print shop, warehouse, and supplemental materials for English Learners in ELA/ELD, other core, library, and supplemental programs</p>	Fully implemented.	Use of EL Resources in ELA/ELD, Math and includes Library books leveled by student lexiles LCFF 0	Use of EL Resources in ELA/ELD, Math and includes Library books leveled by student lexiles LCFF 0
<p>EL 3</p> <p>Provide Rosetta Stone program for all ELPAC Levels 1 and 2</p>	Not implemented.	Use of Rosetta Stone Program funded by Title III Title III 0	Use of Rosetta Stone Program funded by Title III Title III 0
<p>EL 4</p> <p>Teachers will designate 30 minutes of ELD using the Journey's ELD component and monitor progress by using the LUSD adopted curriculum assessment. Group ELs by ELPAC levels</p>	Fully implemented.	ELD time for English learners General Fund LCFF 0	ELD time for English learners General Fund LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 5</p> <p>Students who are Level 1 as measured by the ELPAC and are in grades 3rd-6th grades will have additional small group support with Intervention teachers and bilingual para-educator in English Language Development and early literacy skills.</p>	<p>Fully implemented.</p>	<p>Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy LCFF 0</p>	<p>Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy LCFF 0</p>
<p>EL 6</p> <p>Teachers will use AVID evidence based integrated ELD strategies to support academic language development during Math, Science and Social Studies.</p> <p>Provide feedback to students based on student output and formative assessment of comprehension and the learning objective:</p> <p>Focus on embedded ELD Professional Development and training that will focus on these instructional strategies.</p> <p>Para educators support 4th-6th Instructional Strategies include:</p> <p>Language objective posted</p> <p>Front loading vocabulary</p> <p>Using complete sentences</p> <p>Think-Pair-Share-Choral response</p> <p>Sentence Frames</p> <p>Use of higher-order questioning and thinking</p> <p>Appropriate Wait Time</p>	<p>Fully implemented.</p>	<p>Integrated English Language Development AVID strategies LCFF 0</p>	<p>Integrated English Language Development AVID strategies LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 7</p> <p>Embedded ELD support from Bilingual para-educators</p> <p>Daily support to English Language Learners to help them access core curriculum</p> <p>ELPAC data for student progress</p> <p>Continue to monitor RFEP students who have met district requirements</p> <p>Celebrate students who are bilingual at Quarterly Award Ceremonies</p>	<p>Fully implemented.</p>	<p>Bilingual Para-educators LCFF 0</p>	<p>Bilingual Para-educators LCFF</p>
<p>EL 8</p> <p>AVID- Academic Language and Literacy</p> <p>Implementation of: Embed language structures professional development in to Staff Meetings</p> <p>Utilize district coaches during Common Planning and staff meetings</p> <p>Teachers will use research based strategies to support their English Language Learners</p>	<p>Not implemented</p>	<p>Site Professional Development LCFF 0</p>	<p>Site Professional Development- AVID LCFF 0</p>
<p>EL- 9</p> <p>Academic Conferences: provide release time for teachers to analyze data from Dream Box, Reading Inventory and DIBELS (if applicable) and collaborate and plan best practice with other site Specialists like Speech Therapist, Psychologist, Resource teacher and Intervention Teacher.</p>	<p>Fully implemented.</p>	<p>Budget in ELA 1120 Teacher Temp Title I 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Students will be monitored through the Data Collection Sheet after every assessment. Teacher will then use a Data Reflection sheet to reflect on the students' progress quarterly. Discussions regarding intervention will be determined at Academic Conferences two times a year. Teachers will provide after school intervention- with a focus on embedding English Language Development strategies in all content areas.</p> <p>Use benchmark data to figure out student grouping Focus on skill building Use the curriculum intervention component</p>			

Analysis

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

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Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation was effective throughout the year based on progress reports from our formative and summative assessments. SIPPS, RI, DIBELS assessments all indicated some progress. Distance learning did have a significant impact on some strategies and activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed Expenditures and the Estimated Actual Expenditures were impacted due to COVID-19 and Distance Learning.

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.

The goals will remain the same this year as last year due to COVID-19 loss of instruction and difficulties with Distance Learning.. Additionally we will use standards based instruction and supplemental instructional programs to support the student's loss of instruction that occurred during Distance Learning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

George Washington will increase involvement by 2% as measured by using school sign in sheets at Parent Teacher Conferences.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign In Sheets for Parent/Teacher Conferences	In 2020 94% of students' parents will attend	Due to the COVID pandemic, and distance learning, less than 94% of parents attended.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>P.I. 1</p> <p>Academic Planners and Parent Communication Folders will be provided for home and school communication.</p>	Fully implemented.	<p>Academic Planners and parent communication folders</p> <p>4300 Materials Title I: Parent Involvement 1001</p>	<p>Academic Planners and parent communication folders 4300 Materials Title I: Parent Involvement 482</p>
		<p>Academic Planners and Parent Communication Folders - difference budgeted in the ELA goals 4300 Materials Title I</p>	<p>Academic Planners and Parent Communication Folders 4300 Materials Title I 300</p>
<p>P.I. #2- Social and Emotional Learning</p> <p>*Create a Social and Emotional Learning (SEL) committee to create and develop SELs for students</p> <p>*Systematize the delivery (Google Classroom) and the day (Wednesday) for the entire school to push the lessons out - Wellness Wednesday</p> <p>*Create engaging, fun and motivational videos for students to view during Distance Learning</p>	Partially implemented.	<p>Paying teachers on a time card to create and develop SEL to push out to students and to create motivating and engaging videos to push out during Distance Learning- Bueget in ELA Goal #1</p> <p>1120 Teacher Temp Title I 0</p>	<p>NGSS Family Science Night 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>P.I. 3</p> <p>Many of our families do not speak English and we need para-educators to translate during Parent-Teacher conferences, Back to School Night, Open House, etc. On occasions, we also need staff members to supervise students during ELAC, SSC, and other important meetings.</p>	<p>Fully implemented.</p>	<p>Translations/child care 2120 Para Temp Title I: Parent Involvement 889</p> <p>To help translate and create ppt and videos for distance learning in Spanish 2120 Para Temp Title I 2167</p> <p>Para benefits 3000 Benefits Title I: Parent Involvement 269</p>	<p>Translations/child care 2120 Para Temp Title I: Parent Involvement 2000</p>
<p>P.I. 4</p> <p>10 Rosetta Stone licenses to assist our parents that are learning English</p>	<p>Not implemented.</p>	<p>Rosetta Stone for parents/guardians 5875 Technology Licenses Title I: Parent Involvement 1375</p>	<p>Rosetta Stone for parents/guardians 5875 Technology Licenses Title I: Parent Involvement 2000</p>
<p>P.I. 5</p> <p>District translators for languages other than Spanish</p>	<p>Fully implemented.</p>	<p>District Level Translators for meetings and documents LCFF 0</p>	<p>Parent Partners Program LCFF 0</p>
<p>P.I. 6</p> <p>Mental Health Services</p>	<p>Mostly implemented.</p>	<p>Provide Mental Health therapy 5800 Prof and Operating/Consultants Title I 6000</p>	<p>Parenting Partners food for meeting 0</p>
			<p>District Level Translators for meetings and documents LCFF 0</p>
			<p>Provide 2 days per week of Trauma Therapy from VCCS for 1 year. 5800 Prof and Operating/Consultants Title II 6000</p>

Analysis

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

Full implementation was in place throughout the year with all strategies. Some of the strategies such as strategies P.I. 2,4,and 6 were partially implemented mainly due to COVID-19 limiting some activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation was effective based on the number of parents participating in Parent Teacher Conference. Other parent involvement activities were limited due to COVID-19 guidelines.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Rosetta Stone program was not implemented mostly due to COVID-19 guidelines.

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.

The goals will remain the same this year as last year due to COVID-19 loss of parent participation. Additionally, we will focus on providing our parents opportunities to participate in BTSN and PTC via Zoom. We will also seek in providing (Parent Cafe) workshops to support parents in raising confident children and build positive relationships with our families.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

100% of our teachers will participate in differentiated Professional Development. The professional development will focus on 1). Positive Behavior Intervention and Support and Social and Emotional Learning 2). Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instructional strategies to develop writing skill. 3). Gain a deeper understanding of the foundational literacy skills, assessment and differentiation for K-3

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on Professional Development and collaboration	80% of staff meetings will focus on professional development and collaboration	Met.
Positive School Climate-PBIS focus-Suspension Rate	California Dashboard will indicate yellow or green for 2020-21 Suspension rates	N/A due to COVID-19

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 Provide district level ELA/Math coach to assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)	Fully implemented.	ELA/Math Coach LCFF 0	ELA/Math Coach LCFF 0
PD #2 PBIS Attend all district PBIS training Create a plan to implement the elements of Tier 2 and Tier 3 PBIS Deliver Staff Development on Common Planning days and Staff meeting Utilize the district PBIS coordinator	Mostly implemented.	PBIS Coach LCFF 0 Pay teachers on time cards to help with our Tier Intervention program- Tier 2 - meetings and CICO and developing behavior plans - Budgeted through ELA goals 1120 Teacher Temp Title I 0	PBIS Coach LCFF 0
PD 3	Mostly implemented.	AVID - LCFF 0	AVID - Professional Development LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA Common Core State Standards-Implementation</p> <p>Develop a Professional Development plan with leadership during Common Planning days</p> <p>Focus on: ELD component- and instructional strategies to reach our English Learners Embedding AVID instructional strategies</p> <p>Encourage attendance at LUSD professional development opportunities District Coaching through observation and lesson modeling Encourage teachers to attend SJCOE Common Core State Standards professional growth</p>			
<p>PD #4</p> <p>Mental Health and Counseling - SEL lessons design</p> <p>Develop understanding around children with emotional disabilities Develop instructional techniques to implement in classrooms where we have concerns Connect our instructional strategies to PBIS and school-wide discipline Develop understanding of the referral process and how to get support for families</p>	<p>Mostly implemented.</p>	<p>Supporting students with emotional issues 0</p>	<p>Supporting students with emotional issues 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD #5 Purchase Social Emotional Curriculum	Fully implemented.	Caring Communities Social Emotional Learning LCFF 0	
PD #6 SIPPS training through CORE	Fully implemented.	Budget in ELA goals 5800 Prof and Operating/Consultants Title I 0	
Conferences that support Student Engagement and Social Emotional Learning	Partially implemented.	5220 Conference Title I 14821	

Analysis

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

Full implementation was in place for AVID and SIPPS initiatives. We provided monthly professional development opportunities for teachers and administrator to review data, progress toward goals, and refine objectives to improve instruction with a focus on best practices in the planning and delivery of Common Core State Standards. We conducted quarterly data analysis to inform instruction. We provided training for new teachers to learn foundations for AVID implementation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation was somewhat effective for some initiatives based on participation rates and student academic outcomes. Quarter 3 math district assessments showed a significant percentage of students meeting completing at least 5 DreamBox lessons.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences between the proposed expenditures and estimated actual expenditures since all funds were invested before the COVID-19 interrupted professional development.

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.

The goals will remain the same this year as last year due to COVID-19 interrupting some PD throughout the year. We will continue to seek professional development opportunities using digital and in person platforms in our focus areas of AVID, SIPPS, Early Literacy, Step Up To Writing, PBIS, and i-Ready.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS	Well Below - Below - At or above benchmark K: 74 -7-19 1: 47-10-44 2: 50-11-39 3: 48-16-36	Increase the proficiency levels by 5% over the 2021-22 school year
RI 2nd-6th	7% Advanced 16% Proficient 21% Basic 19% Below Basic 38% Far Below Basic	Increase the proficiency levels by 5% over the 2021-22 school year
iReady ELA 3rd-6th	2 or more grade levels behind - one grade level behind - on grade level 3:61-19-20 4: 62-20-19 5: 59-31-10 6:59-27-14	Increase the proficiency levels by 5% over the 2021-22 school year
CAASPP ELA 3rd-6th	28.36% Met or exceeded in 2020	Increase the proficiency levels by 5% over the 2021-22 school year

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
School Site Council
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	93930
Source	Title I
Budget Reference	1100 Teacher
Description	K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program
Amount	33116
Source	Title I
Budget Reference	3000 Benefits
Description	K-2 Early Intervention Teacher 3rd Grade System 44 Pull-out program

Strategy/Activity 2

ELA 2

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

Students to be Served by this Strategy/Activity

All K-3 students

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Administrators
LUSD- Coaching staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District provided DIBELS licenses, professional development and coaches

Strategy/Activity 3

ELA 3

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2-6

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Principal, Intervention Teacher,
K-3 teachers
RSP teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District provided RI licenses, professional development and coaches

Strategy/Activity 4

ELA 4

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

Students to be Served by this Strategy/Activity

All 3rd -6th grade students

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Administrators
Teachers
Ed Services Department

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	MTSS pilot site - district provided iReady licenses, professional development and coaches

Strategy/Activity 5

ELA 5

Purchase ESGI licenses to monitor Kinder students additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

3-4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

Timeline

August 2021

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1015
Source	Title I

Budget Reference	5875 Technology Licenses
Description	Tech Licenses DIBELS & ESGI additional licenses
Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District provided DIBELS licenses, professional development and coaches

Strategy/Activity 6

ELA 6

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

Administrators
K-3 Teachers
LUSD coaches
Intervention Teacher
Resource Teacher
Paras

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher timecards to work in PLCs to analyze data

Strategy/Activity 7

ELA 7

Universal Access time will be scheduled and protected from interruption daily to support K-3 students at their reading level. Para educators to provide additional classroom support for English Learners and Social Economically Disadvantaged learners in language arts. Para educators will be scheduled to support the teachers during their universal access time with additional practice with reading skill that needs support. This will be considered a Tier 2 - light intervention.

Students to be Served by this Strategy/Activity

English Learners and Socially- Economically Disadvantage students. K-3 Students
1st-2nd small SIPPS reading groups daily 30 minutes

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Intervention Teachers
Teachers
Bilingual Paras

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	2120 Para Temp
Description	Para-educators
Amount	990
Source	Title I
Budget Reference	3000 Benefits
Description	Classified Benefits
Amount	8000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for academic conferences and PLC

Strategy/Activity 8

ELA 8

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.
The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting 2021

Person(s) Responsible

Administration, Teachers, District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4200 Books
Description	Books and materials to promote reading achievement

Strategy/Activity 9

ELA 9

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 students

Teachers

Paras

Timeline

August 2021 - May 2022

Person(s) Responsible

Administrator, teachers, coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided professional development with district coaches and CORE

Strategy/Activity 10

ELA 10

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2 students

Timeline

August-May

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District provided IRead and Amplify licenses, professional development and coaches

Strategy/Activity 11

ELA 11

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Admin and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	District provided professional development and coaches

Strategy/Activity 12

ELA 12

MTSS Data Conferences: provide release time for teachers and admin:

- analyze the DIBELS, Reading Inventory, and CAASPP data.
- Collaborate, plan and respond with best practice
- Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

(See ELA 7)

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1 & Quarter 2

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Budget above in ELA Activity 7

Strategy/Activity 13

ELA 13

.5 FTE Intervention Teacher (Read 180 and System 44 pull out)

July-Aug. Reviews data to determine appropriate groups

Teaches the 5th/6th grade students who need Read 180

Progress Monitors students with SAM (SRI) quarterly.

Teacher creates reading goals with students and rewards students when goal has been met.
Quarterly analysis of data to reconfigure groups as needed.

Students to be Served by this Strategy/Activity

Reading Inventory - Lexile levels will identify students below proficiency levels

Timeline

August 2021-May 2022

Person(s) Responsible

admin and intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District provided reading intervention teacher

Strategy/Activity 14

ELA 14

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

August 2021-May 2022

Person(s) Responsible

Admin, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided professional development and coaches

Strategy/Activity 15

ELA 15

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes 1st-6th
- Notebooks
- Journals
- Organizational materials

Students to be Served by this Strategy/Activity

K-6 students

Timeline

August 2021-May 2022

Person(s) Responsible

Admin, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	6555
Source	Title I
Budget Reference	4300 Materials
Description	AVID supplies, and materials

Strategy/Activity 16

ELA 16

Provide Mental Health Services for identified Tier 2 and Tier 3 students.

Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 identified students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrator, teachers, mental health team (counselor and clinicians)

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	Counseling and mental health services

Amount	4000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Mental Health support staff

Strategy/Activity 17

ELA 17

PBIS site wide initiatives to promote positive behavior- Tier 1, 2 and 3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators, Teachers, PBIS team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided professional development and coaches

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

- k- 6th Grade Mathematics iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Dreambox goal
CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-6th Dreambox LUSD	August 2021 lessons per week average: 5.6 lessons/wk September 2021 lessons per week average: 6.2 lessons/wk	In 2020-21 K-6 students will on average completed 5 lessons per week
K-6th iReady Math	on grade level - 1 grade level behind - 2 or more gr levels behind K: 7- 90 - 2 1: 2 - 77 - 21 2: 8 - 51 - 41 3: 2 - 29 - 70 4: 7 - 41 - 52 5: 17 - 31 - 52 6: 7 - 28 - 65	Increase the proficiency levels by 5% over the 2021-22 school year
CAASPP Math 3rd-6th	20.63% Met or exceeded in 2020	Increase the proficiency levels by 5% over the 2021-22 school year

Planned Strategies/Activities

Strategy/Activity 1

Math1

.5 FTE Teacher will provide additional support to students in 5/6 combination class. Teacher will assess, teach and monitor growth with 5th grade math students using district adopted curriculum.

Students to be Served by this Strategy/Activity

5th Grade

Timeline

July 2021- May 2022

Person(s) Responsible

Administrators
Teachers
Educational Services

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	5/6th grade combo support

Strategy/Activity 2

Math 2

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021, January 2022, May 2022

Person(s) Responsible

Administrators
Teachers
Specialists

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses

Description

MTSS pilot site - district provided iReady licenses, professional development and coaches

Strategy/Activity 3

Math 3

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

ALL students

Timeline

Ongoing

Person(s) Responsible

Administrators
Teachers
Coaches

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District provided Dreambox licenses, professional development and coaches

Strategy/Activity 4

Math 4

MTSS Data Conferences: provide release time for teachers and admin:

- 1. analyze universal screeners iReady and CAASPP Math data.
- 2. Collaborate, plan and respond with best practice
- 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1, Quarter 3

Person(s) Responsible

Administrators, teachers, Specialists

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	Title 1 See ELA

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, George Washington Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

CalPads Language Census CELDT Results; Title III Accountability Data; Reclassification Data; SBAC and District Benchmark assessment data.

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Data	In 2020-21, 10 of our English Learners, 5% reclassified	In 2021-22, maintain the same number

Planned Strategies/Activities

Strategy/Activity 1

EL 1

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-May 2022

Person(s) Responsible

Administrator
Bilingual Para-Educators
Teachers
Community Liaison
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

EL 2

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

Quarter 1 Quarter 3

Person(s) Responsible

Administrators
Teachers
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA

Strategy/Activity 3

EL 3

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Starting August 2021

Person(s) Responsible

Administrators
Educational Services
Bilingual Para
Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Budget in ELA

Strategy/Activity 4

EL 4

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting 2021

Person(s) Responsible

Administrators
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

CORE support

Amount

0

Source

Title I

Description

Budget in ELA

Strategy/Activity 5

EL 5

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 students

Teachers

Paras

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Bilingual Para
Intervention Teacher
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Use of bilingual para-educators to provide supplemental support in English Language Development and early literacy

Strategy/Activity 6

EL 6

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Teachers

LUSD Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District provided iRead licenses, professional development and coaches

Strategy/Activity 7

EL 7

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Teachers
Bilingual Para-educators
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Strategy/Activity 8

EL 8

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1, Quarter 2

Person(s) Responsible

Teachers
MTSS team
Administrators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

MTSS team

Strategy/Activity 9

EL 9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Admin
Teachers
Specialist

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA

Strategy/Activity 10

EL 10

Embed ELD support from the Bilingual para-educators

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-May 2022

Person(s) Responsible

Bilingual paras, teachers, administrators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

Budget in ELA

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

George Washington will increase involvement by 5% as measured by using school sign in sheets at Parent Teacher Conferences.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

Basis for this Goal

Sign-in Sheets from School Events (Parent Teacher Conferences)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign In Sheets for Parent/Teacher Conferences	2020 less than 75% of parents participated	Increase In 5% of parent participation, in 2021 80% of students' parents will attend parent/teacher conferences

Planned Strategies/Activities

Strategy/Activity 1

P.I. 1

Academic Planners and Parent Communication Folders will be provided for home and school communication.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I: Parent Involvement
Description	Academic Planners and parent communication folders

Strategy/Activity 2

P.I. 3
Many of our families do not speak English and we need para-educators to translate during Parent- Teacher conferences, Back to School Night, Open House, etc. On occasions, we also need staff members to supervise students during ELAC, SSC, and other important meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrator
Bilingual Para
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	1062
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	To help translate and create ppt and videos for distance learning in Spanish
Amount	349
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	para benefits

Strategy/Activity 3

P.I. 4
10 Rosetta Stone licenses to assist our parents that are learning English

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Community Liaison

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

P.I. 5
District translators for languages other than Spanish

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Education Services Dept.
Teachers
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Level Translators for meetings and documents

Strategy/Activity 5

P.I. 6
Mental Health Services

Students to be Served by this Strategy/Activity

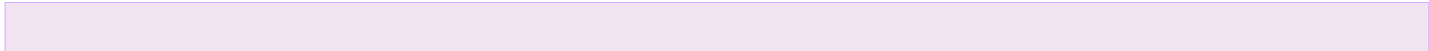
All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Counselor



Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

90% of our teachers will participate in differentiated Professional Development. The professional development will focus on 1). Positive Behavior Intervention and Support and Social and Emotional Learning 2). Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instructional strategies to develop writing skill. 3). Gain a deeper understanding of the foundational literacy skills, assessment and differentiation for K-3

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Benchmarks, DIBELS and Reading Inventory data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meetings will focus on Professional Development and collaboration	No Baseline due to COVID-19	80% of staff meetings will focus on professional development and collaboration

Planned Strategies/Activities

Strategy/Activity 1

PD 1 Provide district level ELA/Math coach to assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Leadership Team
Grade Level Teams
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	ELA/Math Coach

Strategy/Activity 2

PD #2
PBIS

Attend all district PBIS training
Create a plan to implement the elements of Tier 2 and Tier 3 PBIS
Deliver Staff Development on Common Planning days and Staff meeting
Utilize the district PBIS coordinator

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
PBIS Committee
Leadership Committee
PBIS District Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	PBIS Coach
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Pay teachers on time cards to help with our Tier Intervention program- Tier 2 -meetings and CICO and developing behavior plans - Budgeted through ELA goals

Strategy/Activity 3

PD 3

ELA Common Core State Standards- Implementation

Develop a Professional Development plan with leadership during Common Planning days

Focus on:
ELD component- and instructional strategies to reach our English Learners
Embedding AVID instructional strategies

Encourage attendance at LUSD professional development opportunities
District Coaching through observation and lesson modeling
Encourage teachers to attend SJCOE Common Core State Standards professional growth

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
AVID Committee
Teachers
AVID Coaches and other LUSD coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District provided AVID professional development and coaches

Strategy/Activity 4

PD #4

Mental Health and Counseling - SEL lessons design

Develop understanding around children with emotional disabilities
Develop instructional techniques to implement in classrooms where we have concerns
Connect our instructional strategies to PBIS and school-wide discipline
Develop understanding of the referral process and how to get support for families

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Administrators
Counselor
PBIS team
Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	LCFF
Description	Supporting students with emotional issues

Strategy/Activity 5

PD #5
Purchase Social Emotional Curriculum

Students to be Served by this Strategy/Activity

All students will benefit

Timeline

August 2021-May 2022

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Caring Communities Social Emotional Learning

Strategy/Activity 6

PD #6
SIPPS training through CORE

Students to be Served by this Strategy/Activity

All

Timeline

August 2021-May 2022

Person(s) Responsible

Admin
Ann Leon
Ed Services

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Budget in ELA goals

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	162,017.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	159606	0.00
Title I: Parent Involvement	2411	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	159,606.00
Title I: Parent Involvement	2,411.00

Preliminary Plan

Final Plan

R. F. ... 09/13/2021 02:15 pm

Principal *Date*

Jana S. 09/13/2021 02:15 pm

SSC Chairperson *Date*

Rafael 11/02/2021 12:45 pm

Program Manager *Date*

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
	Title I	0.00
1100 Teacher	Title I	93,930.00
1120 Teacher Temp	Title I	4,000.00
1150 Teacher Sub	Title I	8,000.00
2120 Para Temp	Title I	3,000.00
3000 Benefits	Title I	34,106.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	6,555.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5875 Technology Licenses	Title I	1,015.00
	Title I: Parent Involvement	1,000.00
2120 Para Temp	Title I: Parent Involvement	1,062.00
3000 Benefits	Title I: Parent Involvement	349.00

FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Rich Perez	Principal
Maria Gonzalez	Other School Staff
Kristen McDaniel	Classroom Teacher
Tara Spagnola	Classroom Teacher
Emily Azevedo	Classroom Teacher
Kathleen Castro	Parent or Community Member
Christopher Beck	Parent or Community Member
Jennifer Skarles	Parent or Community Member
Michelle Lee	Parent or Community Member
Miriam Lopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:




Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/14/2020 03:00 pm.

Attested:

Preliminary Plan		Final Plan	
	09/13/2021 02:15 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	09/13/2021 02:15 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/02/2021 12:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>