

School Year:

2020-21

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	Arbuckle (Ina) Elementary School
Address	3600 Packard Street Jurupa Valley, CA 92509-4519
County-District-School (CDS) Code	33 67090 6032171
Principal	James Wandrie
District Name	Jurupa Unified School District
SPSA Revision Date	May 26, 2020
Schoolsite Council (SSC) Approval Date	May 26, 2020
Local Board Approval Date	June 22, 2020

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.

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School Vision and Mission

The staff at Ina Arbuckle Elementary is dedicated to creating a safe and productive learning environment filled with positive school experiences.

We are committed to...

- Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and develops 21 century skills needed to be college and/or career ready, upon graduation.
- Creating a positive and productive learning environment that promotes social and emotional skill development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others; and utilize appropriate conflict resolution, anger management and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and ultimately the success of each and every student.

School Profile

Describe The students and community and how school serves them.

The Story

Ina Arbuckle Elementary School is one of seventeen TK-6 elementary schools in the Jurupa Unified School District, and is located in Jurupa Valley, CA. The population of our community is very mobile. The majority of our students live within walking distance of the school in apartments, mobile home parks, or rented homes, which contributes to a high transient rate.

Aiming high academically and socially is the vision for Ina Arbuckle Elementary School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills. At Ina Arbuckle Elementary School, instruction is driven by the Common Core State Standards and researched-based teaching strategies to promote fuller student knowledge bases and higher student achievement. Students receive instruction designed to develop critical thinking, literacy, and appropriate behavior that are essential to a democratic society. Students are college and career ready as measured by demonstrated independence, assessment achievement, and appropriate behavior. Student readiness is accomplished through the development of strongly built content knowledge; solid communication skills across disciplines and varying audiences; diligent and precise understanding for critiquing; valued interpretation of evidence; the strategic use of technology and digital media; and the understanding of other perspectives and cultures.

All staff members are highly qualified and possess the required credentialing and certifications. The Jurupa Unified School District actively seeks out highly qualified teachers and paraprofessionals through a variety of strategies. The district and site also provide quality, on-going staff development to ensure teachers and staff are effective. Teachers, paraprofessionals, and even parents are included in a myriad of trainings, which include, but are not limited to: G.A.T.E., Least Restrictive Environment and inclusion practices, Positive Behavior Intervention Support (PBIS), social emotional strategies, Classroom Management, Student Study Team (Tier I/II Interventions), Restorative Justice Practices, Technology Integration, Impact teams, guided reading intervention, and School Safety training.

Ina Arbuckle's staff collaborates with parents examining program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three-way partnership among teachers, parents, and students is the cornerstone to Ina Arbuckle's determination that all students succeed.

Ina Arbuckle Elementary School is located in one of several communities in the city of Jurupa Valley served by the Jurupa Unified School District, a district of approximately 20,500 students. Ethnic distribution is 91% Hispanic, 5% African American, 2% White (not Hispanic), and 2% other. Ina Arbuckle Elementary

School is currently serving approximately 500 transitional kindergarten through sixth grade regular education students, 11 SDC Pre-K-1 students, 38 Head Start children and 35 Spectrum students. According to CBEDS data, 93% of Ina Arbuckle students receive free or reduced lunch and 55% of students are English learners.

Ina Arbuckle's school environment is rooted in intervention and support for students. Staff members help students and parents with academic, social, emotional, and other school and family issues. PBIS, Positive Behavior Intervention Support Program, has been instituted. The program focuses in on three rules: 1) Be safe, 2) Be respectful, and 3) Be responsible. There are sixteen behavioral skills that support appropriate conduct: 1) accepting criticism or a consequences, 2) accepting "no" for an answer, 3) asking for help, 4) asking for permission, 5) disagreeing appropriately, 6) following instructions, 7) getting the attention of the teacher, 8) giving criticism, 9) listening, 10) making an apology, 11) minding your own business, 12) resisting peer pressure, 13) staying on task, 14) using appropriate voice tone, 15) waiting your turn, and 16) working with others. Social skills are systematically taught to give every student tools to be successful in academic and social settings. Teachers introduce skills at scheduled times. Teachers model the skills and students have opportunities to practice them. Site staff consistently enforce the skills and re-teach when necessary.

All students on the Ina Arbuckle campus have access to the core curriculum, including RSP, SDC, Speech, GATE, Spectrum, and LEP students. The curriculum is guided by the Common Core State Standards. These standards are 1) researched and evidence based, 2) aligned with college and career expectations; 3) rigorous, and 4) internationally benchmarked. Differentiated instruction is provided through a variety of teaching strategies and learning patterns including, but not limited to, Marzano's Effective Strategies; focused instruction based upon Bloom's Taxonomy and Depth of Knowledge; small group and large group experiences; homogeneous and heterogeneous settings; academic task completion with various production methods; and opportunities that encourage the development of self-directed, in-depth inquiry. Instruction is focused on the five domains of learning: listening, speaking, reading, writing, and thinking.

Ina Arbuckle's English Language Arts Program reflects a balance between the skills and practice necessary to promote effective readers and writers. A literature base encourages personal reading while developing needed technical reading for college and career readiness. The Anchor Standards for College and Career Readiness have technology embedded in the teaching of reading and writing. Students research to build and present knowledge and to publish writing for authentic, real-world audiences. The program promotes an integration of reading, writing, speaking, listening and language through skill development and practice included in the Common Core English Language Arts and Literacy Standards. These standards include Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards: Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

Writing focuses on developing effective communication skills in the writer by applying knowledge of phonics, spelling, context, purpose, and grammatical/mechanical conventions. The core purposes and types of student writing are argumentative writing, informative/explanatory writing, and narrative writing. The Step-Up-to-Writing Program adopted by the Jurupa Unified School District during the 2003-2004 school year, scaffolds student experiences with a tangible writing structure. Vocabulary development focuses on the patterns of words enabling students to become better spellers and readers. Students develop a connection to the decoding and spelling of polysyllabic words through the micro-examination of one- and two- syllable words. High-frequency, commonly misspelled words are examined and applied to reading and writing. All students receive instruction from the district adopted materials as well as materials suggested in Units of Study.

Students receive mathematics instruction in the fundamental concepts of each domain of mathematics: Number Sense, Operations and Algebraic Thinking, Measurement and Data, and Geometry. Students develop computation skills, problem solving skills, mental arithmetic, and estimation as is presented in the adopted standards and supported by the district's mathematics adoption. The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Mathematical practices include making sense of problems and persevering in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. These mathematical practices are connected to the standards for mathematical content. Standards for Mathematical Content balance procedure and understanding.

In social studies, students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. Students receive instruction in life, earth, and physical science. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed. Science instruction adheres to the Next Generation Science Standards (NGSS). These disciplines are supported by the Common Core State Standards ensuring literacy and mathematical understanding to better interpret the informational blitz created by today's technology.

Students are provided with age-appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education. Each year fifth grade students participate in the Physical Fitness Test.

Student Study Team (SST) is a site-based, problem-solving group comprised of teachers, the school psychologist, the speech therapist, the resource specialist, and the principal. The mission of the SST is to assist teachers, administrators and school staff with researched-based intervention strategies to meet the academic and social-emotional behavioral needs of regular education students. SST collaborates to seek creative ways to maximize the use of available resources to support students and teachers. The SST has the potential to meet a broader range of student needs through professional collaboration; to employ researched-based procedures to resolve both academic and behavioral concerns; to provide structured support and assist teachers in varying instructional strategies; to assist teachers in developing and implementing positive behavioral supports to improve student behavior and class discipline; to reduce the number of inappropriate referrals for a Special Education evaluation; to identify for early intervention students who are at academic and/or behavioral risk; encourage attitude shifts from teaching to learning; to engage outside resources and foster positive relationships with parent and community partners; and to acknowledge a sense of teamwork and enhance professional development by sharing expertise.

Students meeting the criteria may be referred to special education programs that meet the Least Restrictive Environment guidelines. The Resource Specialist Program is designed to support students who need assistance less than 50% of the day. Those students requiring a special education program for more than 50% of the day are placed in a Special Day Classes. In each program, a credentialed specialist employs a myriad of researched-based strategies to increase student achievement while using the core adopted materials for language arts and/or mathematics. Trained paraprofessionals also assist with instruction. The Speech and Language Program supports students who have shown significant challenges in language development, voice, fluency and/or articulation.

The Ina Arbuckle GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Ina Arbuckle are clustered and there is not a GATE school in Jurupa Unified School District. Opportunities are provided for both GATE and high achievers. All GATE students receive core curriculum in their regular grade level classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner.

English Learners are placed with authorized teachers. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques providing differentiating instruction to address student levels and needs. Per Jurupa's Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped together homogeneously, according to their ELD levels, to attend ELD. ELD lessons are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills in the second language.

Parent Involvement is a priority. Ina Arbuckle works actively to increase parent participation as a strategy for increasing student achievement. The Parent Policy includes the following elements: an annual meeting of parents will be held to describe the school sites Title I program; opportunities to participate in the planning, review and improvement of the Title I program through DAC, DELAC, SSC, ELAC, and PTA; school communication about the Title I programs will be distributed in all the major languages spoken by the families of the students at the school; assessment information reflecting student academic progress will be shared with parents at parentteacher conferences in the fall; school leaders will determine who is responsible for the coordination of parent involvement activities at the site; training for meaningful parent involvement will be provided; appropriate roles for community organizations will be developed; and surveys will be conducted to

assess needs and to evaluate the effectiveness of the parent involvement activities. Our parent involvement focus is based on the National Standards for Parent/Family Involvement: Parenting, Communicating, Volunteering, Learning and Home, Decision Making and Advocacy, Collaborating with Community, and Relationship Building.

The content of this school plan is aligned with Ina Arbuckle's goals for improving student achievement, Jurupa Unified School District Local Control Accountability Plan (LCAP), Academic Program Survey, and the Nine Essential Program Components: 1) Standards-aligned Instructional Materials, 2) Instructional Time, 3) Instructional Leadership, 4) Teacher Qualifications and Professional Development, 5) Student Achievement Monitoring System, 6) Instructional Assistance and Teacher Support, 7) Teacher Collaboration, 8) Pacing and Scheduling, and 9) Fiscal Support. School goals are based upon an analysis of verifiable state and federal data, including the Academic Performance Index, Annual Yearly Progress, the California English Language Development Test, and include local measures of pupil achievement.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The key features of this year's SPSA will be:

- *Impact Teams
- *AVID
- *Primary Reading Intervention (grades 1-3)
- *Guided Reading Intervention (grades 4-6)
- *Inclusive practices to support special education students.
- *Restorative practices

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. One change taking place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. 5th & 6th grade teachers will continue guided reading interventions. As in primary grades, bilingual tutors are being included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

For restorative practices, more supports and training will be provided to staff during PD meetings and discussed during collaborative grade level meetings.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Ina Arbuckle has made steady progress in the areas of math over the last few years as shown by last year's CAASPP results. The positive growth can be attributed to the emphasis on teaching math within the framework provided by the unit of studies, a resource designed to guide instruction to effectively address the common core standards. The focus will remain on ensuring our balanced math program is being fully implemented including the various components: conducting daily math review, developing math fluency, computational skills, problem solving, and conceptual understanding, and implementing common formative assessments. More support and resources for this will be provided at staff meetings, grade level collaborations, and fish bowl observations.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Language Arts proficiency numbers fell according to last year's state assessments results. To support language arts, effective intervention programs such as our primary reading program and guided reading approach are supporting struggling readers and helping to address learning gaps and reading deficiencies. The need to focus on this area remains as the overall proficiency levels indicate that less than 30% of our students are attaining proficiency.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Our special education students showed the greatest disparities in their academic progress according to the most recent CAASPP data results. The shift away from a pull-out approach towards emphasizing an inclusion approach will continue to provide these students greater and more consistent access to the core curriculum. Special education teachers will continue to collaborate closely in order to scaffold supports for these students. As a result, more training and supports will be provided to our staff on inclusion practices.

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

Comprehensive Support and Improvement

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.

Ina Arbuckle Elementary met CSI criteria based on State Indicators that reflected both Orange and Red indicators as follows: ELA-Yellow, Math-Red, Chronic Absenteeism-Orange, and Suspension-Yellow. Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of 1) College and Career Readiness, 2) Safe, Orderly and Inviting Environment, and 3) Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification. In response to site level practices under Goal 1.0 College and Career, we are reviewing and expanding current leaders to be trained in the Impact Team process to focus discussion and better prepare teachers to focus grade level meetings on student learning, instructional strategies, formative assessment, rubrics, and collaborative conversations. In addition, the use of AVID three column notes to support math instruction will be focused. Under Goal 2.0 Safe and Orderly Environment, we will continue to implement restorative practices support Social and Emotional Learning and Behavior Modification. Under Goal 3.0 Parent and Student Engagement, we plan to provide more engaging workshops to support the implementation of AVID and our digital citizenship focus, and support our college and career awareness initiatives.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

Ina Arbuckle Elementary seeks input from all stakeholders (students, staff, parents and the community). We currently have 4-6th grade students serving on student council in which every aspect of the school is discussed and the students are asked to share their thoughts, opinions and input. Students have the opportunity each year to provide input via LCCF surveys. Staff also provide input by completing a similar survey. Staff can also provide input on school initiatives in staff meetings designated for such purposes. The leadership team meets monthly to discuss staff input. Parents share their input via a yearly LCFF survey, and are encouraged to attend Back to School Night, ELAC, SSC, and PTA meetings, and parent workshops. In addition to site-level stakeholder involvement, the principal meets with district administrators to review and provide our annual evaluation, analysis of our outcome data, and budget review and modification for following year.

Resource Inequities

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

Due to decreases in enrollment, free and reduced lunch numbers as well as unduplicated student data, our funding was decreased in both federal Title I and state Local Control Funding Formula (LCFF) monies. In addition, the rising costs of STRS/PERS (employee benefits) impacts the school site's budget further. Even with these funding decreases, we are able to continue to provide base and supplemental services for our students. With continued data review and current planning along with support from the district, we will designate the Comprehensive Support and Improvement (CSI) funding on Impact Team support and professional development and provide additional support to promote restorative practices to help address behavior modification and social emotional learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.58%	0.2%	0%	3	1	0
African American	4.42%	3.97%	3.42%	23	20	17
Asian	0.19%	0.4%	0.2%	1	2	1
Filipino	%	0.2%	0.2%		1	1
Hispanic/Latino	90.77%	91.27%	91.55%	472	460	455
Pacific Islander	%	%	0.2%			1
White	2.12%	1.98%	1.61%	11	10	8
Multiple/No Response	0.77%	0.2%	2.01%	4	1	4
	Total Enrollment			520	504	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	83	64
Grade 1	62	62	74
Grade 2	76	64	65
Grade3	80	74	68
Grade 4	71	74	73
Grade 5	73	70	79
Grade 6	76	77	74
Total Enrollment	520	504	497

Conclusions based on this data:

1. Over the past three years, our school is showing decreases in enrollment.
2. Demographics remains relatively unchanged with 90% Hispanic students and about 5% making up the African American student group.
3. The grade level with the highest enrollment was 5th grade in 2019-20.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Classroom instruction would benefit from further incorporation of integrated and designated ELD instruction techniques and strategies to support ELA performance.
2. Math instruction must include opportunities for Daily Math Review to spiral and review previous standards for content mastery. Students need opportunities to reflect and analyze problem solving strategies, both verbally and in writing.
3. A continued focus on restorative practices, PBIS, and other interventions will take place to support students' social emotional learning, positive student behavior outcomes, and school climate and safety.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis reflects that a decline in ELA according to the California Dashboard data released in the Fall 2019. For math, growth occurred school wide and in most sub groups to reflect band movement on the California Dashboard. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. Additional training was being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. Additional guided reading materials were provided than was originally planned through the use of district print shop. As in primary grades, bilingual tutors were included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support

inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of iStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are part of this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Restorative circles are integrated with interventions to support students in all classrooms.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP ELA	CAASPP ELA Actual Progress, Fall 2019 School: -67.1 points below standard SED: -131.6 points below standard EL: -72.9 points below standard SWD: - 121.9 points below standard Hispanic: -66.3 points below standard	Increase by +3 Distance From Standard (due to COVID-2019-20 CAASPP data will not be available)
P4 Statewide Assessments - CAASPP MATH	CAASPP Math Actual Progress, Fall 2019 School: -72.7 points below standard SED: -71.3 points below standard EL: -78 points below standard SWD:-130.4 points below standard Hispanic: -70.9 points below standard	Increase by +3 Distance From Standard (due to COVID-2019-20 CAASPP data will not be available)
P4 Statewide Assessments - ELPAC Data	2019 EL Progress 44% making progress towards EL proficiency 42.8% ELs progressed at least 1 ELPI level 1.1% ELs maintained ELPI Level 4 34.8% ELs maintained ELPI levels 1-3H 21.1% ELs decreased at least 1 ELPI level	Increase the well developed and moderately developed progress bands by 5%. (due to COVID-2019-20 CAASPP data will not be available)
P8 Other student outcomes - DIBELS	Year: 2018-19 (2019-2020 in parenthesis) Kindergarten Benchmark #1 · Kindergarten: FSF- Intensive Support- 9% (33.3%), Strategic Support- 16% (8%), Core support- 75% (58%) Benchmark #2 · Kindergarten: FSF- Intensive Support- 19%, Strategic Support- 24%, Core support- 57% Benchmark #3- FSF not administered at the end of the year	Decrease intensive and strategic support bands by 5% for all benchmarks. (due to COVID-2019-20 CAASPP data will not be available)

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

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<p>First Grade Benchmark #1</p> <ul style="list-style-type: none"> · First grade: NWF- CLS: Intensive Support- 7% (18%) , Strategic Support- 31% (38%), Core Support- 62% (43.7%) WWR: Intensive Support- 0% (0%), Strategic Support- 39% (59.2%), Core Support- 61% (40.8%) <p>Benchmark 2</p> <ul style="list-style-type: none"> · First grade: NWF- CLS: Intensive Support- 33%, Strategic Support- 20%, Core Support- 48% WWR: Intensive Support- 26%, Strategic Support- 20%, Core Support- 54% <p>Benchmark #3- Will administer in May 2019</p> <p>Second Grade Benchmark #1</p> <ul style="list-style-type: none"> · Second grade: DORF- Intensive Support- 47% (31%), Strategic Support- 10% (11.5%), Core Support- 43% (57.4%) <p>Benchmark #2</p> <ul style="list-style-type: none"> · Second grade: DORF- Intensive Support- 45%, Strategic Support- 12%, Core Support- 43% <p>Benchmark #3</p> <ul style="list-style-type: none"> · Second grade: DORF- Intensive Support- 51.7%, Strategic Support- 13.8%, Core Support- 34.5% <p>Third Grade Benchmark #1</p> <ul style="list-style-type: none"> · Third grade: DORF-Intensive Support- 39% (40.6%), Strategic Support- 14% (26.6%), Core Support- 47% (32.8%) <p>Benchmark #2</p> <ul style="list-style-type: none"> · Third grade: DORF-Intensive Support- 42%, Strategic Support- 27%, Core Support- 30% <p>Benchmark #3</p> <ul style="list-style-type: none"> · Third grade: DORF-Intensive Support- 31.2%, Strategic Support- 12.5%, Core Support- 56.2%
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P8 Other student outcomes - SBAC Reading Claim #1

Actual: SBAC Reading Claim #1
School year 2018-19 47.12% Near or Above Standard

Increase reading claim 1 percentage for near and above range by 5%. (due to COVID-2019-20 CAASPP data will not be available)

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Planned Strategies/Activities

Action 1.1

1.1 CSS & NGSS Implementation

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. ELA/Math CSS & NGSS (including the use of distance learning) implementation professional development. Instructional coaches, NGSS coordinators, math facilitators, UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.</p> <p>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p> <p>D. ELA/Math UOS lessons</p> <p>E. Units of study and site developed common assessments to monitor student progress and achievement.</p> <p>F. Teacher data collaboration meetings using on-line student data management systems to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.</p> <p>G. Media Clerk coordinates materials & provide technology support.</p>	<p><u>X</u> All Students</p>	<p>Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61924</p> <p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10337</p> <p>Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4800</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Contract Services for Laminator 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p> <p>Materials & supplies</p>

H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.

I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.

J. Band and string instruments classes for 4-6 grade students each week.

K. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair.

L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan & coordinate CC activities and career day event.

M. Extra Clerk Hours to support school events/needs throughout the school year.

N. Science camp for 6th grade students if grants are available to support over 80% of total costs.

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$23075

Materials & supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$14147

Print Shop Orders
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$1000

Salary, Clerk, Hrly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000

Science Camp Partial Funding
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$5000

Action 1.2

1.2 Interventions

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. 4-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.	<u>X</u> All Students	Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200
B. K-3 uses DIBELS to monitor and assess reading foundational skills. Teachers provided release time to administer and analyze DIBELS assessment data. Collaboration focuses on intervention strategies. A reading		Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500

intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.

C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.

D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.

E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.

F. GATE enrichment activities/lessons provided to students/parents periodically during the year.

Salary, CSR Tchr .5 (Intervention)
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
\$68127

Salary, CSR Tchr .5 (Intervention)
1000-1999: Certificated Personnel Salaries
Title III District -- 500 4203
\$68127

Salary, CSR Tchr (Intervention)
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$93531

Action 1.3

1.3 ELD

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including CELDT/ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>Salary, (.75) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$37085</p> <p>Salary, (.25) 3 hrs each Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5473</p> <p>Salary, (3.0) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$48985</p> <p>Hourly, Certificated</p>

G. Professional development to support ELs/ELD program.

1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$500

Action 1.4

1.4 AVID

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.

All Students

B. Purchase additional materials to support AVID implementation, UoS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan.

AVID Implementation Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$5000

Action 1.5

1.5 Resources

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

A. Supplemental ELA/ELD and Mathematics materials

All Students

B. Digital Resources/On-line subscriptions

C. Technology and software support for classroom integration

Software Licenses
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1000

Action 1.6

1.6 Pre-school Transition Plan

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p>	<p>X Other student group(s) Preschool/ Head Start</p>	<p>Materials/Supplies to support pre-school transitions 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>

Action 1.7

1.7 Communication Enhancement Program

	<p>X Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>X Other student group(s) Students with Disabilities</p>	

Action 1.8

1.8 Inclusion - Special Education

X

New Action

Planned Actions/Services

Students to be served

Budget and Source

A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum.

X

Other student group(s) Special Education

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Many strategies/activities have been fully implemented to support improved attendance, which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives occur weekly, monthly, and at the end of each trimester. Classrooms attendance is closely monitored and recognized; those with the highest attendance for the month can showcase a trophy and an attendance banner in their rooms. In addition, students receive recognition for individual perfect attendance at the trimester award assemblies; students meeting attendance, behavior, and AVID criteria get to visit the video game trailers at the end of each trimester.

Ina Arbuckle previously participated in Kaiser Permanente's two-year pilot program to become a trauma informed school. Staff learned about trauma's effects on students and gained strategies to help them overcome personal challenges and become resilient learners. These practices and strategies are in place to support student behavior each year. Our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach office works with our staff to provide mental health services to students via outside agencies and on-site intern social workers. PBIS social skills implementation is ongoing throughout the school year. Additional trainings have been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by the admin designee, school psychologist, intern social-worker, and site administration. Students are reminded and encouraged to meet behavior expectations in weekly morning announcements. Students earn Ina bucks as a result of practicing PBIS skills and expectations; each week a raffle is conducted and several winners are recognized and earn prize incentives each week.

Sports tournaments, 100 Mile Club, reading club, computer coding club, student council, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in the 100 Mile Club, lunch time sports tournaments, and clubs through the video announcements.

The recent renovation of the school addressed campus safety through the installation of fencing to finalize steps to secure the campus and ensure a single point of entry. Gates with panic bars allow for immediate evacuation in the event of an emergency.

For new teachers needing training on restorative practices, PICO provided the training at no expense to the site, but expenditures were needed to pay for 2 day-sub coverage. Additional funding was made available in Fall 2019, which was used to send two teachers to get PD on peer conflict resolution training and PAL training. Teachers plan to implement this program with student council members. beginning in the fall of 2020. The leadership team is also exploring a student leadership and character development approach called "The Leader in Me, " which is based on Stephen Covey's work on highly successful habits. Besides

conducting a book study, leadership members attended a two-day symposium, which included touring model schools in the region. Funding was used to register staff and provide sub coverage.

Supports and trainings will continue to be provided for restorative practices during staff meetings and discussed during collaborative grade level gatherings. Conflict mediation and anger management workshops were provided to students in grades 3-5. Under a two year pilot program, counseling services, coping skills, and bullying prevention was taught by an outside counseling agency to all 2nd grade students. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. Efforts to introduce and train the staff on "The Leader in Me" or a site created program focused on developing student leadership qualities will be a focus for various staff meetings. A site based clinician will also be added to coordinate mental health and social supports for students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate	Actual: ADA 96.24% Our attendance rate decreased by .17% Currently: 2018-19: 96.56% as of March 2019	School Attendance increase to 97%
P5 Chronic Absenteeism rate	Actual: Chronic Absenteeism rate: 2018-19: 9.3% School wide- Decrease of 3.5% from previous year. District: 9.7% State: 10.1%	School Chronic Absenteeism rate decrease of 1%
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 2018-19: 2.1% School wide; decrease of 2.1% from previous year District: 3.6% State: 3.4%	Pupil Suspension rate decrease of .2%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey: Actual Parents: 65% Extremely Safe to Moderately Safe LCAP Survey, Students: 73% Extremely Safe to Moderately Safe LCAP Survey, Staff: 50% Extremely Safe to Moderately Safe	LCAP Survey increase of 5%
P6 Surveys of pupils, parents, teachers on sense of safety	Actual: CHKS Survey 2018-2019: 92% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows: 43% of students reported feeling safe all of the time	Maintain 90% or above feeling safe

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17% of students reported feeling safe most of the time 26% of students reported feeling safe some of the time 13% of students reported never feeling safe	

Planned Strategies/Activities

Action 2.1

2.1 Health Care Aide (HCA)

	X Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Health Care Aide (HCA) to support health services and parent communications	X All Students	Health Care Aide (1.0) 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$26256

Action 2.2

2.2 PBIS

	X Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. PBIS coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coach & committee will meet monthly to review discipline data & brainstorm schoolwide interventions.	X All Students	PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200
B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.		Saturday School Enrichment Materials 4000-4999: Books And Supplies

C. Student groups such as student council will support & promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).

D. Attendance incentives will include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic absentees. More serious cases undergo the SARB process.

E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.

E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals.

Title I Basic -- 3010
\$200
PBIS/AVID/Attendance Incentives
4000-4999: Books And Supplies
Title I Basic -- 3010
\$3000

Action 2.3

2.3 School Safety Plan

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional staff, will ensure the school safety plan is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan

X All Students

B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100 mile club, etc.)

Safety Supplies/equipment
4000-4999: Books And Supplies
Title I Basic -- 3010
\$400

Action 2.4

2.4 100-Mile Club

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage is tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes & support the program.

B. Organized activities/sports during recess.

X All Students

100 Mile Club Materials
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$660

Sub Teachers
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$320

Action 2.5

2.5 Activity Supervisors

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.

X All Students

Activity Supervisor Meetings
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2000

Action 2.6

2.6 Community Outreach/ Mental Health

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Staff will annually revise and distribute parent/student handbook.

X All Students

Site based Clinician
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707

B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.

\$3600

C. School site based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social emotional wellness.

D. School based outreach intern to support families with referrals and access to health, school, and community resources.

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Parent outreach took place to address academic, health, and safety concerns. The overall attendance at parent meetings and workshops has remained steady according to sign-in sheet data. Parent connect and Q Communications enable parents to remain connected and made aware of important school announcements. The school website, class dojo, twitter account, Intouch calls, marquee, and flyers have been fully implemented to communicate engagement opportunities and increase parent involvement. Parents can access our on-site courses on computers, ESL, nutrition and parenting.

The following school activities have been implemented to engage students: garden committee, soccer league, morning announcements, band, and assemblies. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the fall of 2020, student Council students will undergo training on peer-to-peer conflict resolution. Our PTA leads fundraising efforts for field trips and activities, to increase parent and student engagement.

Ina Arbuckle LCFF survey data indicates that 73% of parents feel the school is a welcoming place and now reflects a total of 74% (1% less from last year) of them indicating feeling moderately to extremely welcomed; an increase of 19% of students and now reflects a total of 93% students feeling their school site is moderately to extremely welcoming; an increase of 13% of staff reflects a total of 93% of staff feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

The focus for 2020-21 will be to increase parent communication through peachjar; informing parents of this new way of communication. Pairing parent workshops/meetings with school functions will be increased to promote higher levels of parent involvement. More email and staff time dedicated to sharing efforts to engage parents and staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement (2018-19): Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 78%	LCAP survey parent satisfaction to increase by 2% until reach 90%, then maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 87%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 74%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed: 65%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 70%</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 74%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 78%</p> <p>Opportunities to be involved with school and district decision making: Actual: Yes 82%</p> <p>Level of participation in school-wide activities (All the time/Most of the time 39%)</p>	
P5 Student Engagement	<p>Student Engagement: Actual: Welcoming environment: 74% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 82%</p> <p>Positive learning environment: 83% Strongly agree/ Moderately agree</p>	LCAP survey student satisfaction to increase by 2% until reach 90%, then maintain
P5 Student Engagement	<p>CHKS Actual: 2018-2019 80% of students will report they feel connected to the school. 98% of our students feel happy to be at our school most of the time/all the time. 94% of our students feel like they are part of this school most of the time/all the time. 100% of our students feel like they are treated fairly most of the time/all the time. 87% of our students feel like they are safe at school most of the time/all the time</p>	CHKS increase results by 2% until reach 90%, then maintain
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>Staff Actual: Welcoming environment: 82% Strongly agree/ Moderately agree</p>	LCAP survey staff satisfaction to increase by 2% until reach 90%, then maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Staff Actual: Collaborative Culture: 93% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 85% state yes	

Planned Strategies/Activities

Action 3.1

3.1 Parent & Community Engagement

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p> <p>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.</p> <p>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, the benefits of Parent Connect and Parent Phone System.</p> <p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p> <p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.</p>	<input checked="" type="checkbox"/> All Students	<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Classified Hourly - Babysitting & 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$732</p> <p>Parent Enrichment Classes/workshops 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$550</p> <p>School Events/ Materials (i.e. assemblies, incentive events, etc.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$4400</p> <p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33220</p>

F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, phone calls, emails, notices, etc.

Action 3.2

3.2 Parent Education

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.	<u>X</u> All Students	Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$790
B. ESL classes support parents to develop literacy and oral language proficiency in English.		Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$800

Action 3.3

3.3 Student engagement

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Regularly organized sports contests/activities during recess.	<u>X</u> All Students	Student Council 5000-5999: Services And Other Operating Expenditures LCFF Sec Int -- 0046 \$400
B. Students volunteer to develop a Community Garden.		
C. Weekly music program.		
D. Weekly student created video broadcasts announce and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, showcases.		Student Council T-shirts 5000-5999: Services And Other Operating Expenditures

E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.

F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.

G. Student Council will support student leadership development. SC students will also support school wide initiatives, activities, and events as well as support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation.

LCFF Suppl/Conc -- 0707
\$200

Supplies to Support Red Ribbon Week,
Student Awards, Science Fair, etc
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1700

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - CAASPP ELA	Increase by +3 Distance From Standard	CAASPP ELA Actual Progress, Fall 2019 School: -67.1 points below standard; Declined 14.4 points SED: -131.6 points below standard; Declined 6 points EL: -72.9 points below standard; Declined 18.1 points SWD: - 121.9 points below standard; Declined - 38.7 points Hisp: -66.3 points below standard; Declined 13.8 points
P4 Statewide Assessments - CAASPP MATH	Increase by +3 Distance From Standard	CAASPP Math Actual Progress, Fall 2019 School: -72.7 points below standard; Increased 3.2 points SED: -71.3 points below standard; Increased 4.7 points EL: -78 points below standard; Maintained .7 points SWD:-130.4 points below standard; Increased 25.6 points Hisp: -70.9 points below standard; Increased 6 points
P4 Statewide Assessments - ELPAC Data	Increase the well developed and moderately developed progress bands by 5%.	2019 EL Progress 44% making progress towards EL proficiency 42.8% ELs progressed at least 1 ELPI level 1.1% ELs maintained ELPI Level 4 34.8% ELs maintained ELPI levels 1-3H 21.1% ELs decreased at least 1 ELPI level

Metric/Indicator

Expected Outcomes

Actual Outcomes

P8 Other student outcomes - DIBELS

Decrease intensive and strategic support bands by 5% for all benchmarks.

Year: (2019-2020 data in parenthesis) 2018-19 shown as well.

Kindergarten
Benchmark #1
· Kindergarten: FSF- Intensive Support- 9% (33.3%), Strategic Support- 16% (8%), Core support- 75% (58%)
Benchmark #2
· Kindergarten: FSF- Intensive Support- 19%, Strategic Support- 24%, Core support- 57%
Benchmark #3- FSF not administered at the end of the year

First Grade
Benchmark #1
· First grade: NWF- CLS: Intensive Support- 7% (18%) , Strategic Support- 31% (38%), Core Support- 62% (43.7%)
WWR: Intensive Support- 0% (0%), Strategic Support- 39% (59.2%), Core Support- 61% (40.8%)
Benchmark 2
· First grade: NWF- CLS: Intensive Support- 33%, Strategic Support- 20%, Core Support- 48%
WWR: Intensive Support- 26%, Strategic Support- 20%, Core Support- 54%
Benchmark #3- Will administer in May 2019

Second Grade
Benchmark #1
· Second grade: DORF- Intensive Support- 47% (31%), Strategic Support- 10% (11.5%), Core Support- 43% (57.4%)
Benchmark #2
· Second grade: DORF- Intensive Support- 45%, Strategic Support- 12%, Core Support- 43%
Benchmark #3
· Second grade: DORF- Intensive Support- 51.7%, Strategic Support- 13.8%, Core Support- 34.5%

Third Grade
Benchmark #1

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<ul style="list-style-type: none"> · Third grade: DORF-Intensive Support- 39% (40.6%), Strategic Support- 14% (26.6%), Core Support- 47% (32.8%) Benchmark #2 · Third grade: DORF-Intensive Support- 42%, Strategic Support- 27%, Core Support- 30% Benchmark #3 · Third grade: DORF-Intensive Support- 31.2%, Strategic Support- 12.5%, Core Support- 56.2%
P8 Other student outcomes - SBAC Reading Claim #1	Increase reading claim 1 percentage for near and above range by 5%.	<p>Percentage of near or above standard for reading claim #1 declined 8.98% from 2017-18 to 2018-19.</p> <p>Actual: SBAC Reading Claim #1 School year 2017-2018 56.1% Near or Above Standard</p> <p>Actual: SBAC Reading Claim #1 School year 2018-19 47.12% Near or Above Standard</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CSS & NGSS Implementation</p> <p>A. ELA/Math CSS & NGSS implementation professional development. Instructional coaches, NGSS coordinators, math facilitators, UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, and Digital Citizenship. Site initiatives will be</p>	<p>1.1 CSS & NGSS Implementation</p> <p>A. Teachers attended district ELA/Math CSS & NGSS professional developments during the year. NGSS coordinators, math facilitators, UOS writers attended district meetings to update pacing guides and resources and provided regular updates to site staff regarding any changes.</p> <p>B. Teachers taught digital citizenship lessons and have met Common Sense Media certification</p>	<p>Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61924</p> <p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$9496</p> <p>Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.)</p>	<p>Salary, EMCC</p> <p>LCFF District -- 500 0707 \$61924</p> <p>Substitute, Tchr (Revised to \$4,930) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
developed by leadership throughout the year.	requirements. The gateway initiative (technology, 1:1 Chromebook for K-6)	5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010	Title I Basic -- 3010 \$2500
C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.	C. Principal has coordinated & monitored all professional development and instruction. Classroom observations and district initiatives have guided professional development, including for early literacy support, guided reading for 4-6th grade, balanced math support in the form of observation and fishbowl discussions.	5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4800	
D. ELA/Math UOS lessons	D. ELA/Math UOS lessons: teachers have been implementing the ELA unit of studies lessons and the performance task assessments.	Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$600	Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3500
E. Units of study and site developed common assessments to monitor student progress and achievement.	E. Teachers have relied on the common assessments developed by the district unit of study assessments.	Contract Services for Laminator 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500	Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500
F. Teacher data collaboration meetings using EADMS/Key Data to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.	F. Teachers meet weekly to collaborate and discuss data using EADMS/Key Data to monitor & analyze formative & summative assessments. Disaggregated data is being used to drive/adjust instruction.	Materials & supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7615	Materials & supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4500
G. Media Clerk coordinates materials & provide technology support.	G. Media Clerk continues to coordinate materials & provide technology support in relation to Chromebooks..	Materials & supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14147	Materials & supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$8000
H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.	H. Funding has been used to acquire supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students.	Print Shop Orders 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300	Printing Supplies/Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$600
I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.		Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000	Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>J. Band and string instruments classes for 4-6 grade students each week.</p> <p>K. Keyboarding classes for 3rd grade students.</p> <p>L. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair.</p> <p>M. Promote college and career readiness culture via incentives and student council.</p> <p>N. Extra Clerk Hours to support start of school year.</p>	<p>Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.</p> <p>I. GATE facilitator administered assessments to identify GATE students and coordinated activities/events in February that enrich and/or support acceleration on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes took place for 4-6 grade students each week.</p> <p>K. Keyboarding classes for 3rd grade students did not take place in 2018-19.</p> <p>L. Science Fair Coordinator was provided sub coverage in order to support planning, coordination, and activities for the science fair.</p> <p>M. The student council helped promote college and career readiness culture by tracking classroom participation and coordinating student incentives.</p> <p>N. Extra Clerk Hours were not provided to support Student Registration since registration is now done at the district office.</p>		
<p>1.2 Interventions</p> <p>A. 4-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments.</p>	<p>1.2 Interventions</p> <p>A. Guided reading support was implemented for grade 4-6. Intervention teachers collaborate with the 4-6 grade teachers by following a push-in intervention model. A bilingual tutor also supports intervention time.</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. K-3 uses DIBELS to monitor and assess reading foundational skills. Teachers provided release time to administer and analyze DIBELS assessment data. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to K-2 students in reading fluency and phonemic awareness.</p> <p>C. Professional development to support intervention program.</p> <p>D. SDC/RSP students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.</p> <p>E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.</p> <p>F. GATE enrichment activities/lessons provided to students/parents periodically during the year.</p> <p>(Note: Modified grades 5 and 6 to push-in model using IStation assessment. Last year, intensive intervention for 4th grade implemented push-in model)</p>	<p>Students are identified for this program using different data results and assessments including i-Station assessments.</p> <p>B. K-3 used DIBELS to monitor and assess reading foundational skills. District reading specialist supported collaboration meetings focused on intervention strategies. The primary reading intervention teacher provided Early Literacy Intervention to students centered around reading fluency and phonemic awareness.</p> <p>C. Professional development was also provided to support K-3 teachers in early literacy strategies.</p> <p>D. SDC/RSP students received support via special education program using pull-out and inclusion methods. Professional development and release time was provided to support inclusion program. RSP teacher attended a special education professional development conference.</p> <p>E. Extended Learning Opportunities (ELO) were not provided to students beyond kindergarten. The schools closures in March caused by COVID affected our plans for interventions to prepare students for state testing.</p> <p>F. GATE enrichment activities/lessons were provided to students/parents periodically during the year.</p>	<p>Title I Basic -- 3010 \$500</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67303</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67303</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$89173</p>	<p>LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67303</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67303</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$89173</p>
<p>1.3 ELD A. 30 minutes of designated ELD instruction in TK-6.</p>	<p>1.3 ELD A. Teachers provide daily 30 minutes of designated ELD instruction in TK-6.</p>	<p>Salary, (.75) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>	<p>Salary, (1.75) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including CELDT/ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development to support ELs/ELD program.</p>	<p>B. Integrated EL support (i.e. SDAIE strategies) is also provided to support ELs in multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. There was greater flexibility with ELD times to support reading intervention and inclusion opportunities.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including CELDT/ELPAC.</p> <p>F. Bilingual language tutors supported EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development was provided to teachers to support ELs/ELD program.</p>	<p>\$15311</p> <p>Salary, (.25) 3 hrs each Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5104</p> <p>Salary, (3.0) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$65239</p> <p>Hourly, Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$499</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>	<p>\$15311</p> <p>Salary, (.25) 3 hrs each Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5104</p> <p>Salary, (3.0) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$65239</p> <p>Hourly, Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Substitute clerks 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.4 AVID</p> <p>A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.</p> <p>B. Purchase additional materials to support AVID implementation, UoS, ELD, technology, and Collaborative Teaching including print material, web</p>	<p>1.4 AVID</p> <p>A. Supplies, materials, incentives, and professional development was provided to support AVID implementation in TK-6. Seven teachers were sent to AVID pathway 2-day trainings. Students were</p>	<p>AVID Implementation Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5000</p>	<p>AVID Implementation Supplies 4000-4999: Books And Supplies \$5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan.	provided binders, planners, and other materials to help them organize. B. Purchased additional materials to support AVID implementation, UoS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation was not used to support AVID coordinator to plan. This was paid for by the district.		
<p>1.5 Resources</p> <p>A. Supplemental ELA/ELD and Mathematics materials</p> <p>B. Digital Resources/On-line subscriptions</p> <p>C. Technology and software support for classroom integration</p>	<p>1.5 Resources:</p> <p>A. Supplemental ELA/ELD and Mathematics materials</p> <p>B. Digital Resources: A subscription for Mystery science was purchased.</p>	<p>Software Licenses 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>	<p>Software Licenses 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>
<p>1.6 Pre-school Transition Plan</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents</p>	<p>1.6 Pre-school Transition Plan:</p> <p>A. All pre-school students visited the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers met and collaborated on doing joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten was sent to the parents of Pre-school students in the Spring.</p>	<p>Materials/Supplies to support pre-school transitions 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p> <p>None Specified</p> <p>\$</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p> <p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p>	<p>All information was sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Pre-School students are invited to all school events and activities. Pre-school teachers encouraged parent participation in school activities.</p>		
<p>1.7 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>1.8 Inclusion - Special Education</p> <p>A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This</p>	<p>Inclusion - Special Education</p> <p>A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach</p>		

**Planned
Actions/Services**

approach will increase SPED students' access to the core curriculum.

**Actual
Actions/Services**

will increase SPED students' access to the core curriculum.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Ina Arbuckle has UOS (Units of Study) representatives in UOS ELA, Math, and Science that work to revise and refine UOS units and share information with staff. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade level teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. All Grade levels have attended NGSS (Next Generation Science Standard) training provided by the district, site training on AVID (Advancement Via Individual Determination) provided by consultants, lead teachers, and site administration, digital gateway training provided by the district and site technology coordinators. Second and third grade teachers are currently participating in Impact Team training for the site. They participated in staff development that focused on analyzing student work, developing success criteria, develop rubrics in an effort to build student efficacy. Follow up coaching with district staff and consultant provides additional guidance for implementing this model.

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessment across the grade level.

Reading intervention has been fully implemented across grades K-6 as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (in grades 4-6). Primary intervention continues in grades first through third grade and kindergarteners are being provided support with an extended school day. Guided reading intervention has been fully implemented in grades 4-6. Each daily session for grades 1-6 consist of small group reading interventions provided simultaneously by the regular classroom teacher, a reading intervention teacher, and a bilingual language tutor.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas. District training was provided to support ELD strategies and practices. The state data is inconclusive since what's being reported on the California Dashboard shows a new reporting format based on 2019 ELPAC scores, which will serve as a baseline for subsequent school years.

Technology strategies and resources are fully implemented in grades TK-6. There are disparities in the depth of implementation, but all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of chromebooks and other instructional resources across all grade levels. Students' technology skills have greatly improved because of the usage of chromebooks on a daily basis. The use of online subscription services such as I-station has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready.

All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover our three AVID goals: Organization, Note-taking, and planning. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by Site leadership team and suggested by AVID consultants. The requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading.

Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Emails and flyers also reflect the full implementation of including Preschool students and families in school activities.

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

SBAC results showed a decline in ELA and growth in Math.

CAASPP ELA Actual Progress, Fall 2019

School: -67.1 points below standard; Declined 14.4

SED: -131.6 points below standard; Declined 6 points

EL: -72.9 points below standard; Declined 18.1 points

SWD: - 121.9 points below standard; Declined -38.7 points

Hisp: -66.3 points below standard; Declined 13.8 points

CAASPP Math Actual Progress, Fall 2019

School: -72.7 points below standard; Increased 3.2 points

SED: -71.3 points below standard; Increased 4.7 points

EL: -78 points below standard; Maintained .7 points

SWD:-130.4 points below standard; Increased 25.6 points

Hisp: -70.9 points below standard; Increased 6 points

2019 EL Progress

44% making progress towards EL proficiency

42.8% ELs progressed at least 1 ELPI level

1.1% ELs maintained ELPI Level 4

34.8% ELs maintained ELPI levels 1-3H

21.1% ELs decreased at least 1 ELPI level

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

Additional funding was made available in the fall of 2019 and some of that went towards supporting a 6th grade science camp trip in March. A grant offered by the camp covered over 80% of the cost. Unfortunately, due to COVID, schools were closed in March and all trips were canceled for the remainder of the school year.

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.

Analysis reflects that a decline in ELA according to the California Dashboard data released in the Fall 2019. For math, growth occurred school wide and in most sub groups to reflect band movement on the California Dashboard. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. Additional training was being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. Additional guided reading materials were provided than was originally planned through the use of district print shop. As in primary grades, bilingual tutors were included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of iStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are part of this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Restorative circles are integrated with interventions to support students in all classrooms.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate	School Attendance increase to 97%	96.35% (for August 2019 through February) (decrease of .04%)
P5 Chronic Absenteeism rate	School Chronic Absenteeism rate decrease of 1%	9.3% (declined 3.5% from previous year)
P6 Pupil Suspension rate	Pupil Suspension rate decrease of .2%	1% suspended at least once (declined 2.1% from previous year)
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey increase of 5%	<p>LCAP Survey Data 2019 data shown in parenthesis: Parents: 65% (100%) Extremely Safe to Moderately Safe Students: 73% (98%) Extremely Safe to Moderately Safe Staff: 50% (88%) Extremely Safe to Moderately Safe</p> <p>CHKS Data 2016-17 vs (2018-2019 in parenthesis) 94% (86%) of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows: 36% (43%) reported feeling safe all of the time 32% (17%) reported feeling safe most of the time 26% (26%) reported feeling safe some of the time 6% (13%) reported never feeling safe</p>
P6 Surveys of pupils, parents, teachers on sense of safety	Maintain 90% or above feeling safe	2019 LCAP Surveys reflect 100% of Parents feel the site is safe; 98% of students feel the site is safe; 88% of staff feel the site is safe. 2019 CHKS 86% of 5th grade students feel safe

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Health Care Aide (HCA) A. Health Care Aide (HCA) to support health services and parent communications</p>	<p>2.1 Health Care Aide (HCA) A. Health Care Aide (HCA) has supported health services and parent communications. She works 3 hours each day. HCA costs now provided by district.</p>	<p>Health Care Aide (.5) 3 hrs. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11618</p> <p>Health Care Aide (.5) 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$9647</p>	<p>Health Care Aide (.5) 3 hrs. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11618</p> <p>Health Care Aide (.5) 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$9647</p>
<p>2.2 PBIS A. PBIS coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coach & committee will meet monthly to review discipline data & brainstorm schoolwide interventions.</p> <p>B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.</p> <p>C. Student groups such as student council will support & promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).</p> <p>D. Attendance incentives will include monthly classroom trophies, individual</p>	<p>2.2 PBIS (B-SEL) A. Behavior & Social Emotional Learning (BSEL) coach & committee facilitated Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. BSEL coach & committee meets monthly to review discipline data & brainstorm school-wide interventions.</p> <p>B. PBIS Skills were promoted weekly via video announcements, lessons, and incentives. Assemblies were held in the fall.</p> <p>C. Student groups such as student council will begin supporting & promoting implementation via peer coaching, conflict resolution, etc.) in Spring of 2020 after sponsor teachers attend peer conflict trainings. Student incentives are being rewarded for positive behavior (weekly raffle,</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p> <p>PBIS/AVID/Attendance Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$2750</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p> <p>PBIS Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$1850</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic absentees. More serious cases undergo the SARB process.</p> <p>E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals.</p>	<p>trimester lunch, frequent awards assemblies).</p> <p>D. Attendance incentives include monthly privilege to display attendance trophies in the classrooms, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. SART meetings are held to address chronic absentees. More serious cases undergo the SARB process.</p> <p>E. Saturday school funding has been supporting the program and replenishing ADA including purchasing materials to support the Saturday School program.</p> <p>Note: Many of the student incentive programs for the 3rd trimester and end of the year were disrupted by COVID and the resulting school closures in March.</p>		
<p>2.3 School Safety Plan</p> <p>A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional staff, will ensure the school safety plan is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan</p> <p>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red</p>	<p>2.3 School Safety Plan</p> <p>A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator ensured the school safety plan was reviewed and approved this year following district mandates and protocols, and site specific needs. Release time was not utilized for development of the plan.</p> <p>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained and promoted through various activities/incentives (red ribbon week,</p>	<p>Safety Supplies/equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p>	<p>Safety Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ribbon week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, 100 mile club, etc.)	anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, 100 mile club, etc.)		
<p>2.4 100-Mile Club</p> <p>A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage is tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes & support the program.</p> <p>B. Organized activities/sports during recess.</p>	<p>2.4 100 Mile Club</p> <p>A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage has been tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes & support the program.</p> <p>B. Special activities/sports tournaments have been organized during recess by volunteer teachers.</p>	<p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$660</p> <p>Sub Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$320</p>	<p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Sub Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$160</p>
<p>2.5 Activity Supervisors</p> <p>A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.</p>	<p>2.5 Activity Supervisors</p> <p>A. Supervisors receive conflict resolution and positive reinforcement training. They have been meeting monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.</p>	<p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p>	<p>Activity Supervisor Meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p>
<p>2.6 Community Outreach/ Mental Health</p> <p>A. Staff will annually revise and distribute parent/student handbook.</p>	<p>2.6 Community Outreach/Mental Health</p>		<p>Community Outreach/Mental Health Intern</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.</p> <p>C. School based mental health therapist to support students with counseling and social emotional wellness.</p> <p>D. School based outreach intern to support families with referrals and access to health, school, and community resources.</p>	<p>A. Staff annually revises and distributes parent/student handbook.</p> <p>B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.</p> <p>C. School based mental health interns support students with counseling and social emotional wellness.</p> <p>D. A school based outreach worker intern was not available this year to support families with referrals and access to health, school, and community resources.</p> <p>E. Teachers received training in trauma-informed practices and strategies, including restorative practices. This initiative supports students' social emotional wellness.</p>	<p>\$</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$9600</p>

Analysis

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

Many strategies/activities have been fully implemented to support improved attendance, which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives occur weekly, monthly, and at the end of each trimester. Classrooms attendance is closely monitored and recognized; those with the highest attendance for the month can showcase a trophy and an attendance banner in their rooms. In addition, students receive recognition for individual perfect attendance at the trimester award assemblies; students meeting attendance, behavior, and AVID criteria get to visit the video game trailers at the end of each trimester.

Ina Arbuckle previously participated in Kaiser Permanente's two-year pilot program to become a trauma informed school. Staff learned about trauma's effects on students and gained strategies to help them overcome personal challenges and become resilient learners. These practices and strategies are in place to support student behavior each year. Our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach office works with our staff to provide mental health services to students via outside agencies and on-site intern social workers. PBIS social skills implementation is ongoing throughout the school year. Additional trainings have been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by the admin designee, school psychologist, intern social-worker, and site administration. Students are reminded and encouraged to meet behavior

expectations in weekly morning announcements. Students earn Ina bucks as a result of practicing PBIS skills and expectations; each week a raffle is conducted and several winners are recognized and earn prize incentives each week.

Sports tournaments, 100 Mile Club, reading club, computer coding club, student council, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in the 100 Mile Club, lunch time sports tournaments, and clubs through the video announcements.

The recent renovation of the school addressed campus safety through the installation of fencing to finalize steps to secure the campus and ensure a single point of entry. Gates with panic bars allow for immediate evacuation in the event of an emergency.

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

Strategies/ activities to support attendance, overall health, and safety appear effective when examining multiple measures. Data indicates a slight decrease .04 % in the attendance rate from 96.39% in 2019 to the current rate of 96.35% as of February 4, 2020. According to the most recent California Dashboard data, the chronic absenteeism rate declined by 3.5% to a rate of 9.3%. The suspension rate also declined by 2.1% to 1% of students who were suspended at least once. In addition, data from the annual William's visit reflected the facilities to be at 100% compliant with state guidelines.

California Healthy Kids Survey data based on 5th grade student responses showed a decline in students feeling safe from 94% to 86%. 2019 LCFF Surveys reflect significant positive growth for all survey groups in the area of feeling safe; 100% of parent participants feel the site is safe; 98% of students feel the site is safe; 88% of staff feel the site is safe. This data includes the following responses: somewhat safe, moderately safe, and extremely safe. By implementing trauma informed and restorative practices, we plan to continue to improve staff and student relationships and promote positive and prosocial interactions to create a more empathetic and resilient school community.

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

For new teachers needing training on restorative practices, PICO provided the training at no expense to the site, but expenditures were needed to pay for 2 day-sub coverage. Additional funding was made available in Fall 2019, which was used to send two teachers to get PD on peer conflict resolution training and PAL training. Teachers plan to implement this program with student council members. The leadership team is exploring a student leadership and character development approach called "The Leader in Me, " which is based on Stephen Covey's work on highly successful habits. Besides conducting a book study, leadership members attended a two-day symposium, which included touring model schools in the region. Funding was used to register staff and provide sub coverage.

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.

Supports and more training will be provided for restorative practices during staff meetings and discussed during collaborative grade level gatherings. Conflict mediation and anger management workshops were provided to students in grades 3-5. Under a two year pilot program, counseling services, coping skills, and bullying prevention will be taught by an outside counseling agency to all 2nd grade students. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. Efforts to introduce and train the staff on "The Leader in Me" will be a focus for various staff meetings.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	<p>LCAP survey parent satisfaction to increase by 2% until reach 90%, then maintain</p> <p>Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 80% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 89% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 76% Informed of school-wide activities: Extremely well informed/Moderately well informed: 67% Informed of classroom activities: Extremely well informed/Moderately well informed: 72% Welcoming environment: Strongly agree/ Moderately agree: 76% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 80% Opportunities to be involved with school and district decision making: Actual: Yes 84% Level of participation in school-wide activities (All the time/Most of the time 41%)</p>	<p>2019-20 LCAP Parent Survey data</p> <p>Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 88% (+10) Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 82% (-5) Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 78% (+4) Informed of school-wide activities: Extremely well informed/Moderately well informed: 93% (+28) Informed of classroom activities: Extremely well informed/Moderately well informed: 85% (+15) Welcoming environment: Strongly agree/ Moderately agree: 73% (-1) Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 78% (0) Opportunities to be involved with school and district decision making: Actual: Yes 80% (-2) Level of participation in school-wide activities (All the time/Most of the time 46%) (+7)</p>
P5 Student Engagement	<p>LCAP survey student satisfaction to increase by 2% until reach 90%, then maintain.</p> <p>Student Engagement: Welcoming environment: 76% Strongly agree/ Moderately agree</p>	<p>2019-20 LCAP Student Survey data</p> <p>Actual Student Engagement: Welcoming environment: 93% (+19) Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 87% (+5)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Extremely well informed/Moderately well informed: 84%</p> <p>Positive learning environment: 85% Strongly agree/ Moderately agree</p>	<p>Positive learning environment: 75% (-12) Strongly agree/ Moderately agree</p>
<p>P5 Student Engagement</p>	<p>CHKS increase results by 2% until reach 90%, then maintain</p> <p>82% of students will report they feel connected to the school.</p> <p>100% of our students feel happy to be at our school most of the time/all the time.</p> <p>96% of our students feel like they are part of this school most of the time/all the time.</p> <p>100% of our students feel like they are treated fairly most of the time/all the time.</p> <p>89% of our students feel like they are safe at school most of the time/all the time</p>	<p>2019-20 CHKS Student Survey data</p> <p>CHKS Actual: 2018-2019 (data does not include some of the time responses)</p> <p>69% (-11) of students will report they feel connected to the school.</p> <p>68% (-30) of our students feel happy to be at our school most of the time/all the time.</p> <p>73% (-21) of our students feel like they are part of this school most of the time/all the time.</p> <p>98% (0) of our students feel like they are treated fairly most of the time/all the time.</p> <p>60% (-27) of our students feel like they are safe at school most of the time/all the time</p> <p>CHKS Data 2016-17 vs (2018-2019 in parenthesis)</p> <p>94% (86%) of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows:</p> <p>36% (43%) reported feeling safe all of the time</p> <p>32% (17%) reported feeling safe most of the time</p> <p>26% (26%) reported feeling safe some of the time</p> <p>6% (13%) reported never feeling safe</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness</p>	<p>LCAP survey staff satisfaction to increase by 2% until reach 90%, then maintain</p> <p>Welcoming environment: 82% Strongly agree/ Moderately agree</p> <p>Staff Actual: Collaborative Culture: 93% Strongly Agree/Agree</p> <p>Opportunities to be involved with School and District Decision Making: 85% state yes</p>	<p>2019-20 LCAP Staff Survey data</p> <p>Welcoming environment: 93% (+13) Strongly agree/ Moderately agree</p> <p>Staff Actual: Collaborative Culture: 100% (+9) Strongly Agree/Agree</p> <p>Opportunities to be involved with School and District Decision Making: 100% (+7) state yes</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent & Community Engagement</p> <p>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p> <p>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings.</p> <p>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, the benefits of Parent Connect and Parent Phone System.</p> <p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p> <p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.</p> <p>F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect,</p>	<p>3.1 Parent & Community Engagement</p> <p>A. Principal provided regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p> <p>B. All parents and staff are provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting is provided.</p> <p>C. We provided parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, the benefits of Parent Connect and Parent Phone System.</p> <p>D. Computer station in office for parents ensures access to parent connect and other district resources.</p> <p>E. School events such as band performances, winter performances, talent show, Fall festival, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.</p> <p>F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo app, phone calls, emails, notices, etc.</p> <p>G. Our psychologist along with the PICO office supports families with counseling referrals and helps connect</p>	<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Classified Hourly - Babysitting & 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$573</p> <p>Parent Enrichment Classes/workshops 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$790</p> <p>School Events/ Materials (i.e. assemblies, incentive events, etc.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$4400</p> <p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32206</p>	<p>Salary, Clerk, Hrl 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$450</p> <p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p> <p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$790</p> <p>School Events/ Materials (i.e. assemblies, incentive events, etc.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$2300</p> <p>Translator/Clerk Typist (.5) position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32206</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Class Dojo App, phone calls, emails, notices, etc.</p>	<p>families to school and community resources.</p> <p>Note: many incentive programs were disrupted by COVID and school closures in March-May.</p>		
<p>3.2 Parent Education</p> <p>A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.</p> <p>B. ESL classes support parents to develop literacy and oral language proficiency in English.</p>	<p>3.2 Parent Education</p> <p>A. Parent workshops were offered focusing on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in March in order to determine topics for workshops for the following year.</p> <p>B. ESL classes support parents to develop literacy and oral language proficiency in English.</p> <p>Note: many parent programs were disrupted by COVID and school closures in March-May.</p>	<p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$790</p> <p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$800</p>	<p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$300</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$400</p>
<p>3.3 Student engagement</p> <p>A. Regularly organized sports contests/activities during recess.</p> <p>B. Students volunteer to develop a Community Garden.</p> <p>C. Weekly music program.</p> <p>D. Weekly student created video broadcasts announce and promote school events/news, inspirational</p>	<p>3.3 Student engagement</p> <p>A. Regularly organized sports contests/activities during recess.</p> <p>B. A new community garden was created this school year.</p> <p>C. Students participate in a weekly music program.</p> <p>D. Students via the student council created weekly video broadcasts announcing and promoting school events/news, inspirational messages,</p>	<p>Student Council 5000-5999: Services And Other Operating Expenditures LCFF Sec Int -- 0046 \$400</p> <p>Student Council T-shirts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$200</p>	<p>Student Council 5900: Communications LCFF Suppl/Conc -- 0707 \$400</p> <p>Student Council T-shirts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$200</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>messages, highlight PBIS skills, the pledge of allegiance, showcases.</p> <p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.</p> <p>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.</p> <p>G. Student Council will support student leadership development. SC students will also support school wide initiatives, activities, and events as well as support and promote PBIS skills, character development, growth mindset, and AVID implementation.</p>	<p>highlight PBIS skills, the pledge of allegiance, etc.</p> <p>E. Students participated in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, Pennies for Patients, etc. Some events are organized by student council.</p> <p>F. Engaging school assemblies were held to support character development, school safety, academics, anti-bullying, etc.</p> <p>G. Student council has been instrumental in promoting character traits, growth mindset, AVID, and PBIS skills via the student led creation of weekly video announcements. Sponsor teachers received PD to support student council members in learning about peer conflict mediation skills to increase campus safety and support student harmony.</p>	<p>Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1700</p>	<p>Red Ribbon Week Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1200</p>

Analysis

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

Parent outreach took place to address academic, health, and safety concerns. The overall attendance at parent meetings and workshops has remained steady according to sign-in sheet data. Parent connect and Q Communications enable parents to remain connected and made aware of important school announcements. The school website, class dojo, twitter account, Intouch calls, marquee, and flyers have been fully implemented to communicate engagement opportunities and increase parent involvement. Parents can access our on-site courses on computers, ESL, nutrition and parenting. The following school activities have been implemented to engage students: garden committee, soccer league, morning announcements, band, and assemblies. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the fall of 2020, student Council students will undergo training on peer-to-peer conflict resolution. Our PTA leads fundraising efforts for field trips and activities, to increase parent and student engagement. Ina Arbuckle LCFF survey data indicates that 73% of parents feel the school is a welcoming place and now reflects a total of 74% (1% less from last year) of them indicating feeling moderately to extremely welcomed; an increase of 19% of students and now reflects a total of 93% students feeling their school site is

moderately to extremely welcoming; an increase of 13% of staff reflects a total of 93% of staff feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

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

There was an overall increase for all survey questions regarding parent engagement. Parent engagement opportunities were expanded to include Peachjar and Class Dojo. All information continues to be communicated to parents in both English and Spanish and translating services are always available upon request. CHKS survey data based on 5th grade responses indicates a decrease of 11% in the students (69% overall) feeling connected to the school and (68%) feeling happiness about being at But LCAP student survey data, which reflects student responses across grade levels demonstrate more gains across various indicators such as (60%) of students feel like they are part of the school. Additional data shows that 93% (+19), strongly agree/moderately agree that the school has a welcoming environment; 87% (+5) of students feel extremely well informed/moderately well informed. 75% (-12) strongly agree/moderately agree that their school is positive learning environment.

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

Additional funding was made available in the fall of 2019 and some of that went towards supporting a 6th grade science camp trip in March. A grant offered by the camp covered over 80% of the cost. Other funding was used to support sending two teachers to peer conflict mediation training.

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.

Increase parent communication through peachjar; inform parents of this new way of communication. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement. More email and staff time dedicated to sharing efforts to engage parents and staff.

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	302,557.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	531,839.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	182000.00	0.00
Title I Parent Involvement -- 3010 1902	2032.00	0.00
Title I District -- 500 3010	68127.00	0.00
Title III District -- 500 4203	68127.00	0.00
Title III LEP -- 4203	6813.00	0.00
LCFF Suppl/Conc -- 0707	116160.00	0.00
LCFF District -- 500 0707	88180.00	0.00

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

Name of Members	Role
James Wandrie	Principal
Jonathan McClure	Classroom Teacher
Luis Saavedra	Classroom Teacher
Ashley Cameron	Classroom Teacher
Yolanda Ortega	Other School Staff
Armida Leon	Parent or Community Member
Claudia Anabel Rivera	Parent or Community Member
Elizabeth Almeida	Parent or Community Member
2 Vacancies	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.

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

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 5/27/2020.

Attested:



Principal, James Wandrie on

SSC Chairperson, Jonathan McClure on



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Ina Arbuckle Elementary has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of our Single Plan for Student Achievement (SPSA) and through site advisory groups (i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTA), and District School Liaison Team (DSLTL) when in program improvement status). The policy has been distributed to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Title I, Part A programs, the following practices have been established:

The school convenes an annual meeting to explain our Title 1 program and inform parents of their rights to participate. We also schedule regular flexible meetings with translation and childcare services. An annual survey for parents is conducted to assess our needs and evaluate the effectiveness of our programs. We provide timely information to parents about Title 1 programs via flyers, our website, phone messages, and social media, SSC, ELAC, and PTA. At parent conferences, we explain our curriculum, assessment information, student progress, and intervention programs. Students can participate by attending SSC, ELAC, and PTA meetings.



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The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

During an annual meeting at back to school night. Parents are notified of the Title I requirements and of their right to be involved.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities. Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSL) meetings when in program improvement status.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Through parent flyers, Back-to-School nights, parent meetings, electronic means such as InTouch phone messages and school website, SSC, ELAC, and PTA.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency



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levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

At parent-teacher conferences, assessment information on student academic progress and grade level CCSS standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting of local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTA.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Ina Arbuckle Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. The school's responsibility to provide high-quality curriculum and instruction. The ways parents will be responsible for supporting their children's learning. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities. The school-



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parent compact is distributed through parent conferences or mailed to parents not in attendance. A copy of the compact is attached as part of the policy.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training to empower parents to support and assist their children's education. This may include such activities as: Math Parent Workshops, Tech Tips Parent Workshops, and Science Fair Parent Workshop.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated into the SPSA. Parents are informed of district-wide programs available to families such as DAD's University, 100 Mile Club Community Runs, Self-Defense for Women, and Protecting our Youth.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Coordination of parent involvement activities at the site are done by parent volunteers, employees, a staff committee, the leadership team, and/or the SSC. Appropriate roles for community organizations will be developed and may include: Walk-to-School Days, food distributions, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling. Through parent flyers, kindergarten orientations, and referrals to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).



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School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent involvement strategies within the SPSA are integrated based on parent input through survey data. Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Ina Arbuckle Elementary School on 10/17/19 and will be in effect for the period of August 2019-May 2020.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 9, 2019.

James Wandrie

Signature of Authorized Official

10/17/19

Date