

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ENCANTO ELEMENTARY SCHOOL

2022-23

37-68338-6039515
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Mandler, Audra

Contact Person: Mandler, Audra

Position: Principal

Telephone Number: 619/344-6700;

Address: 822 65th St, Encanto Elementary, San Diego, CA, 92114-2818,

E-mail Address: amandler@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Encanto PHONE: 6193446700 FAX: _____
 SITE CONTACT PERSON: Audra Mandler E-MAIL ADDRESS: amandler@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>1/27/22 10/4/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>1/18/22 10/12/22</u> |
| <input checked="" type="checkbox"/> Other (list): <u>ILT</u> | Date of presentation: <u>9/23/22</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Audra Mandler
Type/Print Name of School Principal

Judy Mann/Isabella
Type/Print Name of SSC Chairperson

Martha Lopez
Type/Print Name of ELAC Representative

Bruce Sivins
Type/Print Name of Area Superintendent

Audra Mandler 9/21/22
Signature of School Principal / Date

Judy Mann 10.5.22
Signature of SSC Chairperson / Date

[Signature] 10.4.22
Signature of ELAC Representative / Date

[Signature] 10/14/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

One October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program and Additional Targeted Support and Intervention Plan. The staff at Encanto Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Encanto work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all learners.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Encanto, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, ILT, and staff meetings held throughout the year.

- October 1, 2021 the Annual Title I Parent Meeting was held.
- October 7, 2021 SSC met to analyze data and provided recommendations
- November 3, 2021 SSC met to analyze data and provide recommendations
- December 1, 2021 SSC met to analyze data, provide budget recommendations, and evaluate SPSA
- January 12, 2022 met to analyze data, provide budget recommendations, and evaluate SPSA
- January 27, 2022 ELAC met to provide input for budget and goals for English Language Learners
- February 2, 2022 SSC met to evaluate 2020-21 SPSA and make recommendations
- March 2, 2022 SSC met to review and approve the 2022-23 budget.
- May 4, 2022 SSC developed the School Parent Compact and Parent Involvement Policy
- June 6, 2022 SSC met to review data and make recommendations

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- August 22, 2022 Equity and Instructional Leadership Team met to analyze data
- September 22, Equity and Instructional Leadership Team met to review data and discuss goals and provide input on SPSA
- September 22, 2022 SSC met to discuss SSC nominations for parent and support staff positions
- September 7-27, 2022 grade-level PLCs met to provide input for all goals
- September 1 - 22, 2022, Counseling Department met to review data and provide input for goals
- October 4, 2022 ELAC met to provide input for English Language Learner goals
- October 5, 2022 SSC approved 2022-2023 SPSA.
- October 7, 2022 Annual Title 1 meeting held

RESOURCE INEQUITIES

Encanto's root cause analysis involved examining data from 2021-22 CAASPP, the 2017 through 2019 California Dashboard, 2018-19 California Healthy Kids Survey and California Parent Survey, 2019 through 2021 site data; and a review of the 2021-22 SPSA.

English Language Arts - all students

	2018	2019	2022
3rd grade	33.3%	32.9%	20.5%
4th grade	44.6%	38.7%	39%
5th grade	43.2%	48.1%	33%
total	40.7%	40.0%	29.7%

ELA Analysis:

- 3rd Grade:

- 3rd grade has shown a decrease of 13% over the past 3 testing years

4th Grade:

- 4th grade has shown a decrease 5.6% in the past 3 testing years.
- 4th grade had a slight increase of 0.3 from 2019 to 2022.

5th Grade:

- 5th grade has shown a decrease 10.2% over the past 3 testing years.

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	17.6%	11.5%	7.1%
SWD	14.4%	10.8%	0.0%
Hispanic	41.3%	40%	29.5%
African American	23.5%	40%	22.7%

Subgroups:

ELLs: Our English Learners have a decrease of 10.7% from 2019 to 2022.

SWD: Our SWD dropped 10.8% since 2019

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Hispanic: Our Hispanic students decreased 10.5% from 2019

African American: Our Black youth dropped .4% over the past 3 testing years. After an increase to 40% in 2019, they declined to 22.7% in 2022

Mathematics- all students

	2018	2019	2022
3rd grade	20.9%	30.5%	17.9%
4th grade	47.4%	30.7%	17.5%
5th grade	14.7%	39%	10.3%
total	28%	33.5%	15.6%

Math Analysis:

- 3rd Grade:

- The 3rd grade has shown a decrease of 3% over the past 3 testing years.
- They made gains from 2018 to 2019 of 9.6% but then a decline from 2019 to 2022 of 12.6%

4th Grade:

- The 4th grade has shown a decrease of 29.9% in the past 3 testing years with 13.2% from 2019 to 2022

5th Grade:

- The 5th grade has shown a decrease of 4.4% over the past 3 testing years.
- They increased 2018 to 2019 by 24.3% but decreased 28.7 in 2022

Math - subgroups

	2018	2019	2022
ELL	15.5%	20%	1.4%
SWD	2.9%	8.1%	0.0%
Hispanic	29.8%	35.4%	14.8%
African American	5.6%	20%	18.2%

Subgroups:

ELLs: Our English Learners have a decrease of 14.1% over the 3 testing years and 18.6% from 2019 to 2022.

SWD: Our SWD decreased 8.1% from 2019.

Hispanic: Our Hispanic students decreased 15% over the 3 testing years. They made minor gains 2018 to 2019 but decreased 20.6% from 2019 to 2022.

African American: There was an increase for our Black youth in 2019 with a 114.4% increase and a slight decrease from 2019 to 2022 of 1.8%

ROOT CAUSES: Campus closed on March 13, 2020. Our 3rd - 5th grade students tested last year where in 1st through 3rd grade that year. In 2020-21 we opened school online only. Our tested students were then in 2nd - 4th grade. Online teaching and learning proved challenging for teachers and students. Many teachers struggled with the platform and video conferencing technology. In addition, many families struggled with connectivity. Furthermore, both staff and families were negatively impacted by loss of income, food shortages, and even loss of family members. For some the trauma was too great to fully engage in online learning. We returned to onsite learning in April 2021. Only 50% of our students returned to campus for

the 8 short weeks. Those who returned faced absences due to required quarantine protocol or illness. Students who remained at home continued to struggle with online learning. Our 1st and 2nd graders were impacted with the limitations of learning to read with phonemic awareness and phonological awareness over unstable internet connections. Student who returned in April 2022 also lack self-regulation skills and school behaviors. This social emotional, mental and behavioral challenges continued in the 2021-22 school year. Within the first two weeks of school we had 39 students referred for trauma therapy. During the 2021-22 school year we were faced with 64% chronic absenteeism due to ongoing covid issues: illness of students and/or family and quarantine requirements. When students were given Independent Study Contracts and online instruction, they did not complete work or consistently log onto the lessons.

SPSA Focus:

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our Black students, Hispanic students, English Language Learners, and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 85% of Encanto's student population is considered socioeconomically disadvantaged, and 13% of our students have IEPs. Encanto currently has 9. % Black, 78% Hispanic and 5% more than one race, this gives us a culturally diverse population. In order to best serve and support the achievement of all students, especially our Black and Hispanic students, our SPSA and professional learning is centered on research based practices for reading TK-5th grade.

Professional Development:

- **Safe, Collaborative and Inclusive Culture:** During the 2021-22 school year all staff members engaged in monthly professional learning on race, equity and culturally responsive teaching. The Equity Leadership Team (ELT) participated in a year-long coaching cycle with resource teachers from the district's Youth Advocacy Department. We are in year two of a Leader in Me pilot program to build agency, voice and growth-mindset in all students. Our counseling department supports with whole class lessons on self-regulation skills, friendship skills and anti-bullying lessons.

- **Reading Foundational Skills and Reading Comprehension for Complex Text:** Between August 2019 and August 2021 all Transitional Kindergarten through 3rd grade teachers, two Education Specialists and Inschool Resource teachers received in-depth training on Reading Foundational skills including development and continuum of skills along with best instructional practices through UCSD and the California Reading and Literacy Project. The training included side-by-side coaching and planning. This work will continue this year with side by side coaching, small group push-in and monthly professional learning experiences. All TK-5th grade teachers, resource teachers and education specialist are being trained and coached in the second part of CRLP RESULT for Reading Comprehension strategies and lesson design. Our reading support teacher pushes in for additional Tier 2 reading support, coaches teachers in providing Tier 1 and Tier 2 instruction, and supports teachers in analyzing data to inform instruction.

- **English Language Development:** In 2019-20 all certificated staff received monthly training on the ELA/ELD framework, Integrated and Designated ELD, and learning routines for ELLs. This work will continue in PLCs as teachers work with Resource Teacher to plan for both Integrated and Designated ELD. In addition the master schedule was created to ensure Designated ELD is taught five days a week in every classroom. Two English Learner Support teachers are working with teachers to analyze data, plan instruction for ELA and ELD and provide small group lessons for both LTEL and newcomers.

- **Math:** In 2020-21 all 3rd grade teachers were supported by a district math resource teacher. This work will continue in PLCs with the support of site resource teacher and ed specialists. Students will utilize ST Math to support conceptual understanding of math as supplemental support to lesson. Additional math resources and supplies were purchased to build number sense in all students TK-5th grade.
- **Students with Disabilities:** In 2019-20 the Special Education Department coached two ed specialists, para educators and multiple general education teachers on inclusion for all students through 3 co-teaching cycles. Para educators received coaching and training with site ed specialists as well as district provided trainings. This work continues this year with three ed specialists supporting students, para and teachers in grades T-5th grade. In addition, ed specialists work in PLCs with classroom teachers in planning lessons utilizing Universal Design for Learning (UDL) strategies.
- **PLC:** All certificated staff work in Professional Learning Communities. They meet weekly to create common formative assessments across grade-levels, analyze data, and use data to plan instruction. PLCs meet for a minimum of 3 more hours a month to plan for instruction using best practices for ELL and SWD. Grades 3rd-5th have been utilizing FAST aReading and DEMI for math for online assessment and progress monitoring, TK_5th grade create 6 week SMART goals in ELA and Math and will continue to do so this year. Resource teachers and ed specialist collaborate with teachers to plan effective instruction using research based strategies and UDL.

Curriculum:

- **K-5 full implementation:** Encanto now has a complete Two-Way Dual Language Curriculum, Benchmark Education ADVANCE and ADELANTE across K-5th grade. In addition all grade-levels and teachers are following the District's math curriculum.
- **Coaching Support:**
 - Our Kindergarten and 2nd grade teachers receive ongoing coaching on Reading Foundational Skills and Reading Comprehension Skills through the CA Reading and Literacy Project (CRLP).
 - Both Resource Teachers are participating in a leadership network with CRLP.
 - Principal is participating in a Principal Network with CRLP and Area 1 principals.
 - Our site resource teachers plan, coach and co-teach alongside teachers in K-5th grade.
 - Our education specialists plan using Universal Design for Learning with classroom teachers in PLCs, coach and train paraeducators, and co-teach alongside classroom teachers

Data Analysis:

- **Equity and Instructional Leadership Team (EILT):** Our EILT meets monthly to analyze real time data from our SMART goals, reading levels and additional assessments. Twice a year they attend a full day retreat to do root cause analysis of CAASPP and school wide data.
- **Professional Learning Communities (PLC)**

- Weekly 50 minute collaboration for common formative assessments, data analysis and instructional planning
- Monthly 3 - 2.5 hour release time for planning instruction based on data
- Monthly professional learning with CRLP

SSC - Monthly and trimester review of real time data

SGT - Trimester review of real time data

ELAC - Trimester review of real time data

Community Involvement:

- SSC - monthly
- SGT - monthly
- ELAC- minimum 4 times a year
- Family Engagement Workshops:
 - Site provided:
 - Parenting Workshops
 - Teacher led workshops on grade-level needs
 - District provided:
 - High Impact Mathematics Strategies
 - High Impact Reading Strategies
- Diamond Education Excellence Partnership
 - Parent Classes
 - Teacher training
 - Teacher Coaching
 - Principal Network

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Audra Mandler	principal
Jose Lara	classroom teacher
Judy Mann	classroom teacher
Debi Rubin	classroom teacher
Xavier Camberos	parent
Noemi Orozco Flores	parent
Sherrina King	other school staff non classroom
Victoria Martinez	parent
Maria Sanchez	parent
Isabel Lara	parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Chronic Absenteeism:

During the 2021-22 school year we were faced with 64% chronic absenteeism due to ongoing covid issues: illness of students and/or family and quarantine requirements. When students were given Independent Study Contracts and online instruction, they did not complete work or consistently log onto the lessons. Staff struggled to connect with all parents of absent students.

The Guidance Counselor and Assistant worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies to **decrease chronic absenteeism**. Despite a massive concerted effort, we increased our chronic absenteeism from 36% in 2020-21 to 64% in 2021-22.

- African American chronic absenteeism increased from 50% in 2020-21 to 78% in 2021-22
- Hispanic chronic absenteeism increased from 35% in 200-212 to 64% in 2021-22.
- Students with Disabilities chronic absenteeism increased from 44% in 2020-21 to 77% in 2021-22.

The Guidance Counselor and Assistant supported student attendance by:

- monitoring student attendance weekly
- targeting students with consecutive absences to provide supports
- conducting home visits to offer supports they need to get students to school daily
- providing assistance with connecting families to outside services
- meeting with parents and students to determine needs
- serving on Attendance Committee

- conducting monthly meetings to review attendance data
- created positive reinforcements for students to increase attendance
- addressing issues families with chronic absenteeism are facing
- calling daily to determine the reason for the absence
- making daily home visits
- referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.

Suspension Rate:

The Guidance Counselor and Guidance Assistant supported students' social and emotional well-being and needs. This allowed students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that decreased in and out of school suspension rates from 7 in 2020-21 to 5 in 2021-22 as reported by the district data collection system HOONUIT.

- Suspensions dropped from CA Dashboard 2019 data of 1.4% to .8% in 201-22. Referrals dropped from **110** in 2018-19 to 34 in 2020-21 and only 17 in 2021-22.

- African Americans:

- African American suspension dropped to **0%** in 2021-22
- African American male referrals decreased 50% in 2021-22.
- African American male in school suspensions dropped from **1** in 2018-19 to **0** 2019-20 and 2021-22
- African American Males out of school suspensions dropped from **3** in 2018-19 to **0** in 2019-20 and 2021-22.

Hispanic:

- Hispanic suspension dropped 3 in school in 2021-22.
- Hispanic male referrals dropped from 17 in 2020-21 to **10** in 2021-22
- Hispanic male in school suspension numbers dropped from **3** to **1**.

Students with Disabilities:

- Students with Disabilities referrals dropped from **17** in 2020-21 to **10** in 2021-22.
- Students with Disabilities suspension remained the same at 3.

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Despite all of the counseling supports and outreach, we still need a social worker for the high trauma and poverty at our site.
The 2021-22 school year opened with all students back on campus.

Students returned to campus with even higher levels of trauma and lack of self-regulation skills.

The counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students. Tier 1 instruction focused on how to deescalate yourself and how to take a break in class.

We needed to attend to Maslow's Hierarchy of basic needs.

Guidance Counselor and Guidance Assistant:

- Continued to provide weekly whole class SEL lessons using Second Step curriculum for all students.
- Provided intervention services for students experiencing academic and personal/social barriers to learning through home visits, referrals to trauma therapy and mental health support, providing site based small group counseling and reaching out to all families in need.
- Provided guidance and information to students and families to ensure success in student attendance, behavior, and graduation, and prevention of drug use and violence by reaching out families in need on a daily basis, and having one on one check in with students needing extra support.

Connected with numerous community resources to provide lessons, seminars and classes.

- Conducted home visits with teachers, guidance assistant, school police and ed specialists to ensure student health and wellness.
- Provided SEL and positive behavior management resources to staff to ensure that school is a family-friendly environment.
- Supported staff by providing resources and supports while attending staff meetings and staff professional learning, along with offering consultations for all staff.
- Reached out to all families via phone, zoom and home visits.
- Continued to check in on high needs students and families over breaks.
- Responded to the needs of parents on holidays and weekends with phone calls, home visits and delivery of donated food and gift cards.
- Reached out to parents in need from other sites when principals needed assistance.
- Provided community resources to procure food, food cards, housing, essential items, parent workshops, and a holiday Toy Drive by partnering with outside agencies such as:

o Home Start

- o Diamond Educational Excellence Partnership
- o SAY San Diego
- o San Diego State University
- o UCSD Center for Community Health
- o New Vision Church
- o Jewish Family Service of San Diego
- o Mental Health America of San Diego

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The impact of COVID continues to plague students economically, mental, and emotionally. Counseling team pushes into classrooms for Tier 1 instruction utilizing The Leader in Me. We created a counseling center for community circles and our Restorative Practices. The site is piloting The Leader in Me for all students. We have partnered with additional mental health providers for small group and individual counseling onsite. We are providing parenting classes weekly. Counseling continues with whole class, small group and one on one supports. Home visits are completed weekly for high needs students. Counseling works closely with Children and Youth in Transition department and health department to support student and family needs.

***Identified Need**

On the California Dashboard (2018-19) Encanto is in the red in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate is 21.8%. In 2021-22 the chronic absenteeism rose to 64%.

2018-19 CA Dashboard Chronic Absenteeism Rates (subgroups):

- African American students=25.9%
- English Learners=20.3%
- Hispanic students= 20.5%

- Students with disabilities=25.8%
- Homeless students - 29.9% (Encanto averages 35% reported homeless)
- Socioeconomically Disadvantaged=21.9% (Over 85% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

The 2021-22 school year chronic absenteeism rate rose to 64% on the District HOONUIT tracking system:

- African American chronic absenteeism increased from **50%** in 2020-21 to **78%** in 2021-22
- Hispanic chronic absenteeism increased from **35%** in 200-212 to **64%** in 2021-22.
- Students with Disabilities chronic absenteeism increased from 44% in 2020-21 to 77% in 2021-22.

According to the California Dashboard (2018-19), Encanto's suspension rate was at 1.4% declining .4 from 2018-19 (students were suspended at least one time).

CA Dashboard 2018-19 Suspension Rates (subgroups):

- African American =3.5%
- English Learners=0%
- Hispanic students=1.7%
- Students with Disabilities=7.4%
- Homeless students=1.8%
- Socioeconomically Disadvantaged students= 1.6% (Over 93.6% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

2021-22 Suspension Rate:

The 2021-22 suspension rate dropped to .8% from 1.4% in 2019. The Guidance Counselor and Guidance Assistant supported students' social and emotional well-being and needs. This allowed students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that decreased in and out of school suspension rates from 7 in 2020-21 to 5 in 2021-22 as reported by the district data collection system HOONUIT.

- Referrals dropped from **110** in 2018-19 to 34 in 2020-21 and only 17 in 2021-22.

- African Americans:

- African American suspension dropped to **0%** in 2021-22
- African American male referrals decreased 50% in 2021-22.
- African American male in school suspensions dropped from **1** in 2018-19 to **0** 2019-20 and 2021-22
- African American Males out of school suspensions dropped from **3** in 2018-19 to **0** in 2019-20 and 2021-22.

Hispanic:

- Hispanic suspension dropped 3 in school in 2021-22.

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- Hispanic male referrals dropped from 17 in 2020-21 to 10 in 2021-22
- Hispanic male in school suspension numbers dropped from 3 to 1.

Students with Disabilities:

- Students with Disabilities referrals dropped from 17 in 2020-21 to 10 in 2021-22.
- Students with Disabilities suspension remained the same at 3.

Parent Involvement (indicators): According to the 2018-19 California School Parent Survey (CSPS), the average parent involvement rate is at 43.5% (with the response of “strongly agree” in each of the indicators (see below). 287 parents completed the survey in a student population of 558 students (as of July 19, 2019).

- School allows input and welcomes parents’ contributions = 44% Strongly Agree 47% Agree
- School encourages me to be an active partner with the school in educating my child =4 8% Strongly Agree 47% Agree
- School actively seeks the input of parents before making important decisions =3 3% Strongly Agree 52% Agree
- Parents feel welcome to participate at this school = 49% Strongly Agree 52% Agree
- 75% of parents attended a school event.
- 35% of parents volunteered at least once.
- 78% of parents attended a general school meeting.
- 57% of parents attended a fundraising meeting.
- 91% of parents attended a parent-teacher conference.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	64%	24%	Chronic Absenteeism	Weekly
June 2023	TK-5	Decrease the overall school wide suspension rate.	.8%	0%	Suspension	Monthly
June 2023	TK-5	Increase the average parent involvement rate.	91%	100%	CAL-SCHLS (CSPS)	Yearly

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Decrease chronic absenteeism	65%	24%	Attendance	weekly

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June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	64%	24%	Attendance	weekly
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	78%	24%	Attendance	weekly
June 2023	TK-5	Homeless/Foster	Decrease chronic absenteeism	66%	24%	Attendance	weekly
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	77%	24%	Attendance	weekly
June 2023	TK-5	Black or African American	Decrease Suspension Rate	0%	0%	Suspension	monthly
June 2023	TK-5	Hispanic or Latino	Decrease Suspension Rate	.7%	0%	Suspension	monthly
June 2023	TK-5	Students with Disabilities	Decrease Suspension Rate	2.6%	0%	Suspension	monthly
June 2023	TK-5	Homeless/Foster	Decrease Suspension Rate	1.5%	0%	Suspension	monthly
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease Suspension Rate	.8%	0%	Suspension	monthly
June 2023	TK-5	English Learner	Decrease Suspension Rate	.9%	0%	Suspension	monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Encanto's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Encanto is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Encanto's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Encanto will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Encanto will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Encanto's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Encanto will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews

to learn about their experiences and gain their input/feedback on site goals and actions.

- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Encanto will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Counseling Department

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged.

Note: Over 85% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Chronic Absenteeism:

The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will **decrease chronic absenteeism**. This will allow students to maximize their learning time and academic progress in class.

The Guidance Counselor and Assistant will support student attendance by:

- monitoring student attendance weekly
- targeted students with consecutive absences
- conduct home visits to offer supports they need to get students to school daily
- provide assistance with connecting families to outside services
- meet with parents and students to determine needs
- serve on Attendance Committee:
 - monthly meetings
 - review attendance data
 - create positive reinforcements for students to increase attendance
 - address issues families with chronic absenteeism are facing

Suspension Rate:

The Guidance Counselor and Guidance Assistant will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease **suspension rates**.

The Guidance Counselor and Assistant will:

- They conduct weekly home visits to ensure families receive the supports they need.
- The Guidance Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

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- The Guidance Counselor will collaborate with classroom teachers to provide whole class lessons on social-emotional well-being, self-regulation, conflict resolution, anti-bullying, and how to take a break
- The Counselor and Assistant will conduct small group work on: positive play; positive problem solving; conflict resolution
- They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes
- The counseling team will provide Tier 1 support with The Leader in Me lessons, Restorative Practices and Community Circles.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, African American, English Learners, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged

Parent Involvement:

The Guidance Counselor and Assistant will support the increase of Parent Involvement by fostering positive relationships between families, students and school. The Counselor will provide, or procure parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy. In addition, they will support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009321	School Counselor	0.50000	\$44,771.50	\$65,420.66	0093-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor supports social emotional learning with whole class small group 1:1 support. She supports chronic absenteeism with student and parent outreach. She supports climate and culture with positive behavior interventions.
F009322	Guidance Asst	0.62500	\$21,540.63	\$49,117.23	0093-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance Asst. supports social emotional learning with whole class small group 1:1 support. She supports chronic absenteeism with student and parent outreach. She supports climate and culture with positive behavior interventions.

*Additional Supports for this Strategy/Activity

Parent workshops will be conducted weekly and/or monthly dependent on offerings from district Family Engagement Department, DEEP partnership, and other available resources.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

- In-School Resource Teacher (RT)
 - Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings
 - Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, Integrated and Designated ELD
 - Did provide support for English Learners in acquiring English and accessing grade level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning Tier 1 and Tier 2 instruction
 - Working directly with parents and ELAC.
 - working with teachers to Reclassify English Language Learners

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- The 2022-23 school year returned for in person learning all year.
- Covid illness and quarantine protocols left the site short staffed with open teaching positions daily.
- In-School Resource Teacher (RT)
 - Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices
 - Participated in both teacher coaching cycles TK-3rd grade as well as CRLP leadership coaching
 - Did provide support for English Learners in acquiring English and accessing grade level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning for Tier 1 and Tier 2 instruction
 - working directly with parents and ELAC.
 - working with teachers to Reclassify English Language Learners
 - planning for Integrated and Designated English Language Development

Did identify LTEL

Did collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs
Due to daily staff shortages, RT was needed to cover open teaching positions multiple times a week impacting ability to coach in classrooms or provide ongoing small group work.

District suspension of using visiting teachers for PLC release time impacted weekly PLC collaboration time limiting planning time for RT and teachers.

January and February VAPA release time cancelled district wide impacted planning time.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- In-School Resource Teacher (RT)

- support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption,
- support research based instruction and build capacity in partnership with UCSD and CA Reading and Literacy Project
- provide support for English Learners in acquiring English and accessing grade-level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC
 - work with district RT for LTEL supports
 - work with teachers to Reclassify English Language Learners

support PLCs in planning for Integrated and Designated English Language Development

identify LTEL

- collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs

Visiting teachers will provide PLCs with 6 hours of release time monthly

- weekly 50 minutes of data analysis collaboration
- monthly 2.5 hours of data analysis and planning

Data will be monitored using:

- Basic Phonics Skills test in grades TK-3rd each trimester

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- Fountas and Pinnell reading assessments in TK-3 each trimester
- Lexile levels 3rd - 5th through Achieve3000 monthly
- Reading skills through FAST aReading each trimester 3rd-5th
- Grade-level SMART Goals every 6 weeks all grade levels
- Yearly ELPAC
- Yearly CAASPP

*Identified Need - English Language Arts

Encanto's analysis involved examining data from 2021-22 CAASPP, the 2017 through 2019 California Dashboard, and a review of the 2021-22 SPSA.

English Language Arts - all students

	2018	2019	2022
3rd grade	33.3%	32.9%	20.5%
4th grade	44.6%	38.7%	39%
5th grade	43.2%	48.1%	33%
total	40.7%	40.0%	29.7%

ELA Analysis:

- 3rd Grade:

- 3rd grade has shown a decrease of 13% over the past 3 testing years

4th Grade:

- 4th grade has shown a decrease 5.6% in the past 3 testing years.
- 4th grade had a slight increase of 0.3 from 2019 to 2022.

5th Grade:

- 5th grade has shown a decrease of 10.2% over the past 3 testing years.

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	17.6%	11.5%	7.1%
SWD	14.7%	10.8%	0.0%
Hispanic	41.3%	40.2%	29.5%
African American	23.5%	40%	22.7%

Subgroups:

ELLs: Our English Learners have a decrease of 10.5% over the 3 testing years.

SWD: Our SWD dropped 14.7% over the years and 10.8% since 2019

Hispanic: Our Hispanic students decreased 10.7%

African American: Our Black youth dropped .8% over the past 3 testing years. After an increase to 40% in 2019, they declined to 22.7% in 2022

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Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged.

Over 85% of Encanto’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	meet or exceed standards	20.5%	37%	CAASPP ELA	yearly
June 2023	4th	meet or exceed standards	38%	51%	CAASPP ELA	yearly
June 2023	5th	meet or exceed standards	32.8%	46%	CAASPP ELA	yearly
June 2023	3rd	meet or exceed standards	37%	49%	FAST aReading	trimester
June 2023	4th	meet or exceed standards	39%	51%	FAST aReading	trimester
June 2023	5th	meet or exceed standards	32%	48%	FAST aReading	trimester

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	increase overall proficiency on CAASPP ELA	7.1%	35%	CAASPP ELA	yearly
June 2023	3-5	Black or African American	increase overall proficiency on CAASPP ELA	22.7%	44%	CAASPP ELA	yearly
June 2023	3-5	Hispanic or Latino	increase overall proficiency on CAASPP ELA	29.5%	44%	CAASPP ELA	yearly
June 2023	3-5	Students with Disabilities	increase overall proficiency on CAASPP ELA	0%	21%	CAASPP ELA	yearly

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June 2023	3-5	Homeless/Foster	increase overall proficiency on CAASPP ELA	24.7%	40%	CAASPP ELA	yearly
June 2023	3-5	Socioeconomically Disadvantaged	increase overall proficiency on CAASPP ELA	27.1%	44%	CAASPP ELA	yearly

***Identified Need - Math**

The following data served as the basis for our goals: 2021-22 CAASPP and CA Dashboard of 2017-19

Mathematics- all students

	2018	2019	2022
3rd grade	20.9%	30.5%	17.9%
4th grade	47.4%	30.7%	17.5%
5th grade	14.7%	39%	10.3%
total	28%	33.5%	15.6%

Math Analysis:

- 3rd Grade:

- The 3rd grade has shown a decrease of 3% over the past 3 testing years.
- They made gains from 2018 to 2019 of 9.6% but then a decline from 2019 to 2022 of 12.6%

4th Grade:

- The 4th grade has shown a decrease of 29.9% in the past 3 testing years with 13.2% from 2019 to 2022

5th Grade:

- The 5th grade has shown a decrease of 4.4% over the past 3 testing years.
- They increased 2018 to 2019 by 24.3% but decreased 28.7 in 2022

Math - subgroups

	2018	2019	2022
ELL	12.7%	20%	1.4%
SWD	2.9%	8.1%	0.0%
Hispanic	29.8%	35.4%	14.8%
African American	5.6%	20%	18.2%

Subgroups:

ELLs: Our English Learners have a decrease of 11.3% over the 3 testing years and 18.6% from 2019 to 2022.

SWD: Our SWD decreased 2.9% over the 3 testing years. Gains were made 2018- to 2019 but decreased 8.1% from 2019 to 2022.

Hispanic: Our Hispanic students decreased 15% over the 3 testing years. They made minor gains 2018 to 2019 but decreased 20.6% from 2019 to 2022.

African American: There was an increase for our Black youth in 2019 with a 14.4% increase and a slight decrease in 2022 of 1.8%

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*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	increase proficiency level on CAASPP	17.9%	33%	CAASPP Math	yearly	
June 2023	4	increase proficiency level on CAASPP	17.5%	36%	CAASPP Math	yearly	
June 2023	5	increase proficiency level on CAASPP	10.4%	36%	CAASPP Math	yearly	
June 2023	3	increase proficiency level on DEMI - Knowledge and Application	39%	51%	DEMI	twice yearly	
June 2023	4	increase proficiency level on DEMI - Knowledge and Application	41%	53%	DEMI	twice yearly	
June 2023	5	increase proficiency level on DEMI - Knowledge and Application	44%	55%	DEMI	twice yearly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	increase proficiency level on CAASPP	1.4%	31%	CAASPP Math	yearly
June 2023	3-5	Students with Disabilities	increase proficiency level on CAASPP	0%	8%	CAASPP Math	yearly
June 2023	3-5	Hispanic or Latino	increase proficiency level on CAASPP	14.8%	35%	CAASPP Math	yearly
June 2023	3-5	Black or African American	increase proficiency level on CAASPP	18.2%	35%	CAASPP Math	yearly

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June 2023	3-5	Homeless/Foster	increase proficiency level on CAASPP	9.8%	27%	CAASPP Math	yearly
June 2023	3-5	Socioeconomically Disadvantaged	increase proficiency level on CAASPP	13.6%	35%	CAASPP Math	yearly

***Identified Need - English Learners**

Encanto's root cause analysis involved examining data from 2021-22 CAASPP, CA Dashboard for 2018-19, ELPAC Reclassification data; and a review of the 2021-22 SPSA.

English Language Arts - all students

	2018	2019	2022
3rd grade	33%	33%	20.5%
4th grade	44.6%	38.7%	39%
5th grade	43.2%	48.1%	32.8%
total	40.7%	40%	29.6%

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	17.6%	11.5%	7.1%

ELLs: Our English Learners have a decrease of 10.5% from 2019 to 2022 due to the impact of school closure, online learning and high absenteeism.

Mathematics- all students

	2018	2019	2022
3rd grade	20.9%	30.5%	17.9%
4th grade	47.4%	30.7%	17.5%
5th grade	14.7%	39%	10.3%
total	28%	33.5%	15.6%

Math - subgroups

	2018	2019	2022
ELL	12.7%	20%	1.4%

Subgroups:

ELLs: Our English Learners have a decrease of 11.3% over the past 3 testing years.

***Goal 4 - English Learners**

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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-5	English Learner	Reclassify to RFEP	11%	27%	Reclassification Rates	yearly
June 2023	1-5	English Learner	Increase to OPL 4	0	27%	Summative ELPAC	yearly

***Identified Need - Graduation/Promotion Rate**

Encanto's root cause analysis involved examining data from 2021-22 CAASPP, the 2017 through 2019 California Dashboard, 2018-19 California Healthy Kids Survey and California Parent Survey, 2019 through 2021 site data; and a review of the 2021-22 SPSA.

English Language Arts - all students

	2018	2019	2022
3rd grade	33.3%	32.9%	20.5%
4th grade	44.6%	38.7%	39%
5th grade	43.2%	48.1%	33%
total	40.7%	40.0%	29.7%

ELA Analysis:

- 3rd Grade:

- 3rd grade has shown a decrease of 13% over the past 3 testing years

4th Grade:

- 4th grade has shown a decrease 5.6% in the past 3 testing years.
- 4th grade had a slight increase of 0.3 from 2019 to 2022.

5th Grade:

- 5th grade has shown a decrease 10.2% over the past 3 testing years.

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	17.6%	11.5%	7.1%
SWD	14.4%	10.8%	0.0%
Hispanic	41.3%	40%	29.5%
African American	23.5%	40%	22.7%

Subgroups:

ELLs: Our English Learners have a decrease of 10.7% from 2019 to 2022.

SWD: Our SWD dropped 10.8% since 2019

Hispanic: Our Hispanic students decreased 10.5% from 2019

African American: Our Black youth dropped .4% over the past 3 testing years. After an increase to 40% in 2019, they declined to 22.7% in 2022

Mathematics- all students			
	2018	2019	2022
3rd grade	20.9%	30.5%	17.9%
4th grade	47.4%	30.7%	17.5%
5th grade	14.7%	39%	10.3%
total	28%	33.5%	15.6%

Math Analysis:

- 3rd Grade:

- The 3rd grade has shown a decrease of 3% over the past 3 testing years.
- They made gains from 2018 to 2019 of 9.6% but then a decline from 2019 to 2022 of 12.6%

4th Grade:

- The 4th grade has shown a decrease of 29.9% in the past 3 testing years with 13.2% from 2019 to 2022

5th Grade:

- The 5th grade has shown a decrease of 4.4% over the past 3 testing years.
- They increased 2018 to 2019 by 24.3% but decreased 28.7 in 2022

Math - subgroups

	2018	2019	2022
ELL	15.5%	20%	1.4%
SWD	2.9%	8.1%	0.0%
Hispanic	29.8%	35.4%	14.8%
African American	5.6%	20%	18.2%

Subgroups:

ELLs: Our English Learners have a decrease of 14.1% over the 3 testing years and 18.6% from 2019 to 2022.

SWD: Our SWD decreased 8.1% from 2019.

Hispanic: Our Hispanic students decreased 15% over the 3 testing years. They made minor gains 2018 to 2019 but decreased 20.6% from 2019 to 2022.

African American: There was an increase for our Black youth in 2019 with a 114.4% increase and a slight decrease from 2019 to 2022 of 1.8%

ROOT CAUSES: Campus closed on March 13, 2020. Our 3rd - 5th grade students tested last year where in 1st through 3rd grade that year. In 2020-21 we opened school online only. Our tested students were then in 2nd - 4th grade. Online teaching and learning proved challenging for teachers and students. Many teachers struggled with the platform and video conferencing technology. In addition, many families struggled with connectivity. Furthermore, both staff and families were negatively impacted by loss of income, food shortages, and even loss of family members. For some the trauma was too great to fully engage in online learning. We returned to onsite learning in April 2021. Only 50% of our students returned to campus for the 8 short weeks. Those who returned faced absences due to required quarantine protocol or illness. Students who remained at home continued to struggle with online learning. Our 1st and 2nd graders were impacted with the limitations of learning to read with phonemic awareness and

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phonological awareness over unstable internet connections. Student who returned in April 2022 also lack self-regulation skills and school behaviors. This social emotional, mental and behavioral challenges continued in the 2021-22 school year. Within the first two weeks of school we had 39 students referred for trauma therapy. During the 2021-22 school year we were faced with 64% chronic absenteeism due to ongoing covid issues: illness of students and/or family and quarantine requirements. When students were given Independent Study Contracts and online instruction, they did not complete work or consistently log onto the lessons.

*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	meet proficiency level on ELA CAASSP	20.5%	37%	CAASPP ELA	yearly	
June 2023	4th	meet proficiency level on ELA CAASSP	38%	51%	CAASPP ELA	yearly	
June 2023	5th	meet proficiency level on ELA CAASSP	33%	46%	CAASPP ELA	yearly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th grade	English Learner	meet ELA proficiency	7.1%	35%	CAASPP ELA	yearly
June 2023	3-5th grade	Students with Disabilities	meet ELA proficiency	0%	21%	CAASPP ELA	yearly
June 2023	3-5th grade	Hispanic or Latino	meet ELA proficiency	29.5%	44%	CAASPP ELA	yearly
June 2023	3-5th grade	Black or African American	meet ELA proficiency	22.7%	44%	CAASPP ELA	yearly
June 2023	3-5th grade	Homeless/Foster	meet ELA proficiency	24.7%	40%	CAASPP ELA	yearly
June 2023	3-5th grade	Socioeconomically Disadvantaged	meet ELA proficiency	27.1%	44%	CAASPP ELA	yearly

In School Resource Teacher

***Students to be served by this Strategy/Activity**

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)
 - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
 - provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC
 - work with teachers to Reclassify English Language Learners
 - support PLCs in planning for Integrated and Designated English Language Development
- Will identify LTEL
 - Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 6 hours of release time monthly
 - weekly 50 minute data analysis collaboration during online learning
 - monthly 2.5 hours of data analysis and planning when on campus

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009325	Inschool Resource Tchr	0.75000	\$74,187.00	\$106,868.05	0093-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher supports Tier I and II instruction through coaching,

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									facilitates professional learning, and data analysis.
	Inschool Resource Tchr				0093-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F009323	Resource teacher supports instruction through PLCs and professional learning. EL coordinator supports ELAC and ELPAC.

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students will be served by this strategy including English Language Learners, Hispanic, African American, Students with Disabilities, Homeless, and socioeconomically disadvantaged.

*Strategy/Activity - Description

PLC:

All certificated staff work in Professional Learning Communities.

They meet weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide PE instruction every week so PLCs can meet for data analysis for 50 minutes
- provide Visual and Performing Arts lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0093A4	Prof&Curriclm Dev Vist Tchr		\$21,404.00	\$26,500.29	0093-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers provide PE while classroom teachers collaborate in PLCs to plan for data driven instruction.

Technology Support, Supplies, and Additional interventions

***Students to be served by this Strategy/Activity**

All students in grades 3rd - 5th will be served by this strategy including English Language Learners, Hispanic, African American, Homeless, Socioeconomically disadvantaged, and Students with Disabilities.

***Strategy/Activity - Description**

Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills.
 PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.
 Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension.
 PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.
 Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading, REWARDS, PALs.
 Supplemental Instructional Classroom Supplies:
 - paper: chart paper, journals, writing paper, art paper
 - writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils
 - Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards
 - Intervention supplies: SIPPS kits, Phonics for Reading, or others

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00931E	Software License		\$15,460.00	\$15,460.00	0093-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software to supplement tier II instruction such as Achieve 3000 for 3rd - 5th grades, and SmartyAnts for TK-2nd grades.
N00931R	Supplies		\$14,935.00	\$14,935.00	0093-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies materials to supplement instruction such as paper, pencils, dry erase markers, etc.

PLC Collaboration through VAPA release time

***Students to be served by this Strategy/Activity**

All students will be served with this strategy including English Language Learners, Hispanic, African American, Students with Disabilities, Homeless and Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

VAPA Visiting Teachers
 - provide standards based art lessons

- release teachers for PLC collaboration
 - assessments and data analysis
 - data drive instructional plans
 - student work calibration
 - intervention determination and planning
 - monitoring of student progress
 - professional learning

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0093AU	Interprogram Svcs/VAPA		\$23,810.00	\$23,810.00	0093-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA teachers provide 7 half days release for PLCs to collaboratively plan tier I and tier II instruction.

EL Resource teacher and ELPAC visiting teachers

***Students to be served by this Strategy/Activity**

All English Language Learners will be served by this strategy.

***Strategy/Activity - Description**

English Learner Resource Teacher supports all ELLs through assessment, data monitoring, Tier 1 and Tier 2 instruction, PLC collaboration, teacher professional learning and coaching.

Visiting teachers will assist in ELPAC assessments to provide data to inform instruction for all ELLs.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009323	Inschool Resource Tchr	0.25000	\$24,729.00	\$35,622.68	0093-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Resource teacher is the EL coordinator supporting EL and long term ELs and at risk for long term. Coordinates and facilitates ELAC and ELPAC. Monitors data for all ELs in order to reclassify.
N00932D	Prof&Curriclm Dev Vist Tchr		\$8,077.00	\$10,000.15	0093-09800-00-1192-1000-	LCFF Intervention Support	English Learners, Low-Income		Visiting teachers assess ELs on ELPAC that informs instruction for English learners.

					4760-01000-0000				
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Professional Development

***Students to be served by this Strategy/Activity**

All students including English Language Learners, Hispanic, Black youth, Students with Disabilities and homeless/foster will benefit from this strategy.

***Strategy/Activity - Description**

The CA Reading and Literacy Project from UCSD will provide whole site professional learning on research based reading strategies: Reading Foundational Skills, and Reading Comprehension for Complex Text.
CRLP will provide principal and resource teacher coaching and networking to improve capacity of teachers.
CRLP and RT will analyze data to plan instruction, co-teach and coach teachers K-3rd grade.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00936E	Consultants <=\$25K		\$10,000.00	\$10,000.00	0093-30106-00-5801-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		CA Reading and Literacy Project through UCSD providing whole site professional learning on research based reading based strategies.

Professional Learning Communities and Interventions

***Students to be served by this Strategy/Activity**

All students with IEPs will be served by this strategy including English Language Learners, Hispanic, African American, Homeless and Socioeconomic disadvantaged.

***Strategy/Activity - Description**

Education specialists will collaborate with all grade-level PLCs on UDL planning.
Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.
Para educators will be provided training on small group instruction.
All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

Equity Leadership Team

***Students to be served by this Strategy/Activity**

Our Black youth will be served by this strategy as well as all other students including Hispanic, Multi Race, and dual identified students.

***Strategy/Activity - Description**

The Equity Leadership Team (ELT) meets quarterly to review data and monitor student progress towards goals.

All teacher have access to work with Restorative Justice Department, Ethnic Studies and Youth Advocacy Department. Psychologist, guidance counselor, and guidance assistant will participate in mental health and trauma training. Counseling team works with Youth Advocacy a minimum of four trainings this year. The upper grades and counseling department are participating in training with RJP resource teachers so they can continue to lead the work. The staff is participating in a variety of book studies on racism, culturally responsive teaching and accurate Black history. Book studies will continue throughout the year. Staff, parents and students will be surveyed on racism, inequity, and campus inclusivity. The results will be used in planning next steps towards being an inclusive, equitable and socially just school.

Guidance Assistant

***Students to be served by this Strategy/Activity**

Our Black youth will be served by this strategy as well as all other students including Hispanic, Multi Race, and dual identified students.

***Strategy/Activity - Description**

Guidance assistant will support students in and out of the classroom. Supports include family outreach for attendance concerns, positive interventions through Leadership in Me lessons, community referrals for identified needs, and serve as a student champion.

Social Emotional Learning: Counseling Department

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy including English Language learners, homeless/foster youth, students with disabilities, Black and hispanic youth.

***Strategy/Activity - Description**

Guidance counselor and guidance assistant will support students through whole class lessons from The Leader in Me, Second Step and other social emotional learning resources. Small group support will be given to students needing assistance with problem solving and self-regulation. Counseling center will support students and teachers in problem solving and restoring students to a place of learning. Counseling room will be used for community circles, Restorative Circles, small group counseling and student check-ins.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

- Monthly Parent Meetings - We did not reach 100% of parents attending at least one event.
 - Twice yearly conferences - we did not reach 100% of parents attending at least one conference.
 - Website and School Dojo communication - all families were connected through school dojo.
 - Due to covid campus closure to non-staff members we did not have in person wellness workshops
- Provided intervention services for students experiencing academic and personal/social barriers to learning through home visits, referrals to trauma therapy and mental health support, providing site based small group counseling and reaching out to all families in need.
- Provided guidance and information to students and families to ensure success in student attendance, behavior, and graduation, and prevention of drug use and violence by reaching out families in need on a daily basis, and having one on one check in with students needing extra support.
- Admin, counseling and support staff:
- Conducted home visits with teachers, guidance assistant, school police and ed specialists to ensure student health and wellness.
 - Supported staff by providing resources and supports while attending staff meetings and staff professional learning, along with offering consultations for all staff.
 - Reached out to all families via phone, zoom and home visits.
 - Responded to the needs of parents on holidays and weekends with phone calls, home visits and delivery of donated food and gift cards
 - Provided community resources to procure food, food cards, housing, essential items, parent workshops by partnering with outside agencies such as:

- o Home Start
- o Diamond Educational Excellence Partnership
- o SAY San Diego
- o San Diego State University
- o UCSD Center for Community Health
- o New Vision Church
- o Jewish Family Service of San Diego
- o Mental Health America of San Diego

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Differences:

Parenting classes and workshops were provided by Family Engagement and Words Alive - all online.
 Parent involvement dropped due to closed campus and limited technology for zoom workshops.
 Volunteers unable to participate on campus when we returned to campus.
 Parent engagement focused on wellness for students and families versus academic workshops.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will conduct a survey for best days and times for parents to attend.
 Utilize own counseling department for wellness meetings.
 Continue partnerships with DEEP and try various days and times for workshops.
 Partner with backpacks 4 Kids
 Operation School bell

Encanto Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Goal to have 100% of parents meet with teacher at least one time for parent conferences as measured by CA Parent Survey.

Goal to have 80% of parents attend one site event or general meeting as measured by CA Parent Survey.

*Identified Need

Based on the 2018-19 CA Parent Survey:

- 75% of parents attended a school event
- 35% of parents volunteered
- 57% of parents attended a fundraising event
- 91% of parents attended a parent-teacher conference

We believe the home-school relationship is an integral component of increasing student achievement. A collaboration between families and schools strengthens the school climate, social emotional well-being of all stakeholders, and ultimately results in improved student outcomes.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Foundation	parents will attend at least one event	57%	75%	CAL - SCHLS (CSPS)
June 2023	SSC	SSC members will attend all meetings.	70%	100%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	attend academic conference	91%	100%	Meeting Attendance
June 2023	Other (Describe in Objective)	attend academic workshop	75%	90%	Meeting Attendance

Parent Workshops

*Families to be served by this Strategy/Activity

All families will be served by these strategies including families of students who are English Language Learners, Hispanic, African American, Homeless, Students with Disabilities, and Socioeconomically disadvantaged.

*Strategy/Activity - Description

Through our partnerships with Diamond Educational Excellence Partnership (DEEP), District Family Engagement Department, and The Incredible Years through (SEEP). We will offer numerous opportunities for parents to attend family workshops.

- Workshops covering family needs such as determined by parent survey.
- Academic workshops on literacy and math
- parent engagement opportunities including but not limited to:
 - SSC monthly
 - SGT monthly

- Attendance Assemblies
- Coffee with the Principal Monthly
- Twice yearly parent-teacher conferences
- Back to School Night in September
- Title 1 Parent Meeting
- DEEP parent workshops on literacy, science, and positive parenting
- Teacher led workshops
- Teacher led literacy and/or math night
- Teacher led Two Way Dual Language program overviews
- Incredible Years parenting classes

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0093C	Other Support Prsnl PARAS Hrly		\$438.00	\$600.11	0093-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide childcare during parent workshops.
N00933S	Inservice supplies		\$1,205.00	\$1,205.00	0093-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Materials used during parent workshops such as folders, paper, pens, etc.
N00935L	Non Clsrm Tchr Hrly		\$808.00	\$1,000.39	0093-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Teachers to present for parent academic workshops in reading, math, and academic strategies.
N00937I	Tech Professional OTBS Hrly		\$255.00	\$349.39	0093-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Oral interpretation for parent meetings.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A
BUDGET SUMMARY

Encanto Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 182,950
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 360,889

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 90,356
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 90,356

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 87,583
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 87,583

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 360,889

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Encanto Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.25	\$24,729.00
Encanto Elementary			3000 Benefits		0	\$10,893.68
Encanto Elementary		Inschool Resource Tchr Total			0.25	\$35,622.68
Encanto Elementary		(blank)	1192 Prof&Curricim Dev Vist Tchr	Prof&Curricim Dev Vist Tchr	0	\$29,481.00
Encanto Elementary			3000 Benefits		0	\$7,019.44
Encanto Elementary			5841 Software License	Software License	0	\$15,460.00
Encanto Elementary		(blank) Total			0	\$51,960.44
Encanto Elementary	09800 LCFF Intervention Support Total				0.25	\$87,583.12
Encanto Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.625	\$21,540.63
Encanto Elementary			3000 Benefits		0	\$27,576.60
Encanto Elementary		Guidance Asst Total			0.625	\$49,117.23
Encanto Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.75	\$74,187.00
Encanto Elementary			3000 Benefits		0	\$32,681.05
Encanto Elementary		Inschool Resource Tchr Total			0.75	\$106,868.05
Encanto Elementary		(blank)	5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$23,810.00
Encanto Elementary		(blank) Total			0	\$23,810.00
Encanto Elementary	30100 Title I Basic Program Total				1.375	\$179,795.28
Encanto Elementary	30103 Title I Parent Involvement	(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$808.00
Encanto Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$438.00
Encanto Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$255.00
Encanto Elementary			3000 Benefits		0	\$448.89
Encanto Elementary			4304 Inservice supplies	Inservice supplies	0	\$1,205.00
Encanto Elementary		(blank) Total			0	\$3,154.89
Encanto Elementary	30103 Title I Parent Involvement Total				0	\$3,154.89
Encanto Elementary	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210 Counselor	Counselor	0.5	\$44,771.50
Encanto Elementary			3000 Benefits		0	\$20,649.16
Encanto Elementary		School Counselor Total			0.5	\$65,420.66
Encanto Elementary		(blank)	4301 Supplies	Supplies	0	\$14,935.00
Encanto Elementary			5801 Consultants <=\$25K	Consultants <=\$25K	0	\$10,000.00
Encanto Elementary		(blank) Total			0	\$24,935.00
Encanto Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.5	\$90,355.66

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Encanto Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Encanto Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.

- Monthly Coffee with the Principal
- Monthly SSC with public comment at the beginning of each meeting
- ELAC meetings a minimum of four times a year
- Monthly SGT meetings
- Monthly Foundation meetings

It has distributed the policy to parents of Title I students.

- Emailed to parents
- Posted on District Website
- Title 1 Parent Meeting
- SSC Meeting
- ELAC Meeting
- SGT Meeting

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 the policy is 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])?

Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Emailed to parents
Posted on District Website
Title 1 Parent Meeting
SSC Meeting
ELAC Meeting
SGT Meeting
Translated into Spanish
Interpretation provided at Title 1 meeting

The policy is made available to the local community via our school website:

<https://www.encanto.sandiegounified.org/>

The policy is updated periodically to meet the changing needs of parents and the school during monthly SSC meetings based on input from stakeholders from:

Monthly Coffee with the Principal

Monthly SSC meeting with public comment at the start of each meeting

ELAC meetings four times a year

Monthly SGT meetings

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

Encanto Elementary engages Title I parents in meaningful interactions with the school. It 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Curriculum Night

Parenting Classes

Parent Teacher Conferences

Academic Workshops

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Staff Meetings and Professional Development on Safe and Collaborative Schools

Annual Review of CA School Parent Survey

ELAC Meetings four times a year
Monthly Coffee with the Principal
Monthly Foundation meetings
Monthly SSC Meetings
Monthly SGT Meetings a year
Positive Behavior Intervention Team (PBIS)

The school coordinates and integrates the Title I 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.

Parent Room
Foundation Meetings and Events
Parent Classes
Academic Workshops
Wellness Wednesdays with the Counselor
Family Friday
Monthly Attendance Assembly
Honor Roll each semester
Field Trips

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:

October 7 at 8:30 am.

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:

The school will offer the meetings at times when parents are available as expressed by parents during Back to School in September and a survey posted on school dojo. September 8, 2022 5-7 pm

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?

The school involves parents through:
Monthly Coffee with the Principal

Monthly SSC with public comment at the beginning of each meeting

ELAC meetings a minimum of four times a year

Monthly SGT meetings

Monthly Foundation meetings

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?

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs through:

EdConnect phone messages and texts in English and Spanish

School and Class Dojo App

School Website

SMORES app newsletter

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

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 levels students are expected to meet through:

Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

Counseling conferences upon request

Parent Academic Workshops

Monthly Family Fridays

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal: attendees review monthly, curriculum, and assessment outcomes

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?

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request a meeting with the teacher via phone call, class dojo and email during campus closure. In addition, parents have the opportunity to participate in or serve on various stakeholder committees such as:

SSC

SGT

ELAC

Foundation

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]).

Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

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]).

Academic workshops

Conferences with teacher, counselor or resource teacher upon request

Books sent home with all students

Shared resources through:

Academic websites: Achieve3000, SmartyAnts, STMath

School Website

Classroom Online Platforms: Seesaw and Google Classrooms

Class Dojo

Coffee with the Principal

Family Fridays

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]).

Parent – teacher Conferences twice a year and upon request

ELAC Meetings a year

Monthly Coffee with the Principal

Monthly Foundation meetings

Monthly SSC Meetings

Monthly SGT Meetings

Monthly Counseling Workshops

Counseling Center for parent and family outreach

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]).

When campus is reopened:

Parent Room (when campus reopens)

Classroom or Campus Volunteer program

Everyone a Reader Program

Monthly Family Friday

Wellness Center

Honor Roll by trimester

Monthly Attendance Assemblies

Counseling Center

Partnerships for Social Emotional and Mental Health Counseling through SAY San Diego

Partnerships for Social Emotional and Mental Health Counseling through SDSU

DEEP: parenting classes, reading classes, and 1,000 Books before Kindergarten; Motiva Parenting Classes

UCSD Wellness Center: Nutrition Pantry Program

Backpacks4Kids program

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

When campus is reopened:

Parent Room (when campus reopens)

Classroom or Campus Volunteer program

Everyone a Reader Program

Monthly Family Friday

Wellness Center

Honor Roll by trimester

Monthly Attendance Assemblies

Counseling Center

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]).

All communication provided in English and Spanish and other languages as needed

Communication provided in both written and spoken English and Spanish

Interpretation provided for meetings

Accessibility to all meeting rooms

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent input throughout the year is shared at monthly SSC meetings for input on changes to SPSA .

This policy was adopted by Encanto Elementary on May 4, 2022 and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 16, 2022.

Audra Mandler, Principal

/Audra Mandler/

September 30, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Encanto Elementary
TITLE 1 SCHOOL PARENT COMPACT
YEAR 2022-23

This School Parent Compact is in effect year 2022-23

Encanto Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility is to provide high-quality curriculum and instruction. The parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Encanto provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Curriculum Night: Teachers provided an overview of grade-level standards, curriculum, and assessment
- Twice yearly parent-teacher conferences
- SSC: members review monthly data, curriculum, and assessment outcomes

- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal
- Communication with parents regarding student achievement

Encanto engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- Parent – Teacher Conferences twice yearly and upon request of parent or teacher
- Parent Workshops
 - Parenting Classes
 - Academic Workshops
 - Counselor Meetings and Workshops
- Community Partnerships:
 - SDSU Mental Health Clinicians
 - UCSD Wellness Center
 - SE Division Police Department
 - San Diego Foodbank: Backpack4Kids
 - Diamond Educational Excellence Partnership
 - California Reading and Literacy Project
 - Motiva Parent Classes
 - 1,000 Books by Kindergarten
 - Elementary Institute of Science
 - Words Alive
 - SD Library
 - SD Children’s Choir
 - Charger Fitness Grant

Encanto provides Title I, Part A parents and family members 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]) in which ways?

- Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal
- Parent-Teacher Conference twice yearly
- Communication between teacher, school staff and parents

Encanto provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Academic workshops
- Conferences with teacher, counselor or resource teacher upon request
- Books sent home with all students
- Shared resources through:
 - Academic websites: Achieve3000, SmartyAnts, STMath
 - School Website
 - Classroom Online Platforms: Seesaw and Google Classrooms
 - Class Dojo
 - Coffee with the Principal
 - Family Fridays

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

- 4 ELAC Meetings a year
- Monthly Coffee with the Principal
- Monthly Foundation meetings
- Monthly SSC Meetings
- Monthly SGT Meetings
- Counseling Workshops
- Counseling Center for parent and family outreach

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

- When campus is reopened:
 - Parent Room (when campus reopens)
 - Classroom or Campus Volunteer program
 - Everyone a Reader Program
 - Monthly Family Friday
 - Wellness Center
 - Honor Roll by trimester
 - Monthly Attendance Assemblies
- Counseling Center
- Partnerships for Social Emotional and Mental Health Counseling through SAY San Diego
- Partnerships for Social Emotional and Mental Health Counseling through SDSU
- DEEP: parenting classes, reading classes, and 1,000 Books before Kindergarten

Encanto distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- All communication provided in English and Spanish and other languages as needed

Encanto provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- All communication provided in English and Spanish and other languages as needed
- Communication provided in both written and spoken English and Spanish
- Interpretation provided for meetings
- Accessibility to all meeting rooms

AUDRA MANDLER
AUTHORIZED OFFICIAL

/AUDRA MANDLER/
AUTHORIZED SIGNATURE _____

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Encanto Elementary (San Diego, CA)

[Return to Search](#)

San Diego Unified

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Green	None	None	Orange	Orange
English Learners	Red	Yellow	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	Orange	Orange
Socioeconomically Disadvantaged	Red	Yellow	None	None	Orange	Orange
Students with Disabilities	Red	Yellow	None	None	Red	Red
African American	Red	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Encanto
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	226	40.7	220	41.4	214	40.7	235	40.0	199	29.6	-11.1	-10.4	227	33.0	222	33.3	218	28.0	239	33.5	199	15.6	-17.4	-17.9
Female	106	46.2	111	44.1	116	41.4	126	40.5	107	33.6	-12.6	-6.9	106	33.0	111	36.0	118	25.4	127	31.5	107	13.1	-19.9	-18.4
Male	120	35.8	109	38.5	98	39.8	109	39.4	92	25.0	-10.8	-14.4	121	33.1	111	30.6	100	31.0	112	35.7	92	18.5	-14.6	-17.2
African American	23	30.4	17	41.2	17	23.5	20	40.0	22	22.7	-7.7	-17.3	23	17.4	17	5.9	18	5.6	20	20.0	22	18.2	0.8	-1.8
Asian	0	-	0	-	0	-	6	-	7	-	-	-	0	-	0	-	0	-	6	-	7	-	-	-
Filipino	0	-	2	-	0	-	1	-	5	-	-	-	0	-	2	-	0	-	1	-	5	-	-	-
Hispanic	182	43.4	175	40.6	179	41.3	194	40.2	149	29.5	-13.9	-10.7	183	35.0	177	35.0	181	29.8	198	35.4	149	14.8	-20.2	-20.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	3	-	1	-	-	-	1	-	0	-	0	-	3	-	1	-	-	-
White	5	-	4	-	2	-	4	-	6	-	-	-	5	-	4	-	3	-	4	-	6	-	-	-
Multiracial	11	18.2	15	40.0	12	50.0	7	-	9	-	-	-	11	27.3	15	40.0	12	33.3	7	-	9	-	-	-
English Learner	76	30.3	55	14.5	68	17.6	87	11.5	70	7.1	-23.2	-4.4	77	31.2	59	13.6	71	12.7	90	20.0	70	1.4	-29.8	-18.6
English-Speaking	150	46.0	165	50.3	146	51.4	148	56.8	129	41.9	-4.1	-14.9	150	34.0	163	40.5	147	35.4	149	41.6	129	23.3	-10.7	-18.3
Reclassified†	45	77.8	75	62.7	61	68.9	52	73.1	23	69.6	-8.2	-3.5	45	51.1	75	49.3	60	46.7	52	50.0	23	39.1	-12.0	-10.9
Initially Eng. Speaking	105	32.4	90	40.0	85	38.8	96	47.9	106	35.8	3.4	-12.1	105	26.7	88	33.0	87	27.6	97	37.1	106	19.8	-6.9	-17.3
Econ. Disadv.*	217	39.2	205	41.5	201	38.3	219	38.8	177	27.1	-12.1	-11.7	218	32.1	208	33.2	204	27.0	223	32.7	177	13.6	-18.5	-19.1
Non-Econ. Disadv.	9	-	15	40.0	13	76.9	16	56.3	22	50.0	-	-6.3	9	-	14	35.7	14	42.9	16	43.8	22	31.8	-	-12.0
Gifted	38	73.7	34	70.6	26	73.1	15	80.0	1	-	-	-	38	65.8	34	67.6	28	53.6	15	66.7	1	-	-	-
Not Gifted	188	34.0	186	36.0	188	36.2	220	37.3	198	29.3	-4.7	-8.0	189	26.5	188	27.1	190	24.2	224	31.3	198	15.7	-10.8	-15.6
With Disabilities	38	7.9	36	8.3	34	14.7	37	10.8	30	0.0	-7.9	-10.8	38	15.8	35	8.6	34	2.9	37	8.1	30	0.0	-15.8	-8.1
WO Disabilities	188	47.3	184	47.8	180	45.6	198	45.5	169	34.9	-12.4	-10.6	189	36.5	187	38.0	184	32.6	202	38.1	169	18.3	-18.2	-19.8
Homeless	49	20.4	61	29.5	57	31.6	81	28.4	85	24.7	4.3	-3.7	49	16.3	64	28.1	57	17.5	84	28.6	61	9.8	-6.5	-18.8
Foster	0	-	1	-	2	-	0	-	2	-	-	-	3	-	1	-	2	-	0	-	2	-	-	-
Military	2	-	4	-	5	-	4	-	5	-	-	-	2	-	4	-	5	-	4	-	5	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Encanto
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	46.2	73	43.8	66	33.3	0	-	78	20.5	-25.7	-	78	47.4	73	45.2	67	20.9	82	30.5	78	17.9	-29.5	-12.6
Female	42	57.1	38	42.1	32	31.3	0	-	42	21.4	-35.7	-	42	52.4	37	48.6	32	21.9	50	30.0	42	14.3	-38.1	-15.7
Male	36	33.3	35	45.7	34	35.3	0	-	36	19.4	-13.9	-	36	41.7	36	41.7	35	20.0	32	31.3	36	22.2	-19.5	-9.1
African American	7	-	5	-	6	-	0	-	7	-	-	-	7	-	5	-	6	-	7	-	7	-	-	-
Asian	0	-	0	-	0	-	0	-	4	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Hispanic	65	47.7	56	42.9	58	32.8	0	-	58	19.0	-28.7	-	65	50.8	56	48.2	59	22.0	71	29.6	58	17.2	-33.6	-12.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	0	-	1	-	1	-	0	-	3	-	-	-	0	-	1	-	1	-	1	-	3	-	-	-
Multiracial	5	-	6	-	1	-	0	-	5	-	-	-	5	-	6	-	1	-	1	-	5	-	-	-
English Learner	33	27.3	22	13.6	32	18.8	0	-	26	3.8	-23.5	-	33	39.4	23	17.4	33	9.1	32	12.5	26	3.8	-35.6	-8.7
English-Speaking	45	60.0	51	56.9	34	47.1	0	-	52	28.8	-31.2	-	45	53.3	50	58.0	34	32.4	50	42.0	52	25.0	-28.3	-17.0
Reclassified†	14	92.9	17	76.5	10	80.0	0	-	3	-	-	-	14	92.9	17	70.6	10	60.0	15	46.7	3	-	-	-
Initially Eng. Speaking	31	45.2	34	47.1	24	33.3	0	-	49	24.5	-20.7	-	31	35.5	33	51.5	24	20.8	35	40.0	49	22.4	-13.1	-17.6
Econ. Disadv.*	75	45.3	67	41.8	65	32.3	0	-	70	21.4	-23.9	-	75	46.7	67	43.3	65	20.0	78	30.8	70	17.1	-29.6	-13.7
Non-Econ. Disadv.	3	-	6	-	1	-	0	-	8	-	-	-	3	-	6	-	2	-	4	-	8	-	-	-
Gifted	16	75.0	11	72.7	4	-	0	-	1	-	-	-	16	81.3	11	81.8	4	-	2	-	1	-	-	-
Not Gifted	62	38.7	62	38.7	62	30.6	0	-	78	20.5	-18.2	-	62	38.7	62	38.7	63	19.0	80	31.3	78	17.9	-20.8	-13.4
With Disabilities	14	14.3	10	0.0	5	-	0	-	8	-	-	-	14	35.7	10	0.0	5	-	15	13.3	8	-	-	-
WO Disabilities	64	53.1	63	50.8	61	36.1	0	-	70	22.9	-30.2	-	64	50.0	63	52.4	62	22.6	67	34.3	70	20.0	-30.0	-14.3
Homeless	19	26.3	26	34.6	17	35.3	0	-	38	15.8	-10.5	-	19	26.3	26	42.3	17	11.8	34	29.4	24	8.3	-18.0	-21.1
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Encanto
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	77	33.8	75	50.7	74	44.6	0	-	63	38.1	4.3	-	77	31.2	76	40.8	76	47.4	75	30.7	63	17.5	-13.7	-13.2
Female	32	31.3	45	55.6	40	45.0	0	-	33	42.4	11.1	-	32	25.0	46	43.5	41	39.0	36	27.8	33	15.2	-9.8	-12.6
Male	45	35.6	30	43.3	34	44.1	0	-	30	33.3	-2.3	-	45	35.6	30	36.7	35	57.1	39	33.3	30	20.0	-15.6	-13.3
African American	10	20.0	6	-	6	-	0	-	11	18.2	-1.8	-	10	20.0	6	-	6	-	6	-	11	18.2	-1.8	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	58	36.2	62	53.2	59	47.5	0	-	46	43.5	7.3	-	58	31.0	63	46.0	61	50.8	62	33.9	46	15.2	-15.8	-18.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	3	-	0	-	1	-	0	-	1	-	-	-	3	-	0	-	1	-	2	-	1	-	-	-
Multiracial	4	-	6	-	5	-	0	-	1	-	-	-	4	-	6	-	5	-	2	-	1	-	-	-
English Learner	34	38.2	20	20.0	25	24.0	0	-	23	13.0	-25.2	-	34	29.4	22	18.2	25	24.0	35	22.9	23	0.0	-29.4	-22.9
English-Speaking	43	30.2	55	61.8	49	55.1	0	-	40	52.5	22.3	-	43	32.6	54	50.0	51	58.8	40	37.5	40	27.5	-5.1	-10.0
Reclassified†	7	-	26	84.6	19	78.9	0	-	10	70.0	-	-	7	-	26	76.9	19	68.4	11	45.5	10	50.0	-	4.5
Initially Eng. Speaking	36	19.4	29	41.4	30	40.0	0	-	30	46.7	27.3	-	36	27.8	28	25.0	32	53.1	29	34.5	30	20.0	-7.8	-14.5
Econ. Disadv.*	74	32.4	72	51.4	69	42.0	0	-	51	29.4	-3.0	-	74	31.1	74	41.9	71	45.1	71	31.0	51	11.8	-19.3	-19.2
Non-Econ. Disadv.	3	-	3	-	5	-	0	-	12	75.0	-	-	3	-	2	-	5	-	4	-	12	41.7	-	-
Gifted	7	-	15	80.0	8	-	0	-	1	-	-	-	7	-	15	80.0	10	80.0	4	-	1	-	-	-
Not Gifted	70	31.4	60	43.3	66	42.4	0	-	63	38.1	6.7	-	70	28.6	61	31.1	66	42.4	71	28.2	63	17.5	-11.1	-10.7
With Disabilities	13	7.7	14	14.3	9	-	0	-	12	0.0	-7.7	-	13	7.7	13	23.1	9	-	10	10.0	12	0.0	-7.7	-10.0
WO Disabilities	64	39.1	61	59.0	65	50.8	0	-	51	47.1	8.0	-	64	35.9	63	44.4	67	53.7	65	33.8	51	21.6	-14.3	-12.2
Homeless	20	15.0	21	28.6	21	28.6	0	-	22	31.8	16.8	-	20	15.0	23	21.7	22	31.8	20	40.0	17	17.6	2.6	-22.4
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	4	-	0	-	3	-	-	-	0	-	0	-	4	-	0	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Encanto
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	71	42.3	72	29.2	74	43.2	0	-	58	32.8	-9.5	-	72	19.4	73	13.7	75	14.7	82	39.0	58	10.3	-9.1	-28.7
Female	32	46.9	28	28.6	44	45.5	0	-	32	40.6	-6.3	-	32	15.6	28	7.1	45	15.6	41	36.6	32	9.4	-6.2	-27.2
Male	39	38.5	44	29.5	30	40.0	0	-	26	23.1	-15.4	-	40	22.5	45	17.8	30	13.3	41	41.5	26	11.5	-11.0	-30.0
African American	6	-	6	-	5	-	0	-	4	-	-	-	6	-	6	-	6	-	7	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	4	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	3	-	-	-	0	-	1	-	0	-	0	-	3	-	-	-
Hispanic	59	45.8	57	24.6	62	43.5	0	-	45	28.9	-16.9	-	60	21.7	58	10.3	61	16.4	65	43.1	45	11.1	-10.6	-32.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
White	2	-	3	-	0	-	0	-	2	-	-	-	2	-	3	-	1	-	1	-	2	-	-	-
Multiracial	2	-	3	-	6	-	0	-	3	-	-	-	2	-	3	-	6	-	4	-	3	-	-	-
English Learner	9	-	13	7.7	11	0.0	0	-	21	4.8	-	-	10	10.0	14	0.0	13	0.0	23	26.1	21	0.0	-10.0	-26.1
English-Speaking	62	46.8	59	33.9	63	50.8	0	-	37	48.6	1.8	-	62	21.0	59	16.9	62	17.7	59	44.1	37	16.2	-4.8	-27.9
Reclassified†	24	66.7	32	37.5	32	59.4	0	-	10	60.0	-6.7	-	24	25.0	32	15.6	31	29.0	26	53.8	10	20.0	-5.0	-33.8
Initially Eng. Speaking	38	34.2	27	29.6	31	41.9	0	-	27	44.4	10.2	-	38	18.4	27	18.5	31	6.5	33	36.4	27	14.8	-3.6	-21.6
Econ. Disadv.*	68	39.7	66	30.3	67	40.3	0	-	56	32.1	-7.6	-	69	17.4	67	13.4	68	14.7	74	36.5	56	10.7	-6.7	-25.8
Non-Econ. Disadv.	3	-	6	-	7	-	0	-	2	-	-	-	3	-	6	-	7	-	8	-	2	-	-	-
Gifted	15	80.0	8	-	14	78.6	0	-	1	-	-	-	15	53.3	8	-	14	35.7	9	-	1	-	-	-
Not Gifted	56	32.1	64	26.6	60	35.0	0	-	57	31.6	-0.5	-	57	10.5	65	12.3	61	9.8	73	34.2	57	10.5	0.0	-23.7
With Disabilities	38	7.9	12	8.3	20	25.0	0	-	10	0.0	-7.9	-	11	0.0	12	0.0	20	5.0	12	0.0	10	0.0	0.0	0.0
WO Disabilities	60	50.0	60	33.3	54	50.0	0	-	48	39.6	-10.4	-	61	23.0	61	16.4	55	18.2	70	45.7	48	12.5	-10.5	-33.2
Homeless	10	20.0	14	21.4	19	31.6	0	-	25	32.0	12.0	-	10	0.0	15	13.3	18	5.6	30	20.0	20	5.0	5.0	-15.0
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: ENCANTO ELEMENTARY**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Counseling Department*****Strategy/Activity - Description****Chronic Absenteeism:**

The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will **decrease chronic absenteeism**. This will allow students to maximize their learning time and academic progress in class.

The Guidance Counselor and Assistant will support student attendance by:

- monitoring student attendance weekly
- targeted students with consecutive absences
- conduct home visits to offer supports they need to get students to school daily
- provide assistance with connecting families to outside services
- meet with parents and students to determine needs
- serve on Attendance Committee:
 - monthly meetings
 - review attendance data
 - create positive reinforcements for students to increase attendance
 - address issues families with chronic absenteeism are facing

Suspension Rate:

The Guidance Counselor and Guidance Assistant will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease **suspension rates**.

The Guidance Counselor and Assistant will:

- They conduct weekly home visits to ensure families receive the supports they need.
- The Guidance Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- The Guidance Counselor will collaborate with classroom teachers to provide whole class lessons on social-emotional well being, self-regulation, conflict resolution, anti-bullying, and how to take a break
- The Counselor and Assistant will conduct small group work on: positive play; positive problem solving; conflict resolution
- They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes
 - The counseling team will provide Tier 1 support with The Leader in Me lessons, Restorative Practices and Community Circles.
- All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, African American, English Learners, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged

Parent Involvement:

The Guidance Counselor and Assistant will support the increase of Parent Involvement by fostering positive relationships between families, students and school. The Counselor will provide, or procure parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy. In addition, they will support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst	0.62500	\$46,538.73	30100-2404	Guidance assistant will work with Counselor on	<ul style="list-style-type: none"> • Whole and small group lessons 	<ul style="list-style-type: none"> • Attendance : SARB; attendance 	<ul style="list-style-type: none"> • RJP and BPIS look at RJ Plan in

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				attendance and social emotional interventions. The GA will support and coordinate Restorative Justice Practices.	<ul style="list-style-type: none"> • One on one counseling • Supporting parents with resources • Classroom support as needed • Home visits 	<p>committee reviewing and supporting students attendance;</p> <ul style="list-style-type: none"> • RJP training for community circles 	<p>conjunction with if we move forward with RJP</p>
School Counselor	0.70000	\$87,191.85	30106-1210	Will support chronic absenteeism through whole group, small group interventions, parent meetings, home visits and community outreach to support a school consecutiveness and increase attendance	<ul style="list-style-type: none"> • Whole and small group lessons • One on one counseling • Supporting parents with resources • Classroom support as needed • Home visits 	<ul style="list-style-type: none"> • Attendance : SARB; attendance committee reviewing and supporting students attendance; • RJP training for community circles 	<ul style="list-style-type: none"> • RJP and BPIS look at RJ Plan in conjunction with if we move forward with RJP

Goal 2 - English Language Arts

In School Resource Teacher

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)
 - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
 - will continue to provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC.
 - work with teachers to Reclassify English Language Learners
- Will support PLCs in planning for Integrated and Designated English Language Development
 Will identify LTEL
 Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 6 hours of release time monthly
- weekly 60 minute data analysis collaboration during online learning
 - monthly 2.5 hours of data analysis and planning when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr	--	--	30100-1109	PLC support.	<p>help plan, prepare and conduct professional development for staff</p> <p>Consult with administration, support staff, ILT on PD to support student instruction</p> <p>Locate/gather resources for student support and instruction</p> <p>Create and prepare teacher made assessments in Illuminate</p> <p>Consult with and plan instruction on a weekly basis (literacy or ELD) with teachers</p>	<p>Staff shortages required her to cover classrooms multiple times a week</p> <p>District freeze of VTs for PLC impacted PLC collaboration during the day</p>	Teacher met and planned with RT after school

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Support teachers during weekly collaboration/planning time</p> <p>Assist with purposeful placement of all ELs/students (class assignments) for all K-5 classes after consulting with teachers/SPED/admin</p> <p>Create purposeful placement of dELD groups for Kinder-5th students</p> <p>Assess incoming kindergarten students in the spring/summer for purposeful placement</p> <p>Consult with admin, teachers, SPED team to discuss specific students</p> <p>Model literacy and writing lessons for teachers</p> <p>Support teachers with literacy and writing lesson studies</p> <p>Assisting with coordination of</p>		
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Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					ordering instructional materials (ELD, literacy, parent resources) Receiving and distributing instructional materials to teachers Organizing and maintaining the guided reading bookroom Assist teachers with filling out learning contracts for students when necessary	
--	--	--	--	--	---	--

Professional Learning Communities

***Strategy/Activity – Description**

PLC:
 All certificated staff work in Professional Learning Communities.
 They meet weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes when on campus
- provide Visual and Performing Arts lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr –	--	--	30100-1109	PLC support.	Planning; data analysis; goal setting	Staff shortages required her to cover classrooms multiple times a week	
Interprogram Svcs/VAPA	--	--	30100-5738	PLC release time.	Students have access o the arts while teachers meet to plan and analyze data	2 month freeze of VAPA due to staff shortages	VAPA will provide 7 half-day release in 22-23 school year
Prof&Curriclm DevHrlyClsrmTchr	--	--	30100-1170	PLC release time.	PE teachers – plan to hire for release time, since unable teachers met after	Due to covid and staff absences PE could not be hired; teachers met after hours	Return to weekly PE VTs for release; added additional minimum days for PLC release time

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					hours to plan and analyze data		
Technology Support, Supplies, and Additional interventions							
*Strategy/Activity – Description							
<p>Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading, REWARDS, PALs. Supplemental Instructional Classroom Supplies: - paper: chart paper, journals, writing paper, art paper - writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils - Books: diverse books for Black youth, Hispanic and other ethnisitirs to represent student population; high frequency decodeable books, guided reading books - Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards - Intervention supplies: SIPPS kits, Phonics for Reading, 6 Minute Fluency Solution</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30106-4301	Supplemental supplies such as classroom library books, chart paper, pencils, and journals.	Classrooms had student supplies needed for the year		
Supplies	--	--	30100-4301	Supplemental supplies such as classroom library books, chart paper, pencils, and journals.	Classrooms had student supplies needed for the year		

Goal 3 - Mathematics							
In School Resource Teacher, PLCs and Professional Development							
*Strategy/Activity - Description							
<p>In-School Resource Teacher (RT)</p> <ul style="list-style-type: none"> - will support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction - will support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - will build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, and planning for Tier 1 & 2 - provide support for English Learners in acquiring English and accessing grade level content by <ul style="list-style-type: none"> - Providing Designated ELD to newcomers - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results - plan Tier 1 and Tier 2 instruction using integrated ELD strategies <p>Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs</p> <ul style="list-style-type: none"> - Visiting teachers will provide PLCs with 6 hours of release time monthly <ul style="list-style-type: none"> - weekly 60 minute data analysis collaboration - monthly 3.0 hours of data analysis and planning upon full return to campus 							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr -	--	--	30100-1109	PLC support.	Planning; data analysis; goal setting	Staff shortages required her to cover classrooms multiple times a week	
Interprogram Svcs/VAPA	--	--	30100-5738	PLC release time.	Students have access o the arts while teachers meet to plan and analyze data	2 month freeze of VAPA due to staff shortages	VAPA will provide 7 half-day release in 22-23 school year
Prof&Curriclm DevHrlyClstrmTchr	--	--	30100-1170	PLC release time.	PE teachers – plan to hire for release time, since unable teachers met after hours to plan and analyze data	Due to covid and staff absences PE could not be hired; teachers met after hours	Return to weekly PE VTs for release; added additional minimum days for PLC release time

Supplies

*Strategy/Activity - Description

Classroom instructional supplies:

- Paper: chart paper, grid paper, journal, math journals, construction paper, sentence strips
- Writing utensils: pencils, markers, pens, dry erase markers and erasers
- White lap boards
- Math charts
- Math manipulatives: cubes, base 10, shapes, links and other hands on tactile math learning tools

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	Supplemental supplies such as classroom library books, chart paper, pencils, math manipulatives, and journals.	Classrooms had student supplies needed for the year		
Supplies	--	--	30100-4301	Supplemental supplies such as classroom library books, chart paper, pencils, math manipulatives, and journals.	Classrooms had student supplies needed for the year		

Goal 4- Supporting English Learners

In School Resource Teacher, reading interventions, and ELL monitoring

***Strategy/Activity - Description**

Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lesson.
 Inschool resource teacher will plan and facilitate professional development on the culturally responsive teaching strategies.
 Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.75000	\$101,053.37	30100-1109	Small group interventions and PLC support	ELPAC and ELAC coordinator Reclassification		Newcomers or Beginners and have more small groups

Professional Development

***Strategy/Activity - Description**

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Hourly pay for the professional development and training of para educators who work alongside all students in the classroom.
Para educators will learn research based strategies for supporting ELLs in language development across the curriculum.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$23,677.00	30100-5738	PLC release time.	Students have access to the arts while teachers meet to plan and analyze data	2 month freeze of VAPA due to staff shortages	VAPA will provide 7 half-day release in 22-23 school year
Prof&Curriclm DevHrlyClstrmTchr		\$10,000.53	30100-1170	PLC release time.	PE teachers – plan to hire for release time, since unable teachers met after	Due to covid and staff absences PE could not be hired; teachers met after hours	Return to weekly PE VTs for release; added additional minimum days for PLC release time

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

		\$2,000.34	30100-2151	Additional hourly time for para training.	hours to plan and analyze data Train paras; IEPs at a glance; BIPS; ProAct training; SIPPS and phonics training	Lack of paras; subs not picking up for jobs	Utilizing summer trainings for paras
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Supplemental Supplies

***Strategy/Activity - Description**

Classroom supplies to support language and literacy acceleration:

- tactile letters, numbers, and manipulatives.
- Diverse classroom libraries that represent our student population.
- Spanish books
- Paper supplies: journals, chart paper, construction paper, post its, folders
- writing utensils: pencils, markers, pens, dry erase markers

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$28,404.00	30106-4301	Supplemental supplies such as classroom library books, chart paper, white board markers, white boards, pencils, etc.	Classrooms had student supplies needed for the year		
Supplies		\$23,451.00	30100-4301	Supplemental supplies such as classroom library books, chart paper, white board markers, white boards, pencils, etc.	Classrooms had student supplies needed for the year		

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities and Interventions

***Strategy/Activity - Description**

Education specialists will collaborate with all grade-level PLCs on UDL planning.
 Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.
 Para educators will be provided training on small group instruction.
 All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly	--	--	30100-2151	Additional hourly time for para professional development.	Train paras; IEPs at a glance; BIPS; ProAct training; SIPPS and phonics training	Lack of paras; subs not picking up for jobs	Utilizing summer trainings for paras

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svc/VAPA	--	--	30100-5738	PLC release time.	Students have access to the arts while teachers meet to plan and analyze data	2 month freeze of VAPA due to staff shortages	VAPA will provide 7 half-day release in 22-23 school year
Prof&Curriclm DevHrlyClstrmTchr	--	--	30100-1170	PLC release time.	PE teachers – plan to hire for release time, since unable teachers met after hours to plan and analyze data	Due to covid and staff absences PE could not be hired; teachers met after hours	Return to weekly PE VTs for release; added additional minimum days for PLC release time
Supplies	--	--	30106-4301	Supplemental supplies classrooms, tactile materials, multi sensory materials, markers, and highlighters.	Classrooms had student supplies needed for the year		
Supplies	--	--	30100-4301	Supplemental supplies classrooms, tactile materials, multi sensory materials, markers, and highlighters.	Classrooms had student supplies needed for the year		

Goal 7 - Family Engagement

Parent Workshops

***Strategy/Activity - Description**

Through our partnerships with Diamond Educational Excellence Partnership (DDEP) and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year once we return to campus.?

- Workshops covering family needs such as determined by parent survey.
- Academic workshops on literacy and math
- During online learning, we will continue to look for online opportunities for parents including but not limited to:
 - Conducting all stakeholder meetings via zoom video conferencing.
 - Counseling workshops monthly
 - SSC monthly
 - Coffee with the Principal Monthly
 - Twice yearly parent-teacher conferences
 - Virtual Back to School Night in September
 - Title 1 Parent Meeting
 - UCSD nutrition classes
 - DEEP parent workshops on literacy, science, and positive parenting

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inservice supplies		\$1,386.00	30103-4304	Light refreshments such as coffee, pastries, juice, etc for parent events and meetings.		COVID restrictions prevented in person meetings	Return to in person in 22-23
Tech Professional OTBS Hrly		\$350.03	30103-2455	Translation services for parent events and meetings.		COVID restrictions prevented in person meetings	Return to in person in 22-23
Other Support Prsnl PARAS Hrly		\$600.24	30103-2281	Childcare for parent events and meetings.		COVID restrictions prevented in person meetings	Return to in person in 22-23
Non Clsrn Tchr Hrly		\$1,000.42	30103-1957	Additional hourly time for parent workshops and events.	to provide a TWDL parent mtg	More teacher led parent workshops	Return to in person in 22-23

Goal 8- Graduation/Promotion Rate

In School Resource Teacher

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)
 - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices using research based strategies
 - provide support for English Learners in acquiring English and accessing grade level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning Tier 1 and Tier 2 instruction
 - providing small group intervention for ELL

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
School Counselor	--	--	30106-1210	Monitoring of student attendance and social emotional supports.	monitoring student attendance weekly targeting students with consecutive absences to provide supports conducting home visits to offer supports they need to get students to school daily providing assistance with connecting families to outside services meeting with parents and students to determine needs serving on Attendance Committee conducting monthly meetings to review attendance data created positive reinforcements for students to increase attendance addressing issues families with chronic	Students returned to campus with even higher levels of trauma and lack of self-regulation skills. The counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students. Tier 1 instruction focused on how to deescalate yourself and how to take a break in class.	

Encanto Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					absenteeism are facing calling daily to determine the reason for the absence making daily home visits referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.		
Guidance Asst -	--	--	30100-2404	Monitoring of student attendance and social emotional supports.	monitoring student attendance weekly targeting students with consecutive absences to provide supports conducting home visits to offer supports they need to get students to school daily providing assistance with connecting families to outside services meeting with parents and students to determine needs	Students returned to campus with even higher levels of trauma and lack of self-regulation skills. The counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students. Tier 1 instruction focused on how to deescalate yourself	

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>serving on Attendance Committee conducting monthly meetings to review attendance data created positive reinforcements for students to increase attendance addressing issues families with chronic absenteeism are facing calling daily to determine the reason for the absence making daily home visits referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.</p>	<p>and how to take a break in class.</p>	
<p>Inschool Resource Tchr</p>	--	--	30100-1109	<p>IRT will work with 3rd and 5th grade teams with PLCs, professional development, and interventions.</p>	<p>help plan, prepare and conduct professional development for staff Consult with administration, support staff, ILT on</p>	<p>Staff shortages required her to cover classrooms multiple times a week</p> <p>District freeze of VTs for PLC</p>	<p>Teacher met and planned with RT after school</p>

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>PD to support student instruction</p> <p>Locate/gather resources for student support and instruction</p> <p>Create and prepare teacher made assessments in Illuminate</p> <p>Consult with and plan instruction on a weekly basis (literacy or ELD) with teachers</p> <p>Support teachers during weekly collaboration/planning time</p> <p>Assist with purposeful placement of all ELs/students (class assignments) for all K-5 classes after consulting with teachers/SPED/admin</p> <p>Create purposeful placement of dELD groups for Kinder-5th students</p> <p>Assess incoming kindergarten students in the spring/summer for</p>	<p>impacted PLC collaboration during the day</p>	
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Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>purposeful placement</p> <p>Consult with admin, teachers, SPED team to discuss specific students</p> <p>Model literacy and writing lessons for teachers</p> <p>Support teachers with literacy and writing lesson studies</p> <p>Assisting with coordination of ordering instructional materials (ELD, literacy, parent resources)</p> <p>Receiving and distributing instructional materials to teachers</p> <p>Organizing and maintaining the guided reading bookroom</p> <p>Assist teachers with filling out learning contracts for students when necessary</p>		
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Goal 6 - Supporting Black Youth

Equity Leadership Team

***Strategy/Activity - Description**

The Equity Leadership Team (ELT) meets quarterly to review data and monitor student progress towards goals. All teachers have access to work with Restorative Justice Department, Ethnic Studies and Youth Advocacy Department. Psychologist, guidance counselor, and guidance assistant will participate in mental health and trauma training. Counseling team works with Youth Advocacy a minimum of four trainings this year. The upper grades and counseling department are participating in training with RJP resource teachers so they can continue to lead the work. The staff is participating in a variety of book studies on racism, culturally responsive teaching and accurate Black history. Book studies will continue throughout the year. Staff, parents and students will be surveyed on racism, inequity, and campus inclusivity. The results will be used in planning next steps towards being an inclusive, equitable and socially just school.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Guidance Asst -	--	--	30100-2404	Guidance assistant will work with Counselor on attendance and social emotional interventions. The GA will support and coordinate Restorative Justice Practices.	monitoring student attendance weekly targeting students with consecutive absences to provide supports conducting home visits to offer supports they need to get students to school daily providing assistance with connecting families to outside services meeting with parents and students to determine needs serving on Attendance Committee conducting monthly meetings to review attendance data created positive reinforcements for students to increase attendance addressing issues families with chronic absenteeism are facing	<p>Students returned to campus with even higher levels of trauma and lack of self-regulation skills.</p> <p>The counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students.</p> <p>Tier 1 instruction focused on how to deescalate yourself and how to take a break in class.</p>	<p>The impact of COVID continues to plague students economically, mentall, and emotionally.</p> <p>Counseling team pushes into classrooms for Tier 1 instruction utilizing The Leader in Me. We created a counseling center for community circles and our Restorative Practices.</p> <p>The site is piloting The Leader in Me for all students.</p> <p>We have partnered with additional mental health providers for small group and individual counsling onsite.</p> <p>We are providing parenting classes weekly.</p>

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>calling daily to determine the reason for the absence making daily home visits referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.</p>	<p>Counseling continues with whole class, small group and one on one supports. Home visits are completed weekly for high needs students. Counseling works closely with Children and Youth in Transition department and health department to support student and family needs.</p>
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Guidance Assistant

***Strategy/Activity - Description**

Guidance assistant will support students in and out of the classroom. Supports include family outreach for attendance concerns, positive interventions through Leadership in Me lessons, community referrals for indentified needs, and serve as a student champion.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst	--	--	30100-2404	Guidance assistant will work with Counselor on attendance and social emotional interventions. The GA will support and coordinate Restorative Justice Practices.	monitoring student attendance weekly targeting students with consecutive absences to provide supports conducting home visits to offer supports they need to get students to school daily providing assistance with connecting families to outside services meeting with parents and students to determine needs serving on Attendance Committee conducting monthly meetings to review attendance data	<p>Students returned to campus with even higher levels of trauma and lack of self-regulation skills.</p> <p>The counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students.</p> <p>Tier 1 instruction focused on how to deescalate yourself and how to take a break in class.</p>	<p>The impact of COVID continues to plague students economically, mental, and emotionally.</p> <p>Counseling team pushes into classrooms for Tier 1 instruction utilizing The Leader in Me. We created a counseling center for community circles and our Restorative Practices.</p> <p>The site is piloting The Leader in Me for all students.</p> <p>We have partnered with additional</p>

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>created positive reinforcements for students to increase attendance</p> <p>addressing issues families with chronic absenteeism are facing</p> <p>calling daily to determine the reason for the absence</p> <p>making daily home visits</p> <p>referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.</p>		<p>mental health providers for small group and individual counseling onsite.</p> <p>We are providing parenting classes weekly.</p> <p>Counseling continues with whole class, small group and one on one supports.</p> <p>Home visits are completed weekly for high needs students.</p> <p>Counseling works closely with Children and Youth in Transition department and health department to support student and family needs.</p>
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Supplies

***Strategy/Activity - Description**

Classroom libraries featuring diverse titles and representing our Black and multi ethnic student population.

Classroom supplies for instruction including paper and writing utensils.

Supplies for counseling room: social emotional literature, chart paper, art supplies, tactile learning tools.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Encanto Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

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Supplies	--	--	30106-4301	Classroom libraries featuring diverse titles and representing our Black and multi ethnic student population. Classroom supplies for instruction including paper and writing utensils. Supplies for counseling	Classrooms had student supplies needed for the year All rooms have a break area RP room set up in counseling		

Encanto Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				room: social emotional literature, chart paper, art supplies, tactile learning tools.			
Supplies	--	--	30100-4301	Classroom libraries featuring diverse titles and representing our Black and multi ethnic student population. Classroom supplies for instruction including paper and writing utensils. Supplies for counseling room: social emotional literature, chart paper, art supplies, tactile learning tools.	Classrooms had student supplies needed for the year		

What are my leadership strategies in service of the goals?

SCHOOL NAME: ENCANTO ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

In School Resource Teacher

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)

- will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
- will continue to provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC.
 - work with teachers to Reclassify English Language Learners

Will support PLCs in planning for Integrated and Designated English Language Development

Will identify LTEL

Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs

Visiting teachers will provide PLCs with 6 hours of release time monthly

- weekly 60 minute data analysis collaboration during online learning
- monthly 2.5 hours of data analysis and planning when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	PLC support.	In-School Resource Teacher (RT) Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC)	Due to daily staff shortages, RT was needed to cover open teaching positions multiple times a week impacting ability to coach in classrooms or provide ongoing small group work. Teachers District suspension of using visiting for PLC release time impacted weekly PLC collaboration time limiting	Teachers began meeting after hours to continue PLC work with RT

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings Did build teacher effectiveness by providing professional development to TK-3rd grade-levels on effective instructional practices planning Tier 1 and Tier 2 instruction</p>	<p>planning time for RT and teachers. January release time cancelled district wide impacted planning time and February VAPA.</p>
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Professional Learning Communities

***Strategy/Activity - Description**

PLC:
 All certificated staff work in Professional Learning Communities.
 They meet weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes when on campus
- provide Visual and Performing Arts lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	PLC support.	In-School Resource Teacher (RT) Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction Did support struggling students by working with	District suspension of using visiting for PLC release time impacted weekly PLC collaboration time limiting planning time for RT and teachers. January release time cancelled district wide impacted planning time and February VAPA.	Teachers began meeting after hours to continue PLC work with RT

Encanto Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings Did build teacher effectiveness by providing professional development to TK-3rd grade-levels on effective instructional practices planning Tier 1 and Tier 2 instruction		
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.		District suspension of using visiting for PLC release time impacted weekly PLC collaboration time limiting planning time for RT and teachers. January release time cancelled district wide impacted planning	Teachers began meeting after hours to continue PLC work with RT

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

								time and February VAPA.
Technology Support, Supplies, and Additional interventions								
*Strategy/Activity - Description								
<p>Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading, REWARDS, PALs. Supplemental Instructional Classroom Supplies: - paper: chart paper, journals, writing paper, art paper - writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils - Books: diverse books for Black youth, Hispanic and other ethnicities to represent student population; high frequency decodable books, guided reading books - Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards - Intervention supplies: SIPPS kits, Phonics for Reading, 6 Minute Fluency Solution</p>								
*Proposed Expenditures for this Strategy/Activity								
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>								
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.	

Encanto Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Tutoring support for identified students.	<ul style="list-style-type: none"> • 3rd-4th and 5th grade students tutored for 12 weeks; • Saw increases in 3rd-5th grade aFAST reading and Lexile levels 	<ul style="list-style-type: none"> • Attendance due to covid • Some parents declined due to long a school day 	
Software License	--	--	09800-5841	Supplemental software such as Achieve 3000 and Smarty Ants.	<ul style="list-style-type: none"> • Achive300 increase in Lexile scores; • 	Finding time to use it in Kinder not one to one devices; need time to complete it; some of the sounds on SA are not accurate for phonological and phonemic awareness; allows students to just push buttons;	<p>Analyze student reading levels F&P/Lexile and BPST4 to see if it aligns with program results to determine if we continue to purchase</p> <p>Analyze amount of increase in Lexile</p> <p>Review Imagine Learning program (will it be purchased by district next year)</p>

Goal 3 - Mathematics							
In School Resource Teacher, PLCs and Professional Development							
*Strategy/Activity - Description							
<p>In-School Resource Teacher (RT)</p> <ul style="list-style-type: none"> - will support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction - will support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - will build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, and planning for Tier 1 & 2 - provide support for English Learners in acquiring English and accessing grade level content by <ul style="list-style-type: none"> - Providing Designated ELD to newcomers - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results - plan Tier 1 and Tier 2 instruction using integrated ELD strategies <p>Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs</p> <ul style="list-style-type: none"> - Visiting teachers will provide PLCs with 6 hours of release time monthly <ul style="list-style-type: none"> - weekly 60 minute data analysis collaboration - monthly 3.0 hours of data analysis and planning upon full return to campus 							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr -	--	--	09800-1109	PLC support.			
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.			
Tutoring							
*Strategy/Activity - Description							
Provide after school tutoring opportunities to students needing support in mathematics, and mathematical practices using Universal Design for Learning that addresses the learning style of all students.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Tutoring support for identified students.	3rd grade: 90% increase in reading levels 4th grade 63% increase in reading levels 5th grade 77% increase in reading levels	Attendance of students impacted all grade levels	

Goal 4- Supporting English Learners

In School Resource Teacher, reading interventions, and ELL monitoring

*Strategy/Activity - Description

Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lesson.
 Inschool resource teacher will plan and facilitate professional development on the culturally responsive teaching strategies.
 Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr -	0.25000	\$33,684.45	09800-1109	EL coordinator to track LTEL data, reclassification, and facilitates ELPAC testing, and supports teachers with integrated and designated instructions as well as new comer interventions.	In-School Resource Teacher (RT) Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and	Due to daily staff shortages, RT was needed to cover open teaching positions multiple times a week impacting ability to coach in classrooms or provide ongoing small group work. PLC collaboration time limited due to District suspension of using visiting teachers for PLC release time impacted weekly planning time for RT and teachers. January and February VAPA release time cancelled district wide impacted planning time.	Teachers began to meet after hours in order to plan effective instruction.

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					<p>Intervention (RTI2) team meetings Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, Integrated and Designated ELD Did provide support for English Learners in acquiring English and accessing grade level content by working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results planning Tier 1 and Tier 2 instruction Working directly with parents and ELAC. working with teachers to Reclassify English Language Learners</p>		
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Prof&Curriclm Dev Vist Tchr		\$10,000.53	09800-1192	ELPAC assessments.	RT oversaw 2 VTs in assessing all ELLs	Limited VTs available for assessments	
Classroom Teacher Hrly		\$21,112.92	09800-1157	Tutoring support for identified students.	3 rd grade: 90% increase in reading levels 4 th grade 63% increase in reading levels 5 th grade 77% increase in reading levels	Attendance of students impacted all grade levels	

Technology - reading interventions

*Strategy/Activity - Description

Students in grades TK-2nd grade have access to the online reading foundational skills intervention program SmartyAnts. Students receive instruction in phonemic awareness, phonological awareness, high frequency words, and text reading.

Students in grades 3rd - 5th receive reading comprehension intervention through ACHIEVE3000. Students requiring foundational literacy intervention also have access to Smarty Ants.

teachers utilize data from the ongoing built-in assessments to determine small group intervention and one on one support.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		\$21,016.00	09800-5841	Supplemental software such as Smarty Ants and Achieve 3000.	High student engagement Able to use at home during quarantine	Teachers too reliant on technology Not all homes have internet	Compare to district provide online resources to determine if need still exists Provide more teacher direct lessons using other interventions materials

Professional Development

***Strategy/Activity - Description**

Hourly pay for the professional development and training of para educators who work alongside all students in the classroom. Para educators will learn research based strategies for supporting ELLs in language development across the curriculum.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Encanto Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$16,799.76	09800-1192	PLC release time.	Months that VAPA was able to provide coverage: teachers met with admin and RTs to plan for instruction in reading and math Professional earning continued in PLCs on CRLP reading foundational strategies and routines	PLC collaboration time limited due to District suspension of using visiting teachers for PLC release time impacted weekly planning time for RT and teachers. January and February VAPA release time cancelled district wide impacted planning time.	Teachers began to meet after hours

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities and Interventions

*Strategy/Activity - Description

Education specialists will collaborate with all grade-level PLCs on UDL planning.
Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.
Para educators will be provided training on small group instruction.
All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

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***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	Tutoring support for identified students.	3rd grade: 90% increase in reading levels	Tutoring support for identified students.	
Software License	--	--	09800-5841	Supplemental software such as Achieve 3000 and Smarty Ants.	High student engagement Able to use at home during quarantine	Teachers too reliant on technology Not all homes have internet	Compare to district provide online resources to determine if need still exists Provide more teacher direct lessons using other

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							interventions materials
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	Months that VAPA was able to provide coverage: teachers met with admin and RTs to plan for instruction in reading and math Professional earning continued in PLCs on CRLP reading foundational strategies and routines	PLC collaboration time limited due to District suspension of using visiting teachers for PLC release time impacted weekly planning time for RT and teachers. January and February VAPA release time cancelled district wide impacted planning time.	Teachers began to meet after hours

Goal 8- Graduation/Promotion Rate

In School Resource Teacher

*Strategy/Activity - Description

- In-School Resource Teacher (RT)
 - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices using research based strategies
 - provide support for English Learners in acquiring English and accessing grade level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning Tier 1 and Tier 2 instruction
 - providing small group intervention for ELL

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	IRT will work with 3rd and 5th grade teams with PLCs, professional development, and interventions.	In-School Resource Teacher (RT) Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction Did support struggling students by working with	Due to daily staff shortages, RT was needed to cover open teaching positions multiple times a week impacting ability to coach in classrooms or provide ongoing small group work. PLC collaboration time limited due to District suspension of using visiting teachers for PLC	Teachers began to meet after hours in order to plan effective instruction.

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				<p>classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings</p> <p>Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, Integrated and Designated ELD</p> <p>Did provide support for English Learners in acquiring English and accessing grade level content by working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results</p>	<p>release time impacted weekly planning time for RT and teachers.</p> <p>January and February VAPA release time cancelled district wide impacted planning time.</p>	
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					planning Tier 1 and Tier 2 instruction Working directly with parents and ELAC. working with teachers to Reclassify English Language Learners		
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What are my leadership strategies in service of the goals?