THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT IBARRA ELEMENTARY SCHOOL

2022-23

37-68338-0108290
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: Jurado, Valerie
Contact Person: Jurado, Valerie
Position: Principal
Telephone Number: 619-641-5400
Address: 4877 Orange Ave, Ibarra Elementary, San Diego, CA, 92115
E-mail Address: vjurado@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:_____Ibarra Elementary_____ PHONE:_____619-641-5400_____

FAX:_619-516-0355_____ SITE CONTACT PERSON:__Valerie Jurado____ E-MAIL ADDRESS:____vjurado@sandi.net_____

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

x ☐ 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:

x ☐   English Learner Advisory Committee (ELAC)   Date of presentation: _10-3-22_____

☐   Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐   Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☐   Site Governance Team (SGT)   Date of presentation: _____

x ☐   Other (list): ____SSC_____   Date of presentation: _10-4-22_____

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: _____10-4-22_____

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.

Valerie Jurado

_____
Type/Print Name of School Principal

Kathaleen Wilson
_____
Type/Print Name of SSC Chairperson

Arlene Garcia Del Campo
_____
Type/Print Name of ELAC Representative

Monika Hazel
_____
Type/Print Name of Area Superintendent

_____ 10/18/22
Signature of School Principal / Date

Kathaleen Wilson · 10-18-22
Signature of SSC Chairperson / Date

Arlene G. 10/18/22
Signature of ELAC Representative / Date

Monika Hazel 10.26.22
Signature of Area Superintendent / Date

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

Due 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 Title I School-wide Program. The staff at Ibarra Elementary School strives for excellence in meeting the needs of a diverse population, including English Learners and a substantial refugee population. In addition to providing an effective academic program, Ibarra provides opportunities for students to develop appropriate social skills and problem solving strategies to encourage lifelong learning.

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.

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page. SSC, ELAC, Staff, and Instructional Leadership Team, along with PTA, SGT, and community collaborates (SAY San Diego, Cluster Group) to discuss data and input, as well as our hopes and dreams for the Ibarra community. Additionally, ILT met in the spring to monitor our progress as a school community and make recommendations and next action steps. All meetings were held via Zoom as of March 16, 2020 due to the COVID 19 Pandemic and school closures.

September 15, 2021   Shared and analyzed grade level data with PLCs
September 21, 2021   Shared SPSA Goals
September 27, 2021   Shared Parent Compact and Title One Parent Involvement school wide
September 30, 2021   Instructional Leadership Team discussed goals and shared survey
September 30, 2021   Reviewed CAASP data and goals
October 4, 2021   ELAC provided data on English Learners
October 12, 2021   SSC reviewed SPSA/ SSC approved SPSA, Shared Parent Compact and Title One Parent Involvement

- SSC approved the 22-23 budget: 2/22/22
- ELAC reviewed the SPSA: 10/3/22

•SSC reviewed and approved 22-23 SPSA: 10/4/22

RESOURCE INEQUITIES

Ibarra's root cause analysis involved examining Smarter Balanced Results (California Dashboard), California Healthy Kids Survey, site data and review of 2019-20 SPSA, FAST Data collected during distance learning 20-21, and CORE SEL tool 20-21. An analysis of the student groups on the CAASPP indicate an overall decrease in the area of ELA over the past three years (7%) and an increase overall in the past three years in math (4%). Based on this data, and the school closures due to COVID-19, we need to not only continue to improve, but we must accelerate student achievement, close the achievement gap, specifically with our English Learners and Students with Disabilities. The data also indicates that there is an achievement gap for students who are socioeconomically disadvantaged. The aforementioned inequities have only been exacerbated by the school shut down and the ensuing Online Learning platform. Phase II of the re-opening in April of 2021 resulted in just 250 students participating in person, creating additional inequities between students on site and those who remained online.

These inequities are in the area of both ELA and Math with regards to EL's and Students with Disabilities. In reflecting on how resources were utilized, we are going to be more strategic in directing our supports to impact both subgroups. This plan addresses focusing on professional development (weekly PLCS, differentiated staff development, math and ELD coaching cycles). Administrator will do focused walkthroughs to monitor student achievement within these two subgroups. Based on state and district data there are also inequities in the areas of chronic absenteeism (red band), and "Healthy Kids Survey" School Climate report (56% feel safe at school) of Ibarra students. The Attendance Committee consisting of administrator, counselor, school clerk, and guidance assistant) is implementing numerous strategies to increase daily attendance. Home visits and communication with families is ongoing to ensure that students are in school. Incentive awards and celebrations will take place weekly.

In addition, our goal is to increase parent engagement and strengthen the school/home relationships by offering trainings and workshops online, share community resources, and encourage all stakeholders to participate on service boards and committees. We will continue our work to improve translation and interpretation services in order to reach more families. We have a counselor five days a week who provides individual and group counseling, Second Step and Mindfulness lessons in the classrooms, and assists in conflict resolution activities. Students also participate in at least three school-wide activities through the "No Place for Hate" initiative. Additionally, we are launching our Leader In Me program that includes the 7 Habits of Highly Affective Kids, as well as our Peer Buddy Team (older students as helpers), Green Team (student lunch helpers), and our HI 5 (Herbert Ibarra) practices (respect, responsibility, thinker, confident, learner).

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Janet Puentes	Parent
Leonila Magallanes	Parent
Kathaleen Wilson	Classroom Teacher
Mariclaret Patton	Principal
Maritza Pineda	Parent
Veronica Ortiz	Parent
Amina Abraham	Other School Rep.
Susan Victor	Classroom Teacher
Michelle Melton	Community Member
Rosemarie Lettiere	Classroom Teacher

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

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).

Ibarra is a global village and over the last few years we have not fully tapped into the wealth of cultural diversity, nor celebrated the intersectionality of our students and families to the fullest potential. Our goal for the 2021-22 school year was to decrease both chronic absenteeism and suspension rates and increase connectedness of our students to our school.
To support this goal we implemented the following strategies/actions:
- All teams working toward a single purpose (attendance, outside resources, home visits...) on a systematic basis, pooling our efforts and resources to encourage students to be in school.
- All teams working toward restorative practices with a focus on social emotional supports as we returned to in person learning.
-Evaluate weekly attendance reports to enable team (principal, counselor, and guidance assistant, attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance and design next steps.
-Meet bi-weekly throughout the school year.
-Rewards for one classroom at every grade level with exceptional attendance is recognized at monthly Family Friday morning assemblies on zoom. Additionally one K-2 classroom and one 3-5 classroom are also recognized for best attendance of the month.
-High Fives (hands) are given out and collected for positive growth. A pre-determined amount of hands earns a reward with principal or guidance staff.

-Individual students who have perfect attendance are recognized by the principal in their classrooms once a month. Students receive a certificate and a fancy pencil.

-We will regularly consultant collaborate with SSC and ELAC on our goal to improve overall attendance.

-Additionally, student ambassadors will make weekly all-call announcements highlighting positive messages, Leader in Me foci, and special events happening at school. This will further encourage students not to "miss school" so that they do not "miss out!"

-Additionally, our social emotional program, Intellectual Athlete, will also promote student agency, collaboration, and a welcoming environment by providing students with strategies and tools to navigate stressors, emotions, and returning to in person learning full time

Despite our best efforts due to COVID illness and quarantine requirements we saw chronic absenteeism rates increase to over 65% and suspension rates increase slightly to 2.9%.

During the 2021-2022 school year, there were 11 suspensions out of a total student body of 373 students. There was an overall 2.9% of students experienced a suspension with 15.4% of suspensions taking place in the 4th and 5th grade. Suspension is always an extreme consequence and a last resort. During the 2021-2022 school year, there was an increase incidents involving sexual harassment and profanity in the upper elementary grades. We believe that the increase was due to the stress on students and families during the pandemic, student exposure to inappropriate online contact, and other extraneous factors impacting families as a result of the ongoing pandemic and remote learning during the 2020-2021 school year.

Additionally an analysis of our California Healthy Kids Survey (CHKS) highlights the following:
1. 68% of students reported experiencing "school connectedness" a decrease of 8% since 2021.
2. 59% of students reported experiencing "meaningful participation" increasing 6% since 2021.

*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).
No major difference between planned and implemented strategies.
*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 previous years Ibarra's efforts to engage the community have been met with minimal success. Changes for the 22-23 school year include, but are not limited to:
- Student Attendance Response Team (principal, counselor, nurse, School Clerk, Family Services Assistant) meet biweekly to review that students with the highest rate of absenteeism and assign tasks that range from documentation letters, phone calls, parent support meetings, home visits, referrals for SEL services/Project Impact therapy, to address the underlying issue causing the chronic absenteeism. The team monitors the impact of the team actions.
- Training for all certificated staff focused on how and when to refer students and families to therapy services. In addition to making referrals for therapy services, the counselor will partner with Project Impact to monitor student progress and access to ongoing therapeutic services.

- All teams working systematically to support students with technology challenges, internet safety, and enrichment. All classes will engage in Digital Citizenship Lessons to educate students about responsible technology use and online safety.
- Increase Parent Participation through Parent Portal and on line meetings and trainings, through monthly onsite support at Coffee With The Principal.
- All teams working toward supporting English Language development and acceleration the achievement for students with disabilities with a focus on small group instruction, daily guided reading, and daily designated ELD.
- Increase the frequency of referrals for onsite therapy services offered by Project Impact, in order to take a proactive approach to the increase in concerning student behavior, as well as a strategy to address the root causes of the behaviors, while supporting student mental health and wellness.

*Identified Need

This past year, Ibarra's chronic absenteeism has begun to increase. There were 65% chronically absent, 9% nearly chronically absent and 12% trending chronically absent. Our goal is to reduce the rate of absenteeism and target the highest students with support services as needed. In addition, we have created and budgeted for an additional attendance clerk and she works closely with administration, teachers, and the counseling team to make home visits and works with parents and family members to support them in getting their children to school.

We will continue to monitor suspensions and incorporate Social and Emotional Learning strategies and pursue Restorative Practices training for the entire staff. The counselor will work with students who need additional social/emotional support and alternative opportunities to learn from mistakes will be utilized (empathy training, service projects, zones of regulation, equity training for students...). Honoring the cultures and experiences of students in diverse ways will help to empower parents and students to instill confidence, ownership, and agency in those we serve.

Additionally an analysis of our California Healthy Kids Survey (CHKS) highlight the following areas of continued focus:
1. 68% of students reported experiencing "school connectedness" a decrease of 8% since 2021.
2. 59% of students reported experiencing "meaningful participation" increasing 6% since 2021.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	T/K- 5	Decrease chronic absenteeism	65%	45%	Chronic Absenteeism	Monthly
June 2023	T/K-5	Decrease the overall school wide-suspension rate	2.4%	0%	Suspension	Trimester
June 2023	5th	Increase % of students who report "meaningful participation" with class and school.	59%	69%	CAL-SCHLS (CHKS)	Annual
June 2023	5th	Increase % of students who report experiencing strong "school connectedness" with class and school.	68%	78%	CAL-SCHLS (CHKS)	Annual

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	K-5	English Learner	reduce chronic absenteeism	14.6%	5%	Chronic Absenteeism	Monthly
June 2023	K-5	Students with Disabilities	reduce chronic absenteeism	22.2%	12%	Chronic Absenteeism	Monthly
June 2023	K-5	Hispanic or Latino	reduce chronic absenteeism	76%	50%	Chronic Absenteeism	Monthly
June 2023	K-5	Socioeconomically Disadvantaged	reduce chronic absenteeism	16.7%	7%	Chronic Absenteeism	Monthly
June 2023	k-5	Black or African American	reduce chronic absenteeism	49%	39%	Chronic Absenteeism	Monthly
June 2023	K-5	Hispanic or Latino	reduce suspension rate	2.6%	0%	Suspension	Monthly
June 2023	K-5	Homeless/Foster	reduce suspension	2.7%	0%	Suspension	Monthly
June 2023	K-5	Homeless/Foster	reduce chronic absenteeism	29.7%	20%	Chronic Absenteeism	Monthly

Supporting Black Youth - Additional Goals

✓ 1.Ibarra'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 Ibarra 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. Ibarra'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, Ibarra 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. Ibarra 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. Ibarra'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. Ibarra 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. Ibarra will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and

achievement of black youth and other marginalized groups.

Safe, Collaborative, and Inclusive for All

*Students to be served by this Strategy/Activity

Students with Special Needs, English Learners, Hispanic, African American and Foster/Homeless students will benefit from the strategies to improve overall attendance of all students at Ibarra.

*Strategy/Activity - Description

Weekly attendance reports enable team (principal, counselor, guidance assistant, and attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance and design next steps. The Ibarra team will meet bi-weekly throughout the school year. The SART team focus is on identifying families in need of support and connecting with services to result in the child's increased attendance. We will no longer recognize perfect attendance, as we do not want to encourage families to send students to school when ill, as per COVID policy.

Additionally, our social emotional program, Intellectual Athlete, will also promote student agency, collaboration, and a welcoming environment by providing students with strategies and tools to navigate stressors, emotions, and returning to in person learning full time.

*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
F01501I	Attendance Asst	0.50000	$16,874.50	$37,126.60	0150-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Attendance Clerk to support the Student Absence Response Team and home visits to address chronic absenteeism.
N01504L	Contracted Svcs Less Than $25K		$3,000.00	$3,000.00	0150-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Intellectual Athlete provide SEL and character building education combined with physical education, to promote positive student behaviors and help to address mental health challenges that have impact students during the pandemic.

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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

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).

While effort was made to improve achievement during the 2020-2021 and 2021-2022 school years, the team was unable to meet their target goal. During those years, teachers participated in bi-weekly PLCS to analyze assessment data and strategically plan lessons to improve learning. However, these planning sessions had not yet integrated strategic planning using the critical concepts to ensure a guaranteed and viable curriculum for all students.

In reflecting on our SPSA goals for 2021-2022, as well as FAST and formative assessments, we need to be more strategic in regards to our school wide tier 1 instruction. Our most current SBAC scores from spring 2022, show a 29.6% of 3-5th graders proficient in ELA and 31% proficient in mathematics. Only 23.5% of students in grade TK-2nd grade were at or above their grade level reading target as measured by the F&P reading assessment.

During September 2022, the principal and Instructional Leadership Team reviewed school wide data and engaged in a root cause analysis to determine possible reasons for the lack of improvement in literacy and mathematics at Ibarra for the past few years, including the 3-5 years preceding the pandemic. It is clear that aligning our lesson/unit planning and our instructional practices to research based practices proven to increase positive student outcomes, is very much needed. We identified the following as the two highest leverage areas of focus based on our data analysis:
-Need for alignment of classroom lessons/units to the state standards as outlined in the Critical Concepts (priority standards)
-Need for alignment of Designated English Learner Development (DELD) instruction, fidelity of implementation, students get the DELD that is needed for their level daily.

We will be focusing on these two areas this year to shift outcomes for our learners. In preparation for PLC's, you will identify focus learners to collect work samples and formative assessment data, as well as progress monitor our student learning to ensure that we target our instruction to meet the needs of our students that have not yet moved toward mastery of critical concepts and reclassification goals.

During Grades UTK, Kinder, Grades 3-5, PLC's in September 2022, teams reviewed their English Learners Overall Proficiency Levels as measured by the 2022 ELPAC to plan for daily DELD that meets the needs of our English Learners that are emerging, bridging and expanding. We agreed to be utilizing the Benchmark slides or Benchmark curriculum DELD each day for a minimum 30 minutes. English Learner data is available now on our Staff Ibarra google classroom, along with the Benchmark slides for teacher convenience. During the Literacy Acceleration Planning in grades 1-2 teachers also take part in professional learning communities (PLCs) to disaggregate their student's English Learner data and plan for consistent and targeted DELD.

All grade level PLC's this year will focus on intentional planning of lessons, units, and common formative assessments aligned to grade level standards as found in the Critical Concepts.

*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).

Due to COVID illness and quarantine requirements interventions and professional learning was inconsistent due to lack of staff and visiting teachers.

*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.

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills practices and dispositions. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in regular PLCS for each grade level. Professional Learning Communities (PLC's) provide teachers with time to analyze common data in order to monitor student progress as well as to plan next steps. We are also implementing school wide Fountas and Pinnell Phonics curriculum as well as district adopted Benchmark curriculum and continue small group (guided reading) instruction. Teachers will have opportunities to participate in Literacy and ELD coaching cycles and attend district trainings in literacy.

Teachers, grades TK-2 will continue to participate in the Literacy Acceleration Plan (LAP) and will have regular PLCS as well as on site consultant support for the 22-23 school year. Teachers, grades 3-5 will collaborate with and English Language Support teacher and our Site Resource Teacher to accelerate literacy and language acquisition with strategically planned guided reading groups. All teachers collaborate with their grade level colleagues in twice a month on site PLCs to analyze data, plan strategic lessons, and reflect on student learning.

Collaboration includes support in academics, social/ emotional, assessments, and monitoring student achievement. Visiting teachers will release classroom teachers from the classroom for professional development/ collaboration in order to design lessons, analyze student work/ data and improve instructional strategies. Visiting teachers will also give teachers opportunities to attend district or county trainings as available and aligned to our school wide goals and implementation of a guaranteed and viable curriculum. The Office of Language Acquisition will lead while staff professional learning experiences this year to support teachers in establishing language goals for English Learners and planning to maximize DELD as well as integrated DELD throughout the academic day to support our English Learners who make up 60% of the school wide population.

 New Fountas and Pinnell curriculum for phonics and guided reading will support reading instruction as well as the district adopted Benchmark curriculum. In summary, the major difference is that all supports are aligned by way of a guaranteed and viable curriculum, meaning alignment to the critical concepts. Common formative and summative assessments will provide data to monitor students more systematically.

*Identified Need - English Language Arts
Our most current SBAC scores from spring 2022, show a 29.6% of 3-5th graders proficient in ELA and 31% proficient in mathematics. Only 23.5% of students in grade TK-2nd grade were at or above their grade level reading target as measured by the F&P reading assessment. As well as 70% of all English Learners at Ibarra either did not move up one language proficiency level or decreased in one or more language proficiency level as measured on the 2022 ELPAC.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	meet or achieve standard	29.6%	45%	CAASPP ELA	annually
June 2023	K-2	Students in grades K-2 will be at or above proficiency	25.5%	41%	Fountas and Pinnel	once per trimester
June 2023	3-5	Students in grades 3-5 will achieve advanced or low-risk advanced	55%	70%	FAST aReading	once per trimester for target students

*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	Hispanic or Latino	Increase the percentage of students that meet or exceed standards	23.8%	39%	CAASPP ELA	annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	9.6%	25%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	13.6%	29%	CAASPP ELA	annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students that meet or exceed grade level standards.	27.3%	42%	CAASPP ELA	annually
June 2023	3-5	Black or African American	Increase the percentage of students that meet or exceed grade level standards.	25.7%	42%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students that meet or exceed grade level standards.	75%	86%	FAST aReading	Trimester

June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	50%	FAST aReading	Trimester
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	22.5%	38%	FAST aReading	Trimester
June 2023	3-5	Hispanic or Latino	Increase the percentage of students that meet or exceed standards	43.7%	59%	FAST aReading	Trimester

*Identified Need - Math

The Smarter Balance Performance Summary - Multi-Year Comparison in math indicates that Ibarra students proficiency levels have varied.   2016-17 35% students met or exceeded standards, 2017-18, 32% met or exceeded standards and in 2018-19, 38% met or exceeded standards and in 21-22 decreased to 31% met or exceeded standards.

In 20-21 end of year DEMI data revealed a slight drop in overall math scores Based on the data we need to focus on improving student achievement and closing the achievement gap. Specifically with our English Learners and Students with Disabilities. The Spring 2022 data revealed deficits in performance in the communication section of the Demi that focuses on explanation and justification of the student's process in solving a problem.

Spring 2022 DEMI results revealed gaps in all three areas-Knowledge, Application, and Communication. Evidence of Strength and Proficiency fell below the district scores school wide. While students have shown marked improvement from the spring 2021 to spring 2022 Demi, there is a need to increase performance in the area of communication, justification of the problem solving method equations. The data confirms the need for a focus in all areas of mathematics, but especially in the area of communication. This information further informs our strategic work in supporting students in specific and purposeful ways.

To support student progress in Math, Professional Development will focus on studying and gaining in in-depth understanding of common core standards (teachers will participate in weekly PLC's). Strengthening Tier 1 instruction by aligning teacher lesson design to the critical concepts (common core standards) and designing common formative assessments aligned to those critical concepts this school year will be an area of focus. Administering common formative assessments for all TK-5th and monitoring student progress as a grade level team on a biweekly basis will be part of our work to create and sustain highly functioning PLCs that support teaching and learning.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards	37.7%	53%	CAASPP Math	Annually

By Date	Grade	Objective	Baseline	Target	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting or exceeding grade level standards	40.3%	55%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting or exceeding grade level	37.7%	53%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting or exceeding grade level standards	16.4%	31%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students that demonstrate evidence of strength and proficiency.	42.2%	57%	DEMI	Twice a year
June 2023	K-2	Increase the percentage of students that demonstrate evidence of strength and proficiency.	NA	70%	DEMI	Twice a year
June 2023	3	Increase the percentage of students that demonstrate evidence of strength and proficiency.	24.5%	40%	DEMI	Twice a Year
June 2023	5	Increase the percentage of students that demonstrate evidence of strength and proficiency.	55%	70%	DEMI	Twice a Year

***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 the percentage of meeting and exceeding grade level standards	31.2%	46%	DEMI	Twice a Year
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards	24.8%	40%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards	4.8%	20%	CAASPP Math	Annually

June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	24.3%	39%	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students that demonstrate evidence of strength and proficiency.	33.7%	49%	DEMI	Twice a Year
June 2023	3-5	Students with Disabilities	Increase the percentage of students that demonstrate evidence of strength and proficiency.	22.2%	37%	DEMI	Twice a Year
June 2023	3-5	Black or African American	Increase the percentage of students that demonstrate evidence of strength and proficiency.	44.2%	59%	DEMI	Twice a Year

*Identified Need - English Learners

There is a significant achievement gap for English Learners. For the past three years the data indicates a significant decrease in literacy proficiency, making literacy instruction and designated ELD a primary area of focus to improve outcomes for our EL's. Grades 3-5 overall percentage of students that met or achieved grade level standards went from 14.1 in 2015, 12.0% in 2016, 16.9% in 2017, 12% in 2018 and 13% in 2019, to 9.6% in 2022. During the 2021-2022 school year, 13.5% of English Learners at Ibarra reclassified to English proficient. In that same school year 70% of the EL population either stayed at the same overall proficiency level or decreased at least one overall proficiency level. English Learners should be increasing at least one proficiency level annually to move toward their reclassification goal. In order to increase the percentage of all ELs meeting or exceeding grade level standards, we will continue to give students additional support and all teachers will teach ELD at least 30 minutes a day. PLCs will plan instruction that include EL strategies to support these learners including, charting, oral speaking, scaffolding, vocabulary enrichment, guided reading and reading/writing workshop to support English Learners. Resource Teacher, and her team, will support Tier 2 students and the district curriculum will be integrated into daily instruction. Classrooms walkthroughs will be conducted to show evidence of integrated ELD.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades TK-5	English Learner	English Learner Students in Grades TK-5 will move up one overall ELPAC proficiency level each year	30%	60%	Summative ELPAC	annual

| June 2023 | Grades TK-5 | English Learner | English Learner Students in grades TK-5 rate of reclassification will increase | 9% | 30% | Reclassification Rates | annual |

*Identified Need - Graduation/Promotion Rate

The 2016—17 3rd grade students met or exceeded grade level standards was at 33.7% (ELA). When this group of students moved to 2017-18 school year, their performance at the met or exceeded grade level standards was at 36.8% (ELA). This was an increase of 3.1%. The schools overall data for the 2018 school year, the data indicated 33.3 percent on (ELA which is a decrease of 3.5% from the previous year. Based on this data, we need to spend more time working with students in small groups, utilizing reading software and tier 1 and 2 support from Resource Teacher, specifically with our English Learners and students with disabilities. In 2016-17 3rd graders met or exceeded grade level standards was 29.8% in 2016-17. When this group of students moved to 2017-18 the same group of students stayed the same approximately the same percentage of students met or exceed grade level standards. And in 2018 the percentage of these same students that meet or exceeded grade level decreased 6.8% in math.

Our 2021-2022 overall ELA and math CAASPP data reveals that our overall students' body is at 30% proficiency in ELA and 38% proficiency on mathematics. Spring 2022 ELA CAASPP data also reveals proficiency levels for English Learners are at 9.6%, Students with Disabilities at 0%, Black and African American students at 25.7%, and Hispanic and Latino students at 28.3%. These areas are a clear area of need.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3	Increase the percentage of students reading at or above grade level	30%	40%	FAST aReading	Trimester
June 2022	5	Increase the percentage of students reading at or above grade level	50%	65%	FAST aReading	Trimester

*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	English Learner	Increase the percentage of students reading at or above grade level	3.6%	19%	CAASPP ELA	Trimester
June 2023	3	Students with Disabilities	Increase the percentage of students reading at or above grade level	0%	15%	CAASPP ELA	Trimester
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level	10%	25%	CAASPP ELA	Trimester

June 2023	5	Students with Disabilities	Increase the percentage of students reading at or above grade level	30%	45%	CAASPP ELA	Trimester
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level	75%	90%	FAST aReading	Trimester
June 2023	3	Black or African American	Increase the percentage of students reading at or above grade level	20%	35%	CAASPP ELA	Trimester
June 2023	3	Hispanic or Latino	Increase the percentage of students reading at or above grade level	34.6%	50%	FAST aReading	Trimester
June 2023	5	Hispanic or Latino	Increase the percentage of students reading at or above grade level	34.3%	49%	CAASPP ELA	Trimester
June 2023	5	Black or African American	Increase the percentage of students reading at or above grade level	35.7%	51%	CAASPP ELA	Trimester

Double Dose of ELA

*Students to be served by this Strategy/Activity

All Students will benefit from these strategies, including Students with Disabilities, Asian, African American, Hispanic, English Language Learners, and Socioeconomically Disadvantaged.

Students in grades 1-2 will be receiving a double dose of targeted guided reading instruction when the IRST pushes into the classroom for cycle rotations and both the teacher of record and the IRST conducts simultaneous guided reading sessions. These sessions must take place outside of the tier 1 instruction to ensure that students who participate are not losing access to the whole group instruction. Progress will be monitored throughout the cycles and reviewed in PLCS's. The goal of the "double dose" guided reading is to accelerate student progress toward grade level reading by one year in this academic school year.

ISRT ad principal will support the professional learning of grade 1-2 teachers during Literacy Acceleration PD sessions monthly to ensure that teachers continue to design lessons that are intentional, focus on students specific literacy needs and are aligned to the ELA critical concept standards.

Grades 3-5 will also receive a rotation of guided reading conducted by the IRST and district OLA ELIRT Resource Teacher.

*Strategy/Activity - Description

All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in bi-weekly PLC's to review data and monitor student academic improvement. District coaches in ELD and math will support teachers in observing student learning and planning strategic lessons to enhance instruction. Resource teacher and principal will

provide RTI support to students outside the sphere of success. Literacy Acceleration Plan's Resource Support Teacher, will provide additional interventions in grades TK-2 including, but not limited to additional small group instruction, Guided Reading support, PLC planning, co-teaching, assessment, tutoring, and monitoring of students, etc. Additional support teacher from the Office of Language Acquisition to provide the above supports to students in grades 3-5. The ILT will participate in an ILT cohort from other schools that will include PD and support in the area of leading high functioning PLCs that will result in a Guaranteed Viable Curriculum (GVC) school wide.

Teachers will monitor student goals and achievements and select students outside the sphere of success for before and after school tutoring. Supports will be adjusted based upon monitoring extra supports, allowing for flexible grouping.

*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
F01501J	Inschool Resource Tchr	0.10000	$9,891.60	$14,249.09	0150-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide pushing literacy support for EL's and other students to increase student achievement in literacy and bring students to grade level reading. Support literacy professional learning focused on supporting teachers to align lessons, units, common formative assessment to the grade level critical concepts
N01501A	Supplies		$41,615.00	$41,615.00	0150-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies to support direct instruction: student books, manipulatives, instructional resources, tools to support students in meeting their grade level literacy and numeracy goals.
N01507D	Non Clsrm Tchr Hrly		$15,000.00	$18,571.50	0150-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC testing, pay teachers to conduct and coordinate ELPAC testing to ensure EL students are making sufficient progress toward their reclassification goals.
N01509T	Classroom Teacher Hrly		$5,000.00	$6,190.50	0150-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers will provide targeted tutoring and reteach as needed in the areas of ELA and mathematics outside of the school day
	Inschool Resource Tchr				0150-30100-00-1109-	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum	Provide pushing literacy support for EL's and other students to increase

| | | | | | 1000-1110-01000-0000 | | | & Accelerating Student Learning with High Expectations for All \| Ref Id : F01501H | student achievement in literacy and bring students to grade level reading. |

*Additional Supports for this Strategy/Activity

Teachers will meet bi-weekly in PLCs to collaborate, analyze data and plan for next steps.   Literacy Acceleration Plan will Classroom observations by the principal will provide data to help drive PLC conversations and next steps for teaching and learning.

We are ALL English Learners

*Students to be served by this Strategy/Activity

All students will benefit from these strategies.

*Strategy/Activity - Description

All subgroups will receive whole group reading instruction, guided reading, regular instruction in phonics (Fountas and Pinnell), as well as designated ELD targeted to meet individual student needs. Teachers will participate in regular PLCs to review data and monitor student academic performance. District ELD and Math coaches will support teachers in observing student learning and planning strategic lesson to accelerate student achievement. In School Resource Teacher (ISRT) and principal will provide RTI support to students outside the sphere of success. Literacy Acceleration Plan's Resource Support Teacher will provide additional interventions in grades TK-2 including, but not limited to, additional small group instruction, Guided Reading support, PLC planning, co-teaching, assessment, tutoring, and student monitoring. An additional support teacher from the Office of Language Acquisition will work to provide the above support to students in grades 3-5, specifically targeting English Learners. The ILT will participate in an ILT cohort with other schools that will include PD and support in the area of creating and sustaining high functioning PLCs that will result in a Guaranteed Viable Curriculum (GVC) school wide. Building consistency and equity in academic expectations and support will result in high levels of student achievement.

*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
F01501H	Inschool Resource Tchr	0.90000	$89,024.40	$128,241.65	0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		IN school resource teacher is providing targeted guided reading support for English Learner students.
N01501N	Interprogram Svcs/VAPA		$5,000.00	$5,000.00	0150-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Provide visiting teachers to release teachers for PLC planning and implementation of a guaranteed and viable curriculum.
N01504N	Prof&Curriclm Dev Vist Tchr		$12,908.00	$15,981.40	0150-30106-00-1192-1000-	Title I Supplmnt	[no data]		Provide release time for teachers to meet in PLC's to align their lessons,

					1110-01000-0000	Prog Imprvmnt			units, and assessments to the guaranteed and viable curriculum.
N015089	Interprogram Svcs/VAPA		$5,512.00	$5,512.00	0150-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		Provide visiting teachers to release teachers for PLC planning and implementation of a guaranteed and viable curriculum.
N01508Z	Software License		$19,000.00	$19,000.00	0150-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Support students with literacy and mathematics basic skills. This a supplemental resource to support the tier 1 instruction already in place.

Supporting Students by Improving Practice and Integrated Learning Opportunities

*Students to be served by this Strategy/Activity

All student subgroups will be served. The Smarter Balance Performance Summary-Multi-Year Comparison in math indicates that Ibarra student's proficiency levels have varied. 2016-17- 35% students met or exceeded standards, 2017-18-32% met or exceeded standards and in 2018-19-39% met or exceeded standards, 2021-2022 - 38% meeting or exceeding standards.

We will continue to utilize district curriculum, frequent assessments, SBAC interim benchmarks, FAST assessments, Number Talks, word walls, math journals, teacher generated charts, and whole group and small group instruction to improve, and accelerate, student achievement in math. The DEMI will be given school wide, three times a year to offer common school wide data for teachers to utilize to drive instruction based upon student needs. The ISRT will support administration of these key assessments and progress monitoring student growth in key metrics as outlined above.

*Strategy/Activity - Description

Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in regular one hour PLCS for each grade level, as well as on site PD and support provided by our ISRT. Professional Learning Communities (PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. District Math Coaches will consult with ISRT to direct next steps, guide ongoing the design of formative assessments, and provide direction for collaboration and push in support.

All Hands on Deck for ELD

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically English Learner students.

*Strategy/Activity - Description

Resource Teacher and principal will provide targeted professional learning during PLC's for all grade levels in how to align daily DELD to the OPL or Overall Proficiency Level of their English Learner students. Teachers will be rained to implement quality DELD aligned to student needs and then progress monitor in PLC's to determine needed instructional approaches to move students toward their reclassification goals.

*Additional Supports for this Strategy/Activity

Resource Teacher, Specialized Academic Instruction teacher, and principal will support classroom teachers with Tier I instruction and specific Instructional practices based on individual student needs.

In School Resource Teacher and ELI-RT will also support classroom teachers by researching and ensuring that they have appropriate materials to support struggling students with tier two interventions (specifically English Learners and students with disabilities.) Resource teacher will continue to collaborate with administration and other support staff in order to help accomplish the following; increase academic achievement, create meaningful and on-going assessments, support social/emotional needs, provide guided reading support to potential AT Risk Long Term English Learners an EL's in grades 3-5. Specifically, support team will aid classroom teachers in implementing the district adopted Benchmark curriculum, specifically the EL lessons. Team will model lessons, side by side coach teachers, and monitor ELs after each unit taught.

Supporting our SWD

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

*Strategy/Activity - Description

Teachers will collaborate with Education Specialists to ensure Students with Disabilities receive standards based instruction through whole group, small group, and pull-out/push-in model to support students in meeting common core state standards. Education Specialists will also collaborate with para educators who directly support Students with Disabilities. Para educator training will take place at least twice a year. Instructional Leadership (ILT) team will collaborate with Education Specialist and Reading Support Teacher to support accelerating the learning of SWD by increasing the monitoring of students, providing immediate feedback, and collaboratively planning next steps. Students receiving moderate to severe special education services will be offered appropriate opportunities to participate in general education settings.

SWD will participate in the Literacy Acceleration Plan with RST in grades TK4-2 and with the ELI-RT and ISRT in grades 3-5. These support teachers, along with our ISRT, will communicate with gen ed teachers and Resource Specialists about students with IEPs that they serve. The team will collaborate to monitor achievement toward goals and to offer collaborative and purposeful supports for SWD.

Strategy/Activity 1

More than Survive

*Students to be served by this Strategy/Activity

By lifting up our Black Youth, ALL students, staff, families, and community members will be served by this strategy.

*Strategy/Activity - Description

In an effort to learn about the beauty, joy, and resilience of Black, Brown, and Indigenous folx and the complexity of the African Diaspora (because not all Black folx are African American). All teachers will ask the following questions to their black students:

What can you tell me that helps me better understand you as a person? How can I be the best teacher for you? How can your school be a place where you feel seen, valued, and excited to learn? What matters most to you (i.e..., in life, at school, in your community)? How can I support you mentally, emotionally, and in your community?

Continue our Equity Professional Development by enlisting the support of the Restorative Justice Practices department and hold three professional development sessions with them to continue our ABAR work from last year.

With the help of our Library Technician we will create monthly displays to celebrate the diversity of our community. Students will have the opportunities to offer input and creativity in designing the display. The librarian will highlight diverse books and topics that represent the Ibarra students and families.

*Additional Supports for this Strategy/Activity

Reach out to the Counseling and Guidance Department, Youth Advocacy, Academics through Agency, Restorative Justice Practices, and Instructional Support Officers to provide professional development resources and opportunities to support Black youth.

Accelerating Learning

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels, 3rd and 5th grade students.

*Strategy/Activity - Description

ISRT will support and collaborate with classroom teachers to impact student learning.   Classroom teachers will collaborate in PLCs with administrator and resource teachers to plan and implement differentiated instruction and supports for struggling students (Tier 1 instruction). ISRT will work directly with RST and ELI-RT teachers, as well as GenEd teachers and students, to positively impact academic progress. VAPA lessons once a month will offer release days to teachers in order to review common data, create common assessments, and plan purposeful lessons that address the needs of students based upon findings. This release time, coupled with weekly PLCs and monthly professional development, will aid in a focused effort to increase reading and math levels at all grades.

In School Resource Teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 and 2) and will also continue to support professional development (plan, organize, and facilitate in both ELA and Math). ELI-RT will also collaborate with teachers by identifying and supporting LTELs, while focusing specifically on all ELs with the goal of reclassification.   We will continue to support small group instruction and plan focused lessons in PLCs to target monitor our students and close the achievement gap of specifically English Learners and Students with Disabilities. Literacy Acceleration teacher will support students in grades TK4-2 in ELA, while ELI-RT will support students in ELD in grades 3-5. This cohesive and focused effort is expected to yield results for our promoting fifth graders each year.

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).

Our goal for the 2021-22 school year was to increase parent engagement via attending school and classroom events and participating on committees. Parents have many opportunities to participate in school activities such as, Back to School Night in the fall, parent conferences and Open House in the spring, SSC, SGT, ELAC and PTA meetings.

In order to support this goal we implemented the following:
- We moved to offer incentives to students, parents, and staff for participation in online events such as Virtual Back to School Night last fall.
- Parents were recruited to serve on SSC, SGT and ELAC.
- Student Study Team also provided an opportunity for parents to talk about their child with a team of professionals.
- We extended opportunities for parents to volunteer in the classroom, attend parent workshops, and participate in special events such as Friday morning assemblies (virtually),
- Family Fridays, and community resource events (Mann Middle school monthly workshops, SD Refugee Tutoring online, and other community partner events) were held.
An analysis of our efforts highlights:
- Due to strictly online platform for events during the 2020-2021 and 2021-2022 school years, our percentage rate of parents participating with school and classroom events has declined.
- Small numbers of parents joined the PTA (approximately 40 families in 2022), though the PTA needs to be reinitiated with parents currently expressing interest.
- The SSC, ELAC, and other significant committees drew few participants. We are looking to increase participation by hosting morning breakfast meetings when parents are already on campus and able to engage with school staff.

- Back to School Night and Kindergarten Orientation had strong turnouts of nearly 75% of our students and families in attendance.
- Review of California Schools Parent Survey (CSPS) highlight two areas of needed focus:
- 38% of families feel the school actively seeks input prior to making decisions
- 52% of families feel that the school communicates with families about the school.

*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).

No major differences between planned strategies/actions with those implemented.

*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.

Before the school closures in March of 2020 due to COVID-19, the number of parents on campus was beginning to increase. Participation in events had increased, e.g.., over 100 people at February's Family Friday. An active, interactive, and updated website that included photos of Ibarra student's participating in their learning peaked the interests and enthusiasm of parents evidenced by the numbers of family members on campus during the school day as well as at the Friday Assembly each week. This school year, we are welcoming families back on campus with in person events designed to engage families and strengthen relationships and partnerships with teachers and staff.

- Classroom teachers and staff will make an effort to invite and encourage parents/ families to attend trainings and meetings.
- All staff will work collaboratively to increase the importance of parent involvement and academic achievements.
- Going to the online platform of DOJO school wide allows us to communicate with parents individually, as a classroom, and as a school. DOJO offers weekly data as to the number of families logging on, commenting, and messaging school support team.
- An active, interactive, and updated website that included photos of Ibarra student's participating in their learning peaked the interests and enthusiasm of parents evidenced by the numbers of family members on campus during the school day as well as at Family Fridays several times per year.
- We will offer added incentives to encourage families to participate
- We will hold Back to School Night in person and offer Family Friday topics several times a year for parents/families to attend.
- We will increase communication to families regarding supports for COVID19 needs and educational opportunities within the Crawford Cluster.

*Identified Need

Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates (both are areas are red). The school community has worked on putting systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, certificated staff to monitor attendance and social/emotional needs. There will be consistent weekly home visits, as well as regular and frequent communication with families to ensure that students have access to support services (five days a week) to support students with social and emotional needs. Along with our in house counseling team and fully staff health

office staff, Project Impact, the Ibarra Health Clinic and Douglas Young support Ibarra families for health, social/emotional and individual family needs. The school community recognizes the importance of a positive, safe, supportive and safe school environment and will continue to implement research based strategies that support a positive school culture. The Parent Survey indicates 37% of parents surveyed are satisfied with the amount of parent involvement at Ibarra. Our goal is to increase parent involvement through Family Fridays, PTA events, SSC, SGT, ELAC, parent workshops and school-wide event. Of parents surveyed, 45% consider Ibarra to be a safe school environment for their children. Our goal is to increase the percentage of parents that feel like the school is safe to 60%.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents that report that that they feel welcome to participate at school.	44%	59%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the percentage of parents that report that they believe that our school is a safe place for their child.	45%	60%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the percentage of parents that report that they believe that our school encourages them to be an active partner.	37%	53%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Increase parent participation in SSC meetings	50%	90%	Attendance
June 2023	ELAC	Increase parent participation in ELAC	60%	90%	Attendance
June 2023	Other (Describe in Objective)	Increase parent participation in at least 2 Family events	50%	75%	Attendance
June 2023	Other (Describe in Objective)	Increase the number of parents accessing Parent Portal	48%	80%	Other - Describe in Objective

Iguanas Ignite Family Engagement

*Families to be served by this Strategy/Activity

All families and students at the school will benefits from this strategy/activity.

*Strategy/Activity - Description

We will maintain an active, interactive, and updated website that includes photos of Ibarra student's participating in their learning. This year we will continue to use DOJO as our school wide communication platform. DOJO offers weekly data as to the number of families logging on, commenting,

and messaging school support team. Additionally, we will hold Back to School Night on line and offer Family Friday topics several times a year for parents/families to attend via Zoom. We will increase communication to families regarding supports for COVID19 needs and educational opportunities within the Crawford Cluster.

A strategy will be to allocate funds to contact parents via USPS and offer incentives for logging on to meetings as well as participating in Parent Portal and school wide DOJO. Additional funds will be allocated to purchase paper for in service and meetings for parents and School/Home communication. Support staff will continue outreach to parents via School Messenger and Home Visits.

*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
N01502	Other Support Prsnl PARAS Hrly		$500.00	$685.05	0150-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		childcare to support parent involvement in meetings such as SSC, SGT, ELAC, Parent University
N0150R	Supplies		$468.00	$468.00	0150-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent events and meetings such as SSC, ELAC, SGT, and reclassification ceremony.
N01503T	Tech Professional OTBS Hrly		$750.00	$1,027.58	0150-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		translation services for parent meetings
N01506S	In-service supplies		$470.00	$470.00	0150-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for parent meetings such as SSC, SGT, ELAC, Parent University, Coffee With the Principal

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

Ibarra Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 155,405
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)	$ 297,139

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)	$ 72,357
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 72,357

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)	$ 69,377
[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): $ 69,377

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 297,139

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Ibarra Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$5,000.00
Ibarra Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	$15,000.00
Ibarra Elementary			3000 Benefits		0	$4,762.00
Ibarra Elementary			4301 Supplies	Supplies	0	$41,615.00
Ibarra Elementary			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	0	$3,000.00
Ibarra Elementary		(blank) Total			0	$69,377.00
Ibarra Elementary	09800 LCFF Intervention Support Total				0	$69,377.00
Ibarra Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.9	$89,024.40
Ibarra Elementary			3000 Benefits		0	$39,217.25
Ibarra Elementary		Inschool Resource Tchr Total			0.9	$128,241.65
Ibarra Elementary		(blank)	5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	$5,512.00
Ibarra Elementary			5841 Software License	Software License	0	$19,000.00
Ibarra Elementary		(blank) Total			0	$24,512.00
Ibarra Elementary	30100 Title I Basic Program Total				0.9	$152,753.65
Ibarra Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	$500.00
Ibarra Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	$750.00
Ibarra Elementary			3000 Benefits		0	$462.63
Ibarra Elementary			4301 Supplies	Supplies	0	$468.00
Ibarra Elementary			4304 Inservice supplies	Inservice supplies	0	$470.00
Ibarra Elementary		(blank) Total			0	$2,650.63
Ibarra Elementary	30103 Title I Parent Involvement Total				0	$2,650.63
Ibarra Elementary	30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.5	$16,874.50
Ibarra Elementary			3000 Benefits		0	$20,252.10
Ibarra Elementary		Attendance Asst Total			0.5	$37,126.60
Ibarra Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.1	$9,891.60
Ibarra Elementary			3000 Benefits		0	$4,357.49
Ibarra Elementary		Inschool Resource Tchr Total			0.1	$14,249.09
Ibarra Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$12,908.00
Ibarra Elementary			3000 Benefits		0	$3,073.40
Ibarra Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	$5,000.00
Ibarra Elementary		(blank) Total			0	$20,981.40
Ibarra Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.6	$72,357.09

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Ibarra Elementary School

Title I Parent & Family Engagement Policy 2022 - 2023

2.0 With approval from the local governing board, Ibarra Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- Ibarra has developed a written Title I parent & family engagement policy with input from Title I parents. Together, by way of our School Site Council (SSC), Instructional Leadership Team (ILT), staff and student input, and an open door policy, our community has created a shared vision.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Ibarra Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- Annual Title I meeting was held on October 5, 2022.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Zoom has allowed for flexibility in meeting with parents. Meetings include:

- Title I meeting
- Back to School Night
- Coffee with the Principal on Zoom

- SSC/SGT council
- ELAC
- Open Door Policy
- Special Events coordinated in response to parent needs and interests per CDC guidelines
- Intellectual Athlete SEL program, per CDC guidelines

c)   The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Opportunities to serve on/join committees - ELAC/SSC/SGT/DELAC/PTA
- School messenger
- DOJO
- Coffee with the Principal on Zoom
- Email/texts/fliers
- Bilingual (Spanish) speakers

d) The school provides parents of participating children with the following:

    i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- School Marquee
- School Website
- School Bulletin
- Monthly Assemblies
- Principal Open Door Policy
- Email/texts/fliers
- Bilingual (Spanish) Speakers
- Collaborative Decision Making process
- DOJO

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- DOJO
- School Marquee
- Coffee with the Principal on Zoom
- School bulletin
- Monthly Assemblies
- Principal Open Door Policy
- Email/texts/fliers

- Bilingual (Spanish) Speakers, multiple language translation/interpretation
- Collaborative Decision Making process

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Teacher and principal Open Door Policy
- Surveys
- ELAC/DELAC
- SSC
- SGT
- Coffee with the Principal on Zoom

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

- DELAC participation
- Universal Complaint Form made available

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Cluster and District Trainings And Workshops
- Parent/Teacher Conferences
- Progress Reports
- Daily Feedback through DOJO and SeeSaw
- ELAC/DELAC
- Cluster Meetings

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- Coffee with the Principal on Zoom
- Cluster Parent Group
- ELAC
- DOJO Videos
- Flipgrid Videos

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Schoolwide common vision
- Staff meetings
- Professional development around safe and welcoming schools
- Marzano HRS work

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Parent Resource Room
- Zoom Trainings
- ELAC/SSC/SGT

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- School messages in multiple languages
- Interpreters provided in more than six languages for meetings
- Information/fliers distributed in numerous languages
- SAY San Diego to support parents

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Community Resources and partnerships encourage and support parents to participate in school at all levels
- Interpretation and translation of materials and resources

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Ibarra Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Interpretation and translation of materials and resources
- Community Resources and partnerships encourage and support parents to participate in school at all levels

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022 - 2023
Ibarra Elementary School

2.4 School-Parent Compact

- As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

  a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d]

  - The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement
  - Fall and Spring Parent-Teacher conferences will be held
  - November, February, and June report cards will be sent
  - Back to School Night, Parent Conferences, Open House, Volunteering, in addition to one-on-one meeting requests to teachers directly (via Zoom during Pandemic).
  - Ibarra has many advisory groups/committees along with volunteer opportunities in each and every classroom

  b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

  1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Fall and Spring Parent-Teacher conferences will be held
- Progress Reports

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
- Parent/Teacher conferences twice a year
- Principal/Teacher Open Door Policy
- Notices sent from site/SDUSD by way of mail and/or School Messenger/DOJO
- Back to School Night
- Family Fridays
- ELAC/SSC/SGT/PTA meetings

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
- Coffee with the Principal on Zoom
- Principal/Teacher Open Door Policy
- Back to School Night
- Family Fridays
- ELAC/SSC/SGT/PTA meetings
- Crawford Cluster event trainings

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- DOJO
- School Marquee
- School Messenger
- School Website
- School bulletin
- Monthly Assemblies
- Principal Open Door policy
- Email/texts/fliers
- Bilingual (Spanish) speakers

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.

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

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	255	28.6	234	38.0	224	33.0	219	31.1	169	29.6	1.0	-1.5	258	25.6	248	35.1	229	31.9	223	38.6	174	31.0	5.4	-7.6
Female	126	32.5	119	44.5	104	45.2	100	42.0	89	34.8	2.3	-7.2	126	25.4	127	33.1	108	38.0	102	48.0	93	31.2	5.8	-16.8
Male	129	24.8	115	31.3	120	22.5	119	21.8	80	23.8	-1.0	2.0	132	25.8	121	37.2	121	26.4	121	30.6	81	30.9	5.1	0.3
African American	38	18.4	36	30.6	44	27.3	43	18.6	35	25.7	7.3	7.1	41	17.1	43	18.6	45	24.4	46	34.8	37	24.3	7.2	-10.5
Asian	15	13.3	17	29.4	8	-	30	56.7	19	73.7	60.4	17.0	15	26.7	17	41.2	8	-	31	64.5	19	63.2	36.5	-1.3
Filipino	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	159	28.3	145	34.5	133	30.1	125	28.0	101	23.8	-4.5	-4.2	159	23.9	147	34.7	135	28.9	125	32.8	105	24.8	0.9	-8.0
Native American	0	-	0	-	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	2	-	2	-	-	-	1	-	1	-	0	-	2	-	2	-	-	-
White	3	-	5	-	5	-	4	-	0	-	-	-	3	-	6	-	5	-	4	-	0	-	-	-
Multiracial	5	-	3	-	7	-	12	25.0	11	27.3	-	2.3	5	-	5	-	7	-	12	33.3	11	54.5	-	21.2
English Learner	117	12.0	89	16.9	111	12.6	108	13.0	83	9.6	-2.4	-3.4	120	13.3	103	19.4	117	17.1	112	15.2	89	19.1	5.8	3.9
English-Speaking	138	42.8	145	51.0	113	53.1	111	48.6	86	48.8	6.0	0.2	138	36.2	145	46.2	112	47.3	111	62.2	85	43.5	7.3	-18.7
Reclassified†	73	58.9	101	58.4	73	61.6	58	62.1	39	48.7	-10.2	-13.4	73	47.9	101	50.5	73	54.8	58	74.1	39	46.2	-1.7	-27.9
Initially Eng. Speaking	65	24.6	44	34.1	40	37.5	53	34.0	47	48.9	24.3	14.9	65	23.1	44	36.4	39	33.3	53	49.1	46	41.3	18.2	-7.8
Econ. Disadv.*	249	29.3	229	37.1	215	32.6	215	31.2	150	27.3	-2.0	-3.9	252	25.8	242	34.3	219	31.5	218	38.1	154	31.2	5.4	-6.9
Non-Econ. Disadv.	0	-	5	-	9	-	4	-	19	47.4	-	-	6	-	6	-	10	40.0	5	-	20	30.0	-	-
Gifted	52	50.0	42	71.4	17	76.5	16	81.3	1	-	-	-	52	53.8	42	66.7	17	88.2	16	93.8	1	-	-	-
Not Gifted	203	23.2	192	30.7	207	29.5	203	27.1	168	29.2	6.0	2.1	206	18.4	206	28.6	212	27.4	207	34.3	173	30.6	12.2	-3.7
With Disabilities	44	2.3	40	10.0	39	0.0	47	0.0	22	13.6	11.3	13.6	44	6.8	40	2.5	39	0.0	47	2.1	21	4.8	-2.0	2.7
WO Disabilities	211	34.1	194	43.8	185	40.0	172	39.5	147	32.0	-2.1	-7.5	214	29.4	208	41.3	190	38.4	176	48.3	153	34.6	5.2	-13.7
Homeless	18	16.7	24	20.8	15	20.0	19	15.8	21	9.5	-7.2	-6.3	18	11.1	25	20.0	15	33.3	22	22.7	12	0.0	-11.1	-22.7
Foster	0	-	3	-	3	-	1	-	0	-	-	-	0	-	3	-	3	-	1	-	1	-	-	-
Military	1	-	1	-	1	-	1	-	2	-	-	-	1	-	1	-	1	-	1	-	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
Ibarra
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	83	27.7	75	30.7	73	35.6	74	23.0	49	26.5	-1.2	3.5				86	27.9	77	49.4	77	37.7	76	46.1	52	40.4	12.5	-5.7			
Female	40	27.5	30	40.0	41	51.2	30	33.3	24	20.8	-6.7	-12.5				40	25.0	31	51.6	44	47.7	31	48.4	27	44.4	19.4	-4.0			
Male	43	27.9	45	24.4	32	15.6	44	15.9	25	32.0	4.1	16.1				46	30.4	46	47.8	33	24.2	45	44.4	25	36.0	5.6	-8.4			
African American	12	25.0	11	18.2	18	27.8	17	17.6	10	20.0	-5.0	2.4				15	26.7	12	16.7	19	26.3	19	42.1	11	18.2	-8.5	-23.9			
Asian	5	-	7	-	0	-	6	-	3	-	-	-				5	-	7	-	0	-	6	-	3	-	-	-			
Filipino	0	-	0	-	0	-	1	-	0	-	-	-				0	-	0	-	0	-	1	-	0	-	-	-			
Hispanic	54	24.1	50	32.0	40	27.5	39	15.4	31	22.6	-1.5	7.2				54	25.9	50	56.0	41	34.1	39	43.6	33	39.4	13.5	-4.2			
Native American	0	-	0	-	0	-	2	-	0	-	-	-				0	-	0	-	0	-	2	-	0	-	-	-			
Pacific Islander	1	-	0	-	0	-	1	-	0	-	-	-				1	-	0	-	0	-	1	-	0	-	-	-			
White	3	-	0	-	1	-	3	-	0	-	-	-				3	-	0	-	1	-	3	-	0	-	-	-			
Multiracial	1	-	1	-	4	-	5	-	5	-	-	-				1	-	2	-	4	-	5	-	5	-	-	-			
English Learner	56	12.5	42	19.0	48	22.9	32	6.3	28	3.6	-8.9	-2.7				59	16.9	44	38.6	53	24.5	34	20.6	31	19.4	2.5	-1.2			
English-Speaking	27	59.3	33	45.5	25	60.0	42	35.7	21	57.1	-2.2	21.4				27	51.9	33	63.6	24	66.7	42	66.7	21	71.4	19.5	4.7			
Reclassified†	13	84.6	17	64.7	14	85.7	17	41.2	8	-	-	-				13	76.9	17	82.4	14	78.6	17	76.5	8	-	-	-			
Initially Eng. Speaking	14	35.7	16	25.0	11	27.3	25	32.0	13	46.2	10.5	14.2				14	28.6	16	43.8	10	50.0	25	60.0	13	61.5	32.9	1.5			
Econ. Disadv.*	81	28.4	72	27.8	71	36.6	73	21.9	45	28.9	0.5	7.0				84	28.6	74	47.3	75	38.7	75	45.3	48	43.8	15.2	-1.5			
Non-Econ. Disadv.	0	-	3	-	2	-	1	-	4	-	-	-				2	-	3	-	2	-	1	-	4	-	-	-			
Gifted	9	-	11	63.6	17	76.5	5	-	1	-	-	-				9	-	11	81.8	17	88.2	5	-	1	-	-	-			
Not Gifted	74	23.0	64	25.0	73	35.6	69	18.8	49	26.5	3.5	7.7				77	23.4	66	43.9	77	37.7	71	42.3	52	40.4	17.0	-1.9			
With Disabilities	44	2.3	8	-	9	-	18	0.0	4	-	-	-				15	20.0	8	-	9	-	18	5.6	3	-	-	-			
WO Disabilities	68	33.8	67	34.3	64	40.6	56	30.4	45	28.9	-4.9	-1.5				71	29.6	69	55.1	68	42.6	58	58.6	49	42.9	13.3	-15.7			
Homeless	5	-	9	-	6	-	6	-	4	-	-	-				5	-	9	-	6	-	8	-	3	-	-	-			
Foster	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Military	0	-	1	-	0	-	0	-	0	-	-	-				0	-	1	-	0	-	0	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ibarra
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	84	29.8	76	36.8	70	30.0	74	33.8	60	26.7	-3.1	-7.1					84	23.8	83	21.7	70	35.7	74	35.1	61	37.7	13.9	2.6				
Female	52	30.8	33	48.5	26	42.3	42	42.9	29	31.0	0.2	-11.9					52	23.1	38	15.8	26	50.0	42	47.6	29	34.5	11.4	-13.1				
Male	32	28.1	43	27.9	44	22.7	32	21.9	31	22.6	-5.5	0.7					32	25.0	45	26.7	44	27.3	32	18.8	32	40.6	15.6	21.8				
African American	13	0.0	13	38.5	10	30.0	16	6.3	11	18.2	18.2	11.9					13	0.0	17	11.8	10	30.0	16	25.0	11	27.3	27.3	2.3				
Asian	6	-	4	-	4	-	12	75.0	11	72.7	-	-2.3					6	-	4	-	4	-	12	66.7	11	72.7	-	6.0				
Filipino	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-				
Hispanic	51	29.4	46	32.6	46	30.4	40	30.0	35	14.3	-15.1	-15.7					51	19.6	46	23.9	46	30.4	40	30.0	36	27.8	8.2	-2.2				
Native American	0	-	0	-	1	-	0	-	0	-	-	-					0	-	0	-	1	-	0	-	0	-	-	-				
Pacific Islander	0	-	1	-	0	-	0	-	2	-	-	-					0	-	1	-	0	-	0	-	2	-	-	-				
White	0	-	4	-	0	-	0	-	0	-	-	-					0	-	5	-	0	-	0	-	0	-	-	-				
Multiracial	1	-	1	-	2	-	6	-	1	-	-	-					1	-	1	-	2	-	6	-	1	-	-	-				
English Learner	44	15.9	35	14.3	34	8.8	43	16.3	35	14.3	-1.6	-2.0					44	11.4	42	4.8	34	17.6	43	11.6	36	30.6	19.2	19.0				
English-Speaking	40	45.0	41	56.1	36	50.0	31	58.1	25	44.0	-1.0	-14.1					40	37.5	41	39.0	36	52.8	31	67.7	25	48.0	10.5	-19.7				
Reclassified†	23	65.2	27	59.3	23	60.9	16	81.3	10	40.0	-25.2	-41.3					23	52.2	27	40.7	23	69.6	16	93.8	10	50.0	-2.2	-43.8				
Initially Eng. Speaking	17	17.6	14	50.0	13	30.8	15	33.3	15	46.7	29.1	13.4					17	17.6	14	35.7	13	23.1	15	40.0	15	46.7	29.1	6.7				
Econ. Disadv.*	84	29.8	74	36.5	67	28.4	73	34.2	53	22.6	-7.2	-11.6					84	23.8	81	21.0	67	34.3	73	35.6	53	34.0	10.2	-1.6				
Non-Econ. Disadv.	0	-	2	-	3	-	1	-	7	-	-	-					0	-	2	-	3	-	1	-	8	-	-	-				
Gifted	22	50.0	8	-	11	81.8	1	-	1	-	-	-					22	54.5	8	-	11	90.9	1	-	1	-	-	-				
Not Gifted	62	22.6	68	33.8	59	20.3	73	32.9	60	26.7	4.1	-6.2					62	12.9	75	17.3	59	25.4	73	34.2	61	37.7	24.8	3.5				
With Disabilities	15	6.7	15	13.3	15	0.0	16	0.0	8	-	-	-					15	0.0	15	6.7	15	0.0	16	0.0	8	-	-	-				
WO Disabilities	69	34.8	61	42.6	55	38.2	58	43.1	52	30.8	-4.0	-12.3					69	29.0	68	25.0	55	45.5	58	44.8	53	43.4	14.4	-1.4				
Homeless	9	-	4	-	5	-	5	-	9	-	-	-					9	-	5	-	5	-	5	-	5	-	-	-				
Foster	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-				
Military	0	-	0	-	1	-	0	-	1	-	-	-					0	-	0	-	1	-	0	-	1	-	-	-				

* 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
Ibarra
Grade 5

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	88	28.4	83	45.8	81	33.3	71	36.6	60	35.0	6.6	-1.6	88	25.0	88	35.2	82	23.2	73	34.2	61	16.4	-8.6	-17.8
Female	34	41.2	56	44.6	37	40.5	28	50.0	36	47.2	6.0	-2.8	34	29.4	58	34.5	38	18.4	29	48.3	37	18.9	-10.5	-29.4
Male	54	20.4	27	48.1	44	27.3	43	27.9	24	16.7	-3.7	-11.2	54	22.2	30	36.7	44	27.3	44	25.0	24	12.5	-9.7	-12.5
African American	13	30.8	12	33.3	16	25.0	10	40.0	14	35.7	4.9	-4.3	13	23.1	14	28.6	16	18.8	11	36.4	15	26.7	3.6	-9.7
Asian	4	-	6	-	4	-	12	41.7	5	-	-	-	4	-	6	-	4	-	13	69.2	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	54	31.5	49	38.8	47	31.9	46	37.0	35	34.3	2.8	-2.7	54	25.9	51	23.5	48	22.9	46	26.1	36	8.3	-17.6	-17.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	0	-	1	-	4	-	1	-	0	-	-	-	0	-	1	-	4	-	1	-	0	-	-	-
Multiracial	3	-	1	-	1	-	1	-	5	-	-	-	3	-	2	-	1	-	1	-	5	-	-	-
English Learner	17	0.0	12	16.7	29	0.0	33	15.2	20	10.0	10.0	-5.2	17	5.9	17	5.9	30	3.3	35	14.3	22	0.0	-5.9	-14.3
English-Speaking	71	35.2	71	50.7	52	51.9	38	55.3	40	47.5	12.3	-7.8	71	29.6	71	42.3	52	34.6	38	52.6	39	25.6	-4.0	-27.0
Reclassified†	37	45.9	57	56.1	36	52.8	25	64.0	21	42.9	-3.0	-21.1	37	35.1	57	45.6	36	36.1	25	60.0	21	28.6	-6.5	-31.4
Initially Eng. Speaking	34	23.5	14	28.6	16	50.0	13	38.5	19	52.6	29.1	14.1	34	23.5	14	28.6	16	31.3	13	38.5	18	22.2	-1.3	-16.3
Econ. Disadv.*	84	29.8	83	45.8	77	32.5	69	37.7	52	30.8	1.0	-6.9	84	25.0	87	35.6	77	22.1	70	32.9	53	17.0	-8.0	-15.9
Non-Econ. Disadv.	0	-	5	-	4	-	2	-	8	-	-	-	4	-	1	-	5	-	3	-	8	-	-	-
Gifted	21	42.9	23	78.3	6	-	10	80.0	1	-	-	-	21	47.6	23	60.9	6	-	10	90.0	1	-	-	-
Not Gifted	67	23.9	60	33.3	75	30.7	61	29.5	59	33.9	10.0	4.4	67	17.9	65	26.2	76	18.4	63	25.4	60	15.0	-2.9	-10.4
With Disabilities	44	2.3	17	11.8	15	0.0	13	0.0	10	30.0	27.7	30.0	14	0.0	17	0.0	15	0.0	13	0.0	10	10.0	10.0	10.0
WO Disabilities	74	33.8	66	54.5	66	40.9	58	44.8	50	36.0	2.2	-8.8	74	29.7	71	43.7	67	28.4	60	41.7	51	17.6	-12.1	-24.1
Homeless	4	-	11	36.4	4	-	8	-	8	-	-	-	4	-	11	18.2	4	-	9	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-

* 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: IBARRA ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Safe, Collaborative, and Inclusive for All

*Strategy/Activity - Description

Weekly attendance reports enable team (principal, counselor, guidance assistant, attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance and design next steps. The Ibarra team will meet bi-weekly throughout the school year. One classroom at every grade level with exceptional attendance is recognized at monthly Family Friday morning assemblies on zoom. One K-2 classroom and one 3-5 classroom are also recognized for best attendance of the month. Hi Fives (hands) are given out and collected for positive growth. A pre-determined amount of hands earns a reward with principal or guidance staff. Individual students who have perfect attendance are recognized by the principal in their classrooms once a month. Students receive a certificate and a fancy pencil. We will regularly consult and collaborate with SSC and ELAC on our goal to improve overall attendance.

Additionally, student ambassadors will make weekly all-call announcements highlighting positive messages, Leader in Me foci, and special events happening at school. This will further encourage students not to "miss school" so that they do not "miss out!"

Additionally, our social emotional program, Intellectual Athlete, will also promote student agency, collaboration, and a welcoming environment by providing students with strategies and tools to navigate stressors, emotions, and returning to in person learning full time.

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Library Asst - Vacancy, SBB2528834	0.20000	$7,738.76	30100-2231	Library asst. will provide school wide read aloud that represent our community: diverse text on a variety of subjects, gender, ethnicity, language, etc.	This ongoing literacy work has been provided to the students, however it is unclear what the impact has been to support student literacy needs, or to promote an inclusive and restorative environment for students.	This ongoing literacy work has been provided to the students, however it is unclear what the impact has been to support student literacy needs, or to promote an inclusive and restorative environment for students	Recommendation is that students should be surveyed to determine the impact to students
Guidance Asst	0.50000	$31,526.75	30100-2404	Guidance assistant to assist with attendance, restorative justice practices, and supporting student social emotional learning.	This ongoing literacy work has been provided to the students, however it is unclear what the impact has been to support student literacy needs, or to promote an inclusive and restorative environment for students.	The funding is no longer available and the guidance assistant no longer serves Ibarra	This s no longer taking place nor is data available to support the allocation of this position

Attendance Asst -	0.50000	$35,771.15	30106-2404	Attendance Asst. will be part of the attendance committee making home visits, parent phone calls, offering student praises, and tracking data.	The team found this position to be extremely supportive of our goals to increase attendance, specifically tackling chronic absenteeism	Data was not available to help us to quantify the impact of this position	Moving forward the Attendance Assistant will support the SART team and track the reduction of chronic absenteeism on a bi weekly basis
Contracted Svcs Less Than $25K		$5,000.00	30100-5853	Intellectual Athlete: social emotional program. Gives students strategies and tools to navigate the school day and creates agency in students.	Feedback from the SSC was that the program has potential to support student SEL	It is reported that due to staff to student ratios that were outside of what was agreed upon in the contract, the program led to student conduct issues and safety concerns	Survey data would be needed to help understand how the program is benefitting grades 4-5 students. The funding for this program may be better served with additional supervision during transitional and less structured recess times

Goal 2 - English Language Arts

Double Dose of ELA

*Strategy/Activity − Description

All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in bi-weekly PLC's to review data and monitor student academic improvement. District coaches in ELD and math will support teachers in observing student learning and planning strategic lessons to enhance instruction. Resource teacher and principal will provide RTI support to students outside the sphere of success. Literacy Acceleration Plan's Resource Support Teacher, will provide additional interventions in grades TK-2 including, but not limited to additional small group instruction, Guided Reading support, PLC planning, co-teaching, assessment, tutoring, and monitoring of students, etc. Additional support teacher from the Office of Language Acquisition to provide the above supports to students in grades 3-5. The ILT will participate in an ILT cohort from other schools that will include PD and support in the area of leading high functioning PLCs that will result in a Guaranteed Viable Curriculum (GVC) school wide.

Teachers will monitor student goals and achievements and select students outside the sphere of success for before and after school tutoring. Supports will be adjusted based upon monitoring extra supports, allowing for flexible grouping.

*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.

						monitoring results, etc.).	
Inschool Resource Tchr	0.90000	$121,264.04	30100-1109	RT will support small group instruction, guided reading and guided math, PLC support, data monitoring and collection, supporting in all areas of teaching and learning.	This instruction has shown to increase student performance as measured by the FAST and Demi	though additional support is needed to continue to improve EL outcomes and address the literacy needs of students that remain far below reading level	This work will continue with support of the In-school Resource Teacher and OLA ELIRT for grades 3-5 in addition to the ongoing work provided by LAP RT in grades 1-2
Prof&Curriclm Dev Vist Tchr		$35,943.00	30106-1192	VT to provide release time to teachers to work in PLCs and learning cohorts to improve instruction and improve student achievement.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time
Software License		$10,000.00	30106-5841	Software license to support ELD, ELA and Math-Raz-Kids, IXL, Alexia.	These software programs are offering supplemental support for students, namely EL's	It is critical that these resources serve only as a supplemental support and do not replace the daily designated DELD needed to move EL students toward reclassification goals	Training provided to teachers re: the implementation of tier 1 DELD and how to best utilize supplemental resources for these purposes

Non Clsrm Tchr Hrly		$13,900.36	30100-1957	Before and after school tutoring on ELA: basic reading skills.			

We are ALL English Learners							

*Strategy/Activity – Description

All subgroups will receive whole group reading instruction, guided reading, regular instruction in phonics (Fountas and Pinnell), as well as designated ELD targeted to meet individual student needs. Teachers will participate in regular PLCs to review data and monitor student academic performance. District ELD and Math coaches will support teachers in observing student learning and planning strategic lesson to accelerate student achievement. In School Resource Teacher (ISRT) and principal will provide RTI support to students outside the sphere of success. Literacy Acceleration Plan's Resource Support Teacher will provide additional interventions in grades TK-2 including, but not limited to, additional small group instruction, Guided Reading support, PLC planning, co-teaching, assessment, tutoring, and student monitoring. An additional support teacher from the Office of Language Acquisition will work to provide the above support to students in grades 3-5, specifically targeting English Learners. The ILT will participate in an ILT cohort with other schools that will include PD and support in the area of creating and sustaining high functioning PLCs that will result in a Guaranteed Viable Curriculum (GVC) school wide. Building consistency and equity in academic expectations and support will result in high levels of student achievement.

*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,	Modifications based on qualitative and quantitative data.

Ibarra Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies		$390.00	30106-4301	Budget put aside to cover for the above avg. salary of the ISRT.	This is important to plan for adjustments in income and benefits that happen annually to ensure that enough funds are available to cover this salary	This should conitnue	This is important to plan for adjustments in income and benefits that happen annually to ensure that enough funds are available to cover this salary
Inschool Resource Tchr	--	--	30100-1109	RT will support small group instruction, guided reading and guided math, PLC support, data monitoring and collection, supporting in all areas of teaching and learning.	This instruction has shown to increase student performance as measured by the FAST and Demi	though additional support is needed to continue to improve EL outcomes and address the literacy needs of students that remain far below reading level	This work will continue with support of the In-school Resource Teacher and OLA ELIRT for grades 3-5 in addition to the ongoing work provided by LAP RT in grades 1-2
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	VT to provide release time to teachers to work in PLCs and learning cohorts to improve instruction and improve student achievement.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time

Improving Teaching and Learning							
*Strategy/Activity − Description							
Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in Professional Learning Communities (PLCs) for each grade level. PLCs provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. The numerous support teams (OLA, ISRT, RST, Education Specialists, Counselor, Psychologist...) will be part of these teams to "wrap around" students and collaboratively plan strategies to accelerate learning. Regular monitoring meetings will be held with support teachers and principal in order to collaborate on next steps for students who remain outside the sphere of success. Support from VAPA department will allow teacher release days to support data monitoring, planning, and academic enrichment.							
*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**	**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.**

					results, etc.).	progress monitoring results, etc.).	
Interprogram Svcs/VAPA		$5,000.00	30106-5738	VT to provide support to teachers to provide PLC and work with students in different types of arts.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time
Interprogram Svcs/VAPA		$5,000.00	30100-5738	VT to provide support to teachers to provide PLC and work with students in different types of arts.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time
Non Clsrm Tchr Hrly		$2,250.03	30106-1957	Provide teachers release time to create lessons to accelerate literacy and support student achievement.	This funding helped to provide teachers with time to design standards aligned lessons	It is critical that this work be intentional and that support for teachers be provided to become familiar with the critical concepts and how to plan strategy based	This will support our school side goal of horizontal and vertical alignment to the critical concepts and shifts to close achievement gaps as noted in the

							2022-2023 SPSA
						lessons in alignment with these concepts	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	VT to provide release time to teachers to work in PLCs and learning cohorts to improve instruction and improve student achievement.	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time

Goal 3 - Mathematics

Supporting Students by Improving Practice and Integrated Learning Opportunities

*Strategy/Activity - Description

Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in regular one hour PLCS for each grade level, as well as on site PD and support provided by our ISRT. Professional Learning Communities(PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. District Math Coaches will consult with ISRT to direct next steps, guide ongoing the design of formative assessments, and provide direction for collaboration and push in 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 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	0.10000	$13,473.79	30106-1109	RT will support small group instruction, guided reading and	This instruction has shown to increase student performance as	though additional support is needed to continue to improve EL	This work will continue with support of the In-school Resource

				guided math, PLC support, data monitoring and collection, supporting in all areas of teaching and learning.	measured by the FAST and Demi	outcomes and address the literacy needs of students that remain far below reading level	Teacher and OLA ELIRT for grades 3-5 in addition to the ongoing work provided by LAP RT in grades 1-2
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	VT to provide release time to teachers to work in PLCs and learning cohorts to improve instruction and improve student achievement.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC time	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take place during PLC
Software License	--	--	30106-5841	Software license to support ELD, ELA and Math- Raz-Kids, IXL, Alexia.	Software license to support ELD, ELA and Math- Raz-Kids, IXL, Alexia. These software programs are offering supplemental support for students, namely EL's	It is critical that these resources serve only as a supplemental support and do not replace the daily designated DELD needed to move EL students toward reclassification goals	Training provided to teachers re: the implementation of tier 1 DELD and how to best utilize supplemental resources for these purposes
Double Dose of Math Instruction							

*Strategy/Activity - Description

Additional opportunities for students to participate in reteaching, small group and differentiated instruction. Math tutoring is provided by classroom teachers before and/or after school, as well as push in support provided by the resource teacher and principal, as well as the Literacy Acceleration Plan's Resource Support Teacher (RST). We will continue to allocate funds to purchase instructional supplies. Purposeful use of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide quality professional

development with district and site coaches and consultants. Online math programs will offer support and enrichment to standards based lessons. Additionally, ISRT will lead a Math Club during lunch and afterschool to accelerate and enrich math achievement.

*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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	VT to provide release time to teachers to work in PLCs and learning cohorts to improve instruction and improve student achievement.	This release time is critical to allow teachers access to one another to align their lessons and practice in support of students	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take	This release time should continue, however, teacher support is needed to align lessons, units and common formative assessments to the critical concepts, GVC, which will take

						place during PLC	place during PLC
Inschool Resource Tchr	--	--	30100-1109	RT will support small group instruction, guided reading and guided math, PLC support, data monitoring and collection, supporting in all areas of teaching and learning.	This instruction has shown to increase student performance as measured by the FAST and Demi	though additional support is needed to continue to improve EL outcomes and address the literacy needs of students that remain far below reading level	This work will continue with support of the In-school Resource Teacher and OLA ELIRT for grades 3-5 in addition to the ongoing work provided by LAP RT in grades 1-2

Goal 4- Supporting English Learners

All Hands on Deck for ELD

*Strategy/Activity - Description

Resource Teacher and principal will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). Teachers will have opportunities to attend district workshops and/or participate in co-teaching model with district math coach and ISRT. Teachers will provide visual charts, manipulatives, white boards, teach the specific academic language of mathematics, provide math journals as a resource and amplify the most important language that students are expected to highlight on the central mathematical ideas of each unit. VAPA classes will support English language development across the content areas as well as in the area of drama, dance, music, and art incorporating total physical response (TPR) and word walls into their lessons.

*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.
Supplies		$2,054.00	30100-4301	Instructional	These supplies help support teachers in	These supplies help support teachers in	We will continue to purchase these

				materials that support English language acquisition including visuals, manipulatives, chart paper, whiteboards, journals, et.	instructing there students and are critical to the literacy and math block instruction	instructing there students and are critical to the literacy and math block instruction	supplies to ensure that we have the tools we need to implement quality standards based lessons and units for our students
Software License		$5,000.00	30100-5841	Software license to support ELD, ELA and Math- Raz-Kids, IXL, Alexia.	These software programs are offering supplemental support for students, namely EL's It is critical that these resources serve only as a supplemental support and do not replace the daily designated DELD needed to move EL students toward reclassification goals	Training provided to teachers re: the implementation of tier 1 DELD and how to best utilize supplemental resources for these purposes	It is critical that these resources serve only as a supplemental support and do not replace the daily designated DELD needed to move EL students toward reclassification goals
Inschool Resource Tchr	--	--	30100-1109	RT will support small group instruction for Language Development and English Language Development Strategies, PLC support, data	This was incredible supportive for students and served to increase student performance in some instances	Consistent data and progress monitoring is needed to ensure that this work has the greatest impact for students. It is also recommended that the sessions be regular daily,	Consistent data and progress monitoring is needed to ensure that this work has the greatest impact for students. It is also recommended that the sessions be regular daily,

				monitoring and collection, supporting in all areas of teaching and learning.		consistent, and happen simultaneously with the teacher of record outside of tier 1 instructional time	consistent, and happen simultaneously with the teacher of record outside of tier 1 instructional time

Goal 5 - Supporting Students with Disabilities

Supporting our SWD	

*Strategy/Activity - Description

Teachers will collaborate with Education Specialists to ensure Students with Disabilities receive standards based instruction through whole group, small group, pull-out/push-in model to support students in meeting common core state standards. Education Specialists will also collaborate with para educators who directly support Students with Disabilities. Para educator training will take place at least twice a year. Instructional Leadership (ILT) team will collaborate with Education Specialist and Reading Support Teacher to support accelerating the learning of SWD by increasing the monitoring of students, providing immediate feedback, and collaboratively planning next steps. Students receiving moderate to severe special education services will be offered appropriate opportunities to participate in general education settings.

SWD will participate in the Literacy Acceleration Plan with RST in grades TK4-2 and with the ELI-RT in grades 3-5. These support teachers, along with our ISRT, will communicate with gen ed teachers and Resource Specialists about students with IEPs that they serve. The team will collaborate to monitor achievement toward goals and to offer collaborative and purposeful supports for SWD.

*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	Modifications based on qualitative and quantitative data.

						results, etc.).	
Software License	--	--	30106-5841	Software license to support ELD, ELA and Math-Raz-Kids, IXL, Alexia.	These software programs are offering supplemental support for students, namely EL's Training provided to teachers re: the implementation of tier 1 DELD and how to best utilize supplemental resources for these purposes	It is critical that these resources serve only as a supplemental support and do not replace the daily designated DELD needed to move EL students toward reclassification goals	Training provided to teachers re: the implementation of tier 1 DELD and how to best utilize supplemental resources for these purposes

Goal 7 - Family Engagement

Iguanas Ignite Family Engagement

*Strategy/Activity - Description

We will maintain an active, interactive, and updated website that includes photos of Ibarra student's participating in their learning. This year we will continue to use DOJO as our school wide communication platform. DOJO offers weekly data as to the number of families logging on, commenting, and messaging school support team. Additionally, we will hold Back to School Night on line and offer Family Friday topics several times a year for parents/families to attend via Zoom. We will increase communication to families regarding supports for COVID19 needs and educational opportunities within the Crawford Cluster.

A strategy will be to allocate funds to contact parents via USPS and offer incentives for logging on to meetings as well as participating in Parent Portal and school wide DOJO. Additional funds will be allocated to purchase paper for inservice and meetings for parents and School/Home communication. Support staff will continue outreach to parents via School Messenger and Home Visits.

*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.

Elementary School Asst - Vacancy, SBB2529012	0.10000	$8,353.42	30100-2401	Supports with parent communication: Class Dojo, technology concerns, and all other parent contacts.	This position was incredibly helpful to support EL coordination, Williams compliance, ordering of instructional materials and more	This position is no longer funded leaving a gap in our services and ability to meet the needs of our students and families.	There is a need for a position that would meet these needs and should be considered in the 2023-2024 budget
Inservice supplies		$300.00	30103-4304	Light refreshments for parents for parent meetings, Coffee with the Principal, Back to School Night. i.e. coffee, snacks, etc.	These help create a welcoming environment for families at events.	Such supplies were less important during the pandemic with most events online.	With the return to more in person events, we will need to continue to purchase light refreshments and supplies for our families
Postage Expense		$200.00	30103-5920	Postage to send out invitations to parents to attend meetings or serve on committees.	This is critical as a digital divide exists in our community and many families rely on hard copy communication	This must be continued to ensure communication with our families	This must be continued to ensure communication with our families
Other Support Prsnl PARAS Hrly		$1,064.72	30103-2281	Paras to provide child care for parents during parent meetings/trainings.	This service has proven to be very supportive for families and encourages their participation. It was less critical during the pandemic when most meetings were on line.	Now that we are welcoming families back on to campus, we will continue to provide childcare	Now that we are welcoming families back on to campus, we will continue to provide childcare
Tech Professional OTBS Hrly		$999.51	30103-2455	Paras to provide translation services for	Translation is key for our families. 23 languages are	Challenges have been with providing this service over	We will continue to provide online and in person for all

				parents during parent meetings/trainings.	represented at Ibarra and this component makes parent partnership in decision making possible	zoom during the pandemic.	meetings and events to encourage parent partnership and participation
Supplies		$480.00	30103-4301	Supplies to support parents during parent meetings/trainings such as binders, pens, highlighters, etc.	During the pandemic with mostly online meetings, these posed less useful	These supplies are needed as we shift back to more in person meetings	Supplies will support our shared decision making in SSC and SGT, ELAC

Goal 6 - Supporting Black Youth

More than Survive

*Strategy/Activity - Description

In an effort to learn about the beauty, joy, and resilience of Black, Brown, and Indigenous folx and the complexity of the African Diaspora (because not all Black folx are African American). All teachers will ask the following questions to their black students:

What can you tell me that helps me better understand you as a person? How can I be the best teacher for you? How can your school be a place where you feel seen, valued, and excited to learn? What matters most to you (i.e..., in life, at school, in your community)? How can I support you mentally, emotionally, and in your community?

Continue our Equity Professional Development by enlisting the support of the Restorative Justice Practices department and hold three professional development sessions with them to continue our ABAR work from last year.

With the help of our Library Technician we will create monthly displays to celebrate the diversity of our community. Students will have the opportunities to offer input and creativity in designing the display. The librarian will highlight diverse books and topics that represent the Ibarra students and families.

*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.

					monitoring results, etc.).	
Library Asst - Vacancy, SBB2528834	--	--	30100-2231	Library asst. will provide school wide read aloud that represent our community: diverse text on a variety of subjects, gender, ethnicity, language, etc.	This ongoing literacy work has been provided to the students, however it is unclear what the impact has been to support student literacy needs, or to promote an inclusive and restorative environment for students.	This ongoing literacy work has been provided to the students, however it is unclear what the impact has been to support student literacy needs, or to promote an inclusive and restorative environment for students	Recommendation is that students should be surveyed to determine the impact to students

Goal 1 - Safe, Collaborative and Inclusive Culture

Safe, Collaborative, and Inclusive for All

*Strategy/Activity - Description

Weekly attendance reports enable the team (principal, counselor, guidance assistant, and attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance and design next steps. The Ibarra team will meet bi-weekly throughout the school year. One classroom at every grade level with exceptional attendance is recognized at monthly Family Friday morning assemblies on zoom. One K-2 classroom and one 3-5 classroom are also recognized for best attendance of the month. Hi Fives (hands) are given out and collected for positive growth. A pre-determined amount of hands earns a reward with principal or guidance staff. Individual students who have perfect attendance are recognized by the principal in their classrooms once a month. Students receive a certificate and a fancy pencil. We will regularly consult and collaborate with SSC and ELAC on our goal to improve overall attendance.

Additionally, student ambassadors will make weekly all-call announcements highlighting positive messages, Leader in Me foci, and special events happening at school. This will further encourage students not to "miss school" so that they do not "miss out!"

Additionally, our social emotional program, Intellectual Athlete, will also promote student agency, collaboration, and a welcoming environment by providing students with strategies and tools to navigate stressors, emotions, and returning to in person learning full time.

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

				assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than $25K	$6,658.00	09800-5853	Intellectual Athlete: social emotional program. Gives students strategies and tools to navigate the school day and creates agency in students.	Focus on SEL.	Targeted a small number of kids. 20 or fewer. The goal and funds should support more students with specifics needs (SEL). Ratios were difficult to maintain. Took place afterschool, creating access issues. Supervision was a concern. More kids than adults, out of ratio. The owner of the program and staff hired seemed to have different levels of implementation.	We can consider other options that serve more students. Seek more input from our site counselor.

Goal 2 - English Language Arts

We are ALL English Learners

*Strategy/Activity – Description

All subgroups will receive whole group reading instruction, guided reading, regular instruction in phonics (Fountas and Pinnell), as well as designated ELD targeted to meet individual student needs. Teachers will participate in regular PLCs to review data and monitor student academic performance. District ELD and Math coaches will support teachers in observing student learning and planning strategic lesson to accelerate student achievement. In School Resource Teacher (ISRT) and principal will provide RTI support to students outside the sphere of success. Literacy Acceleration Plan's Resource Support Teacher will provide additional interventions in grades TK-2 including, but not limited to, additional small group instruction, Guided Reading support, PLC planning, co-teaching, assessment, tutoring, and student monitoring. An additional support teacher from the Office of Language Acquisition will work to provide the above support to students in grades 3-5, specifically targeting English Learners. The ILT will participate in an ILT cohort with other schools that will include PD and support in the area of creating and sustaining high functioning PLCs that will result in a Guaranteed Viable Curriculum (GVC) school wide. Building consistency and equity in academic expectations and support will result in high levels of student achievement.

*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.

				monitoring results, etc.).		
Classroom Teacher Hrly	$7,188.60	09800-1157	Budget put aside to cover for the above avg. salary of the ISRT.	Support for students outside the sphere of success, math support/math number talks. Support for students across the grade spans in all academic areas. Huge progress and improvement from cycle one of literacy support (qualitative observations) 3-5.	Staff challenges sometimes require the ISRT to be pulled from academic group to cover vacancies.	Provide book bags and supports to continue the work at home in addition to the classroom support. We want to continue to fund a full-time resource teacher. Declining enrollment prevents us for qualifying for VP so an ISRT is critical support on site.

Goal 4- Supporting English Learners

All Hands on Deck for ELD

*Strategy/Activity - Description

Resource Teacher and principal will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). Teachers will have opportunities to attend district workshops and/or participate in co-teaching model with district math coach and ISRT. Teachers will provide visual charts,manipulatives, white boards, teach the specific academic language of mathematics, provide math journals as a resource and amplify the most important language that students are expected to highlight on the central mathematical ideas of each unit. VAPA classes will support English language development across the content areas as well as in the area of drama, dance, music, and art incorporating total physical response (TPR) and word walls into their lessons.

*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.
Elementary School Asst -	0.90000	$75,180.81	09800-2401	ESA to assist with ELPAC testing	She organized the ELPAC testing to	ELAC measures were approved by	

Vacancy, SBB2529012				and runs the ELAC committee.	ensure compliance and testing of students. Supported students with technical computer issues, to access instruction. Conducted small group support for ELD. Provided student supervision.	SSC, largely due to meetings being held on zoom. Next year considerations, fund an EL coordinator hourly, to coordinate ELPAC, monitoring and ELAC.	
Non Clsrm Tchr Hrly	$5,990.50	09800-1957	ELPAC testing to monitor EL progress.	All of the testing that need to be done was completed on time.	Lack of a designated coordinator is a challenge and makes it difficult to be compliant.	Fund an EL Coordinator for the 2023-2024 school year.