

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Tuolumne Elementary School

50711676052849
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 3, 2023

Local Board Approval Date

June 20, 2023

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:

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Table of Contents

Section 1 School Mission Statement and Description	3
Section 2 CSI & ATSI: Purpose and Description	5
Section 3 Educational Partners Involvement	6
Section 4 ELA Goal.....	7
Section 4 Math Goal	20
Section 4 Attendance Goal	31
Section 4 PBIS Goal	39
Section 4 Academic Equity, Opportunity, and Awareness.....	52
Section 4 Parent Involvement	60
Section 5 Staffing.....	66
Section 6 Budget Summary	68
Section 7 Funding Allocations.....	69
Section 8 School Site Council Membership	70
Section 9 Recommendations and Assurances	71

Section 1 School Mission Statement and Description

School Mission Statement:

At Tuolumne Elementary School we believe every student has the opportunity to grow to their fullest potential academically, socially, emotionally and physically by means of rigorous and relevant high quality instruction, within a safe and positive learning environment fostering lifelong learning for success in a global society. Our aim is to provide sustainable, research-based, targeted instruction that is focused on equity and access for all.

School Description:

Tuolumne Elementary School, established in 1952, is located in Modesto, California. Tuolumne services approximately 678 students (including Pre-K), 353 of whom are English Learners. The staff at Tuolumne Elementary School are all highly qualified, aligned with the state and federal standards for teachers and all teachers hold the necessary teaching credentials to work with English Learner students. Tuolumne's Pre-K through eighth-grade educational program offers students a high-quality education that focuses on excellent instructional practices, including direct instruction, SDAIE strategies, and cooperative learning. A Computer Literacy teacher enhances the educational experience by also providing students with Common Core-aligned technological instruction. The Clinicians and Student Assistant Specialist positions help to bridge the school to home communications and work to bring resources to the school that includes outside partnerships which provide assistance such as family counseling, group counseling, individual counseling, or the provision of information to help parents know how to obtain particular services outside the school setting.

Additional services that are provided at Tuolumne in order to help students with areas of need include before and after school Academic Intervention Programs, the After School Education and Safety Program (ASES), and a registered school nurse. Resources that Tuolumne students receive include further support from a full-time instructional coach, resource specialist, a speech and language teacher, and an attendance liaison. In addition to support services, Tuolumne students are provided with enrichment activities that include Chorus, Band, Student Safety Patrol, anti-bullying club, enrichment clubs, athletics, and Student Leadership opportunities. Tuolumne teachers believe that these enrichment activities provide a service for students that keep learners engaged in a variety of settings.

The educational program at Tuolumne includes the implementation of Common Core Standards in both ELA and Math. The ELA curriculum is McGraw Hill, and teachers have worked diligently to align that curriculum to the ELACC Standards. Swun Math is currently implemented in Math and is aligned to the Math CC standards and has a focus routed in the Mathematical Practices that encompass Common Core Math Standards and Basic Math Facts. The Multi-Tier System of Support (MTSS) Model is effective at Tuolumne and teachers provide intervention to students throughout the day, with remediation occurring during, before, and after school tutoring in English, Math, and Positive Behavior Supports. A variety of state-approved materials are used to provide both intervention and remediation when indicated by student assessments and teacher observation. English Learners receive English Language Development daily, and teachers work across the grade levels to meet the specific language needs of students. Newcomers in grades fourth through seventh grade receive support from a Newcomer teacher in improving literacy and acculturation to the community and school. Monthly staff meetings, as well as weekly early release teacher collaboration meetings, are utilized to provide professional development to teachers so that students will receive the best instructional program possible. A Professional Learning Community also meets weekly to disaggregate achievement data of students and to look for practices and recommendations that will support continual student growth. To provide access to Science, Technology, Engineering, and Math(STEM) Tuolumne has trained lead teachers in Project Lead The Way and GATEWAY to provide opportunities for students at the school to engage in STEM and engineering activities and opportunities and learn about careers in these areas.

Aside from the academic program for students, Tuolumne staff and faculty believe that building parent and community partnerships are crucial to student success. Additional opportunities for parents and the school to interact include, Family Literacy, STEM Night, Math Nights, and parent ambassador to assist parents with community service.

Migrant Education/Title Part C supplemental instruction and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Stanislaus County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary school students. Migrant Education students are identified and recruited by two Support Services Liaisons that are housed at the Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant education services are determined each year in collaboration with the Modesto City School District to maintain or modify them based on a review of prior year services and funding allocations.

By closely monitoring and adjusting the aforementioned academic and community programs, Tuolumne Elementary School parents, teachers, and staff believe that continued student growth will be achieved.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Comprehensive Support and Improvement

The main purpose of the plan is to increase student achievement according to the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and decrease the number of students who are considered chronically absent or suspended.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly-constituted School Site Council(SSC) and English Learner Advisory Committee (ELAC).

Resource Inequities

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

The following resource inequities have been identified as a result of a site needs assessment:

1. Professional Development to address teacher clarity for core instruction,
2. Collaboration time to allow teachers to fully explore student data to make informed data driven decisions specific to students language levels, and achievement levels
3. Increase parents' knowledge and the skills to partner with schools and communities to ensure their children achieve to their full potential,
4. Behavior curriculum to strategically teach expected student behaviors while at school,
5. Support for families of chronically absent students,

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Tuolumne Elementary School's Site Council members (SSC), English Learner Advisory Committee (ELAC), Site Leadership, teachers, classified staff and community members participated in the evaluation process of Tuolumne Elementary School's 2022-2023 SPSA which included the analysis of quantitative and qualitative data to determine effectiveness of strategies with each goal, specifically which strategies to continue, discontinue or revise. Again, this occurred throughout the school year as data became available for dissection. The final review of Tuolumne's data was conducted in May of 2023 during the aforementioned educational partners meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from Tuolumne's educational partners, specifically from Tuolumne's School Site Council, English Learner Advisory Committee, School Leadership, teachers, classified staff members and parent groups, there was a review of the strategies used from the previous school year with careful review of student outcomes and goals achieved. The aforementioned educational partners discussed strategies to continue and discontinue in an effort to increase student learning and close the achievement gap. The specific strategies were identified in the 2023-2024 School Plan for Student Achievement.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall implementation of school-wide multitiered intervention for students Kindergarten thru sixth grade. The coordination and implementation of in-school leveled reading intervention was refined throughout the year. Kindergarten through Sixth grade participated in leveled in-school reading utilizing the district adopted Direct Instruction curriculum through our school-wide MTSS program. All students were progress monitored frequently and consistently by teachers and our site MTSS Instructional Coach. All intervention teachers and instructional paraprofessionals were trained and provided with program coaching/feedback on effective instructional delivery. The Principal, Vice Principal, and MTSS Coach supported teachers, provided modeling, and gave feedback when needed. Student data was frequently analyzed and placements of students were revised when needed. All enrichment groups focused on the area of writing. As a site, we target students based upon DIBEL's data, and fluency for additional interventions provided after school at all grade levels. In addition, EL students were provided additional support and intervention.

Professional Development

There were many opportunities for Professional Development both on-site and off-site for teachers. Teachers took part in district Wonders training, grade level writing training, DIBELS training, LETRS and Reading Intervention training during the school day, during staff meetings, and on collaboration days. Following benchmarks, DIBELS assessments, and CAASPP scores data, teachers took part in grade-level data conversations regarding the progress or lack of progress in student performance as well as, the "next steps" and supports that would assist in student achievement. The site's focus was on the implementation of Professional Learning Communities and the unwrapping of standards, learning intentions, success criteria, and common formative assessments. Parent Involvement/Education and ELAC meetings were held and the grade-level expectations in ELA were reviewed, as well as, Tuolumne's progress with meeting these standards.

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

N/A - not applicable

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

1. The school wide multitiered intervention program previously did not have 7th and 8th, and one 6th grade teacher participating. 7th and 8th grade teachers, and a new 6th grade teacher will have MTSS 100% school-wide at all grade levels.

Changes that will be implemented for the next year include the following: Addition of new 6th grade teacher. MTSS paraprofessional staffing to accommodate 6th, 7th, and 8th grade students. Also accommodate smaller groups sizes in grades 3rd-5th.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 60-69% of English Learners students are in need of support / intervention in the area of: Phonics

To address this the school can:

Provide designated ELD instruction for 30 minutes a day, specific to the ELD language levels. Far too many students are still not reading at a proficient enough level to allow them to access the content and master the rigorous academic standards at their grade level. As a result, Tuolumne needs to continue to refine and expand its literacy intervention program and incorporate the designated ELD instruction, in addition to the 35 minutes of MTSS intervention, and Language for Learning groups. The group sizes should be made smaller with the students in need of the most intensive support being placed in the smallest groups. Consistent progress monitoring of student MTSS groups to increase the movement of students through the levels and increase mastery, so students are placed accurately. Every two weeks for most intensive level, and all student every 4 weeks to ensure students remain proficient.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Provide ongoing professional development in the areas of effective Professional Learning Communities teams and data analysis. For all benchmark assessments, teachers will be provided release time to analyze their data and work on an action plan to address the learning needs of scholars not meeting the standards. This time will be provided as PLC collaboration time, extended collaboration time, and site training on how to use the Data Analysis Documents, release time with instruction coaches and Literacy Coach.

Additionally we analyzed specific data to indicate the following need(s):

English Learner Reclassification numbers were reviewed with our English Learner Advisory Committee , parents, and staff improvement is needed on the CAASPP, and ELPAC to increase ELD students language , and ELA proficiency.

Discuss the areas of strength and need based on data analysis:

During the 2022-2023 school year, teachers worked diligently to continue to stay on pace and provide additional support to students who are below grade level as well as the use of engagement and checking for

understanding tools to ensure students are learning. An area of strength is the use of reading fluency instruction and practice, as measured by the growth of nearly all students on mCLASS composite scores. An area of need is ongoing support and training with progress monitoring so that students receive instructional supports at their level and meet grade level standards, prior to the summative Middle of Year and End of Year DIBELS assessments.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Increased the amount of met and exceeds by 5% on CAASPP

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual - 86.9%	Goal - 79.9%
English Learners (EL)	Actual - 86.2%	Goal - 71.2%
Students with Disabilities (SWD)	Actual - 150.6%	Goal - 135.6%
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual - 88.1%	Goal - 73.1%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)	<p>Teachers will provide academic intervention through Multi-Tier System Support(MTSS) for students TK-8th based on reading data. Pre and post test will be administered along with ongoing progress monitoring by teacher and administrators utilizing mClass online system to determine the effectiveness of the intervention to support basic literacy skills.</p>	<p>Ongoing consistent weekly classroom walkthroughs with immediate feedback for the utilization of district curriculum and intervention implementation. Teachers/Administrators will closely monitor district assessments through the use of mClass for DiBELS for K6 ongoing throughout the year.</p>			
			Instructional Materials and Supplies	Title 1 Supplies and Services	61,114
			Intervention Materials	CSI Funds	19,082
			Classified Hourly for after school intervention groups	CSI Funds	13,314
			Release of teachers for Lesson studies, coaching substitutes	CSI Funds	18,540
	<p>DIBELS data and other fluency measures will be analyzed to create after school intervention for area of students needs</p>	<p>Teachers, Administrators, and MTSS Coach will progress monitor grade level intervention groups biweekly and adjust groups to meet students needs in a timely manner.</p>	Conferences	CSI Funds	18,000
		<p>Teacher will track and monitor progress in reading on a weekly basis. Teachers/Administrators will monitor district writing assessments in all three genres throughout the school year. Wonders unit assessments will be monitored every six weeks.</p> <p>Continued analyzing of fluency assessments and trimesters data</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Providing professional development on effective teaching strategies based on walk through data, and student engagement. Professional Development will be offered for the following programs. Reading Mastery Corrective Reading Wonders DIBELS LETERS	PD Logs and sign in sheets	Books	CSI Funds	5,990
			Site Leadership Training	CSI Funds	6027
			Teacher Curriculum /Collaboration	CSI Funds	3708

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Additional time will be given for teacher collaboration to improve standard based lessons that is related to reading fluency, decoding and comprehension.	<p>Ongoing consistent weekly classroom walkthroughs with immediate feedback for the utilization of district curriculum and intervention implementation. Teachers/Administrators will closely monitor district assessments through the use of MClass for DIBELS for K-8th ongoing throughout the year.</p> <p>Teachers, Administrators, and MTSS Coach will progress monitor grade level intervention groups biweekly and adjust groups to meet students needs in a timely manner.</p> <p>Teacher will track and monitor progress in reading on a weekly basis. Teachers/Administrators will monitor district writing assessments in all three genres throughout the school year. Wonders unit assessments will be monitored every six weeks.</p>	Substitute Teacher	Title 1 Professional Development	1837
			Participant Rate	Title 1 Certificated	7341
			Curriculum Development Rate/Collaboration	Title 1 Professional Development	2,447

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Academic conferences and student study team meetings will be held to discuss students proficiency in basic reading foundation skills (letter/sound recognition, phonemic awareness, decoding regular and irregular words, word endings).</p>	<p>Meeting and meeting agendas will be collected for all meetings held.</p> <p>Teachers, Administrators, and District instructional Coach will progress monitor grade level intervention groups biweekly and adjust groups to meet students needs in a timely manner.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Increase technology and supplies by utilizing Television, magnetic whiteboards, and outdoor classrooms for instruction to improve the delivery of instruction and use of instructional strategies in phonics, tandem teaching, and presentation lessons and fluency.</p> <p>Professional Development will be provided to teachers in Tandem Teaching to ensure correct implementation of phonics.</p>	<p>The use of technology in classrooms will be documented and monitored during walkthroughs. Surveys will be conducted by teachers in classroom.</p> <p>Teachers ,Administrators, and District instructional Coach monitor the instructional practices specific to instruction provide though technology. Observations will provide the need for additional professional development.</p> <p>Technology will be utilized in office areas to hold meetings that focus on circle of continuous improvement and improving our Professional Learning Communities through grade level and parent meetings.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>Provide additional intervention support for Newcomers intervention Program will provide support to students through use of Bilingual Paraprofessional to acquire language and ELA skills in School wide intervention program to improve language and literacy skills in grades Kinder to third.</p> <p>Newcomer teacher to target newcomers in grades 4-8 to focus on language skills and accelerate learning.</p>	<p>Progress Monitor data specific to EL groups intervention during, before, and after school with pre and post test to determine effectiveness by intervention teacher and para educator through the use of DIBELS and progress monitoring done in specific intervention curriculum (language for learning/Reading Mastery.</p> <p>Seating assignments and teachers schedules of designated ELD</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>Providing additional tutorials and intervention to increase decoding and blending skills in English Language Arts.</p> <p>Providing training or Resource teacher and Paraeducator focused on intervention.</p>	<p>Resource teacher, Paraeducator, and Administration will evaluate pre and post test data to ensure academic growth and integrated into our Multi-Tier System of Support</p>			
	<p>Parent Meetings will be held to discuss students goals and progress when needed to support continued growth.</p>	<p>IEP meeting notes or parent conferences held.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

The SWUN adoption and implementation continued for the 2021-2022 school year. All teachers participated in the following strategies: team teaching/whisper coaching with a math coach, Beyond the Basic Facts planning, data analysis of benchmark results, training and viewing a demonstration lesson Math Task or Reaching Consensus and ongoing discussions regarding math results during collaboration time. These strategies demonstrated significant growth for all grade levels as measured by the SWUN cumulative benchmark assessments; there was an increase in the percentage of students who reached proficient and advanced levels when compared to the previous years.

Professional Development, Support and Training for teacher on Standards Based Instruction through Core Curriculum was provided for teachers through the following:

Grade level TEAM planning (Time allotted/Structured)
Site Professional Development with specific focus
Frequent classroom visits with specific feedback given to teachers
School wide instructional focus with data/feedback
Math Coaches – Math Collaborative Teaching Model
Assess/Progress monitoring frequently (BTBF, CFA, Summative Assessments)

Strategic Intervention with Monitoring was provided through the following:

School Wide Intervention (Enrichment, specific teacher placement)
After School Intervention
Basic Math Facts - SWUN Math BTBF
Professional Development/Training for Intervention Teachers (Site Math Training)
Frequent opportunities for progress monitoring and collaboration

Research Based Instructional Strategies guidance, support, and professional development:

Set High Expectations/Specific learning targets
Focus on academic achievement by using best practices
Commit to students being engaged and successful

Refinement of our Professional Learning Communities (PLC) practices and Developing Teacher Leaders:
Create common math assessments (PowerSchool, Performance Matters, SWUN)
Math Benchmark data/Exit Tickets data

Use common data to drive instruction
Leadership Team Focus (Model, Connect, Involve) Collaborative Capacity Building – Effective Collaboration
Use common data to drive instruction
Leadership Team Focus (Model, Connect, Involve) Collaborative Capacity Building – Effective Collaboration

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

A Parent Academic family night was planned and did not take place

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

The following changes will be implemented to achieve the above math goal:

A change that will be made for our math goal is that team teaching/side by side coaching will occur with full grade level teams in the 2023-2024 school year. Beyond the Basic Facts will be consistently provided throughout the school year with friendly facts competitions to motivate and reward students. These strategies are listed under specific actions to improve student achievement, SWUN pacing guide accountability, SWUN monthly coaching and support, SWUN assessments given (according to pacing guide), engagement and checking for understanding strategies in all lessons and ongoing math intervention will be offered to struggling students. Tuolumne will host an Parent Math Academic Night aimed at educating parents on their child's grade level math standards and our district SWUN math program.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 60-69% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Ensure all teachers are using the SWUN pacing guide with fidelity and SWUN assessments to guide instruction and intervention. In addition, teachers need to use additional time to provide small group instruction to students who fail to understand concepts and procedures. Furthermore, teachers should utilize engagement and checking for understanding throughout math lessons.

MATH PD

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:

Utilize the SWUN math and district , and site coaches for additional SWUN support . Attend District provided professional development, and work with site coach on specific needs . Monitor utilizing district embedded assessments, an weekly monitoring.

Additionally we analyzed specific data to indicate the following need(s):

Tuolumne teachers are committed to using data to drive their instruction and, due to the user-friendly assessment tool provided with the SWUN curriculum and Performance Matters, teachers are able to easily dissect assessment data and use it for reteaching, differentiated instruction and parent-teacher conversation.

Discuss the areas of strength and need based on data analysis:

During 2020-2021, there was ongoing progress monitoring of our English Learners in an effort to ensure language development and academic readiness related to math achievement. In addition, there was challenging enrichment opportunities for students who scored at or above grade level on SWUN assessments. Although COVID-19 has impacted student learning, SWUN benchmark assessments and unit assessments given throughout the school year, indicated areas of student growth. During the 2022-2023 school year, teachers will continue to stay on pace and provide additional support to students who are below grade level as well as use engagement and checking for understanding tools to ensure students are learning.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Increased the amount of met and exceeds by 5% on CAASPP

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual - 109.6%	Goal -92.6%
English Learners (EL)	Actual - 110.3%	Goal 93.3%
Students with Disabilities (SWD)	Actual -187.0	Goal - 170.0
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual - 109.6	Goal - 92.6

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	<p>Provide professional development for teachers utilizing district math coaches focused on pacing, lesson design, and Math Standards using Swun Math. Swun Math Coach will provide monthly instructional support for teachers to receive training side by side on how to effectively deliver Swun Math Curriculum. District Math coach will provide an additional day of support.</p> <p>Staff Development will include:</p> <ul style="list-style-type: none"> * mathematical practices * essential standards * SWUN Math - Back to Basic Facts * engagement and checking for understanding strategies * appropriate pacing using the district approved curriculum 	<p>Record of Professional Developments attended by teachers to support the new math curriculum and student progress within their class.</p> <p>To monitor the effectiveness of these strategies and subsequent steps, the following will occur: weekly classroom visits with immediate feedback to staff, consistent follow-up during scheduled collaboration and staff meetings, continuous analyzing of math fact fluency assessments and trimester assessment data, math coaching support and following reflective conversations, and tracking the number of teachers attending professional development opportunities to determine the effectiveness of this structure.</p>			

		<p>Teachers will track and monitor student progress through data discussions every 6 weeks to provide support during problem of the day and independent practice for student not meeting the standard. Unit and Cumulative Benchmark Assessment data will be analyzed to drive instruction. Math Fact data will be weekly assessed through exit tickets to ensure mastery math facts that pertain to grade levels.(1B,</p> <p>Walkthroughs will be conducted by administration to ensure that lessons are being taught to fidelity and pacing guide is being followed.</p> <p>Cumulative Benchmark data Math facts progress/data for Beginning of the Year, Middle of the Year and End of the Year Math Facts assessment results.</p>			
			Indirect	CSI Funds	4348

	<p>Increase teacher collaboration and curriculum planning for data analysis, lesson planning and formative assessments that are aligned with Math Standards utilizing the 15 day challenge PLC.</p> <p>Additional grade level collaboration will occur using the SBAC Math Interim Assessment, exit tickets, and previous year's CAASPP data as a guide to next steps on changes needed in regards to mathematical instructional practices and pacing.</p> <p>Substitutes will be utilized to release teachers interested in studying and teaching lessons together during the school day.</p> <p>Team Side by Side Coaching with full grade level teams, TK-8</p> <p>Consistent implementation of Beyond the Basic Facts</p> <p>Administration will provide frequent classroom visits providing specific feedback that aligns with student growth .</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	After school intervention providing support to students struggling with math facts and essential math standards will be provided.	Pre/post assessments			
	Provide opportunities for students to interact and experience the Math standards being addressed through the arts (field trips and assemblies) and connections to science	Field trip reports			
English Learners (EL)					
	Provide professional development for teachers to use ELD strategies during mathematics instruction especially when working with the mathematical practices. ELD standards and strategies will be reinforced during after school intervention.	To monitor the effectiveness of these strategies and subsequent steps, the following will occur: input to be collected from the ELAC and Parent Engagement Committee to support English Learner growth, Parents to provide feedback, and support needed at monthly "Make and Take" meeting			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide translations and communication to parents regarding progress in meeting criteria with math standards and support during parent math nights, parent teacher conferences, and newsletters sent home monthly. Communication requiring translations with families for input on strategies to address student and parent needs in regards to essential math standards.	Communication logs			
	Strategically place our ELs with students to promote responses and engagement EL lessons.	Focused walkthroughs during Mathematics lessons followed by immediate feedback to ensure ELs are engaged and participating in the lessons.			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	<p>Resource teacher will be released monthly to push into classroom to provide support, accommodations and modifications that could help student. Resource teacher and Paraeducator will participate in training alongside 7th/8th grade teachers with Math instructional coaches</p> <p>Release time to be provided to the resource teacher to allow for in class observations of student progress and advise teacher on next steps in addressing IEP goals.</p> <p>.</p>	<p>Progress monitor math fluency. Utilize goals set IEP in mathematics to determine success rates. Data will be collected and reviewed by teacher and administration</p> <p>Monitoring of these strategies will occur at IEP meetings, parent conferences, collection of data after collaboration where the resource teacher has offered input on student needs, and through monitoring of math benchmark assessments and exit tickets provided with the math curriculum, and after school intervention effectiveness through the use of pre and post assessment data used with the paraprofessional or resource teacher.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Tuolumne's English Learners chronic absenteeism remains significantly higher than other subgroups so it will be monitored daily by administrative team, Attendance Clerk, educational partners, and School Records Clerk during 2023-24. Trimester awards for students who maintained good attendance or improved their attendance were shared with students and families. Student Attendance Review Team (SART) strategies were used effectively to reduce the percentage of students who were chronically absent as well as home visits to address the needs of families. Attendance needs were addressed, where appropriate, during IEP and SST meetings to improve student attendance.

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

N/A-Not applicable

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

Monthly incentives to reward good attendance or improved attendance will start at the beginning of the school year in 2023-2024. Additionally, SART will begin in August and September for the 2023-2024 school year. Given the immediate, positive impact home visits, and SART this practice will continue.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on MOSIS Attendance we identified that 0-49% of English Learners students are in need of support / intervention in the area of: Attendance

To address this the school can:
administration will systematically present attendance data to Educational Partner inclusive of teachers regarding additional support for students who struggle with attendance.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
Access to specific attendance PD

To address this the school can:

Professional development in ELD student engagement. Utilize the parent ambassador at ELA and Parent Make and take to provide professional development to support parents needs for students attendance..

Additionally we analyzed specific data to indicate the following need(s):

2022-2023 we analyzed the dat from the dashboard to target attendance based on EL population.

Discuss the areas of strength and need based on data analysis:

Overall, Tuolumne increased the attendance rate and decreased the chronic absenteeism. From the Dashboard data it was determined that our ELs had the highest chronic absenteeism rate. Due to this data analysis, it was determined that there needs to be ongoing progress monitoring of EL students with ongoing chronic absenteeism for the 2023 -2024 school year.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1**Goal #3** Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism by 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 92.39%	Goal 92.89%	Actual 26.97%	Goal 25.97%
English Learners (EL)	Actual 93.54%	Goal 94.04%%	Actual 21.53%	Goal 20.53%
Students with Disabilities (SWD)	Actual 92.19%	Goal 92.24%	Actual 25.4%	Goal 24.4%
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual 92.22%	Goal 92.27%	Actual 28.46%	Goal 27.46%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	<p>Home visits will be conducted by an Administrator and campus liaison regarding on going attendance and truancy issues.</p> <p>Administration, SRC, and TCII - Attendance Clerk will monitor student absences and tardies daily, paying close attention to chronic absenteeism. Provide recognition through assemblies and class and individual incentives to students demonstrating growth in their attendance. Provide Saturday school to support the goal of increasing school-wide attendance.</p>	<p>Weekly home visits will take place by administration and liaison regarding truancy issues.</p> <p>Daily attendance rates of student absences and tardies will be reviewed by administration.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>SART Meetings will consist of SRC, Student Assistant Specialist, and administration that will be targeting families that attendance needs improvement where Goals will be set to improve attendance. incentive for student who meet goals.</p>	<p>SART meetings will be held to include Nurse, Resource Teacher, and administration to ensure proper support and set attendance goals and review past attendance data.</p>			
	<p>Provide student incentives on a weekly and monthly basis (tags, certificates ,announcements, etc.) for students with improved and/or perfect attendance. Morning announcement will provide attendance goals and classroom goals.</p>	<p>Weekly attendance reports will be provided by the SRC regarding student absenteeism.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Promote attendance as a school wide focus, setting daily site goals with staff and students.	Daily class attendance will be analyzed by administration and recognized. Weekly and monthly attendance incentive will be given by class, by grade and by individual to recognize attendance for both students and staff members. Attendance will be report and announced at all morning announcements.	Attendance Incentives	CSI Funds	2,500
	Student Assistant Specialist will work with individual and/or groups of students with emotional issues to support families so attendance improves.	Administration will meet regularly with Student Assistance Specialist to discuss and support students progress.			
English Learners (EL)	Attendance will be monitored by the attendance clerk.	Weekly attendance reports will be provided by the SRC regarding student absenteeism.			
	Additional translation and service will be provided to parents.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		All correspondences home regarding attendance and other pertinent areas will be sent home in the student's home language. TC-II translator will be available throughout the day to support in services or support needed by parents or students.			
	provide parent workshop for EL parents where attendance is addressed.	The Typist Clerk II will support the other office staff in monitoring attendance and daily contacting of the parents of English Learners to clear absences and reiterate the significance of attendance.			
Students with Disabilities (SWD)	Provide additional communication home to families where attendance is a concern and remind of upcoming IEP meetings and provide translation during the meetings	Student attendance will be discussed at every IEP meeting where it is significantly impacting the students' academic and social emotional growth.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parent meetings will be held to discuss the importance of coming to school daily.	Weekly attendance reports will be provided by the SRC regarding student absenteeism. Student with poor attendance will set goals through the IEP process that will be monitored by administration and teacher.			
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of Second Step, restorative practices, PBIS Rewards, increased SAS services, positively impacted Tuolumne's discipline data. All teachers received access to the Second Step curriculum a site-wide training was offered and provided through video and in-person training on how to effectively implement the Second Step curriculum with students. SAS services were provided to the maximum number of students allowed and a waitlist was created, PBIS Rewards was utilized by certificated and classified staff. The consistent use of these PBIS strategies and restorative practices as well as student incentives positively impacted our data as indicated by a decrease in incidents from 2022 -2023 but in increase of student suspensions.

Positive Behavior Intervention and Supports (PBIS) strategies were implemented and used by Tuolumne Elementary staff members and parents. Teachers and students reviewed and recited the Peace Builder pledge on a daily basis to communicate behavior expectations. Students were awarded PBIS points positive behavior. Students were asked to recite and explain the purpose of ROAR. The PBIS team consistently reviewed and analyzed data about incidents and suspensions. As a result of the site's efforts disciplinary referrals and incidents decreased.

Communication -

PBIS/Rules Assembly
Communicate ROAR with all stakeholders
Responsible, Organized, Adaptable, Respectful
Recess Rodeo Beginning of the year
Parent Communication/Parent Training
Posted Common Area Rules
Teacher/Admin.
Visibility
Newsletter
Daily Announcements

Incentives -

PBIS Rewards points for students exhibiting R.O.A.R behaviors
PBIS Store
Student of the month
Student Leadership grade 2nd -8th
Peacebuilders Club
After school, dances, activities
Field Trips

Athletics
Art Club
Multicultural Club

Intervention/Prevention -

After School Behavior Intervention (Lessons to teach students behavior)
Tier II/III Check-in
PBIS Behavior Reflection Sheet
Peacebuilder Pledge
Peace Path
Student Conflict Management
Parent/Student/Teacher/Admin. Meetings
SAS (5 days)
Mental Health Clinicians (1)
Behavioral Coach

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

A major difference between the intended implementation of strategies is the implementation of Restorative Practices did not occur site-wide for the current school year. Site-wide weekly data tracking for targeted behaviors did not occur.

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

Strategies that were not utilized consistently or site-wide for the current school year, will be implemented with fidelity in 2022-2023; these include the following: lessons on structured play, data tracking for targeted behaviors, and Second Step lessons. Our SAS will facilitate and guide teachers and scholars through these PBIS lessons. Professional Development will be offered to staff members regarding the importance of using Restorative Practices as well as provision of quality service to the community and to each other. The PBIS team members will be creating clear and concise behavioral rubrics related to proper Peacebuilder behaviors. They will be posted and referred to by staff, students and parents, in all common areas on campus. All staff members will be trained on how to use the behavioral rubrics and parents will be offered educational opportunities for training as well. In addition, full implementation of Second Step social skills curriculum will be made available to all students in Kinder - 8th grade. Growth Mindset teaching methodology and systems will be spearheaded and implemented upon return to school with the long-term goal of using Growth Mindset teaching strategies and building a positive culture in all grade levels.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Identify , Monitor, and provide social skills lessons , and restorative practices to achieve desired behaviors. Implementation of behavior intervention, Second Step, and staff commitment to build a positive environment based on restorative practices, nd problem solving.

PBIS PD

Based on Observations we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Provide professional development to ALL Stakeholders in Restorative Practices, increase bullying intervention, and Second Step Curriculum.

Additionally we analyzed specific data to indicate the following need(s):

All classified, certificated and support staff would benefit from Restorative Practices 101, which is offered through the Curriculum & Instruction and Professional Development Department in MCS. Training for families in Restorative Practices 101 would further support decreasing incidents and referrals on campus. Site-wide, community-based training on Restorative Practices will positively impact our students and could lead to increased academic achievement.

Discuss the areas of strength and need based on data analysis:

Partial positive and school-wide behavioral systems and procedures were implemented during 2022-2023 school year. Tuolumne's suspension rates decreased with the implementation of behavior intervention, restorative practices . However, Tuolumne's staff will need continued training and accountability on use of Restorative Practices, PBIS and Peacebuilders. The expectation is for teachers to use social skills curriculum to help teach positive behaviors to students. The vice principal will be responsible for bringing discipline data to PBIS meetings for committee members to dissect and create plans for in an effort to be proactive with at-risk students. An area of strength is the consistent use of PBIS Rewards by certificated staff. Implementation of Behavior intervention for grades 5th - 7th was successful in teaching students how to respond and react to situations to become better problem solvers. The SAS support showed growth and progress for every student who received the service, continued services for for 5 days a week and implementation of of a lunch time bullying class.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 3.95%	Goal 3.92%
English Learners (EL)	Actual 3.17%	Goal 3.14%
Students with Disabilities (SWD)	Actual 2.99%	Goal 2.96%
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual 3.9%	Goal 3.87%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)		<p>Discipline data will be reviewed by administration and teachers along with the PBIS team monthly to make recommendations to support all students. Weekly incident reports will be reviewed by administrations to plan support for students with behavior and emotional needs.</p> <p>Student of the month awards will be compared with behavior incidents will be tracked to determine its effectiveness in promoting positive behavior.</p>			
			Student Recognition/Incentives/Transportation Signage	Title 1 Supplies and Services	10,000

	<p>PBIS team will meet once every month to create goals and implementation for positive student behavior.</p> <p>Use of collaboration time to develop and monitor school wide behavior supports as listed in the PBIS rubrics.</p> <p>Provide students and groups of students with social-emotional needs with the interventions provided by the Student Assistance Specialists with 1 on 1 and group sessions and classroom presentations where classroom management needs to be supported.</p> <p>1C)Students will receive incentives and awards for positive behavior and improved behaviors in the classroom and on the playground (weekly and monthly). All staff members will provide PBIs Rewards points to students daily to recognize positive behavior. ROAR assemblies will be held at the end of every trimester to celebrate those students who have modeled good behavior. School wide assembly that emphasis on bullying, peace building and good citizenship.</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Center for Human Services and SAS will assist with referrals and services for those students who are in need of tier 2 and 3 behavioral support. Lunch intervention provided by SAS with a focus on Social Emotional behavior.</p> <p>Restorative Practice Consultant to conduct/train yard duties, teachers, administration and Mental Health Clinicians five hours per year using Restorative Practices. Yard duty meetings will be held to provide ongoing training to yard duties and to review at-risk students and playground areas to be watched carefully.</p>	<p>Walkthroughs and observations will be conducted by administrations, SAS, mental health clinician, and school psychologist to provide support and feedback for student and teacher regarding classroom behavior.</p> <p>Suspension, referral and incident reports will be used and discussed at monthly yard duty meetings and one-on-one in an effort to trouble shoot prevention related to ill behaviors.</p>	Consult Contract/Student Assistant Specialist	Title 1 Supplies and Services	13,800

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide parents with training on PBIS and improving student behavior strategies at home.	<p>Suspension, referral and incident reports will be used to discuss at parent meetings in an effort to trouble shoot prevention related to ill behaviors.</p> <p>Family nights will take place throughout the year to showcase PBIS and STEM project created throughout the year.</p>			
	Increase access to social-emotional learning by providing increased access to Student Assistant Specialist (SAS) to teach targeted behaviors in all classrooms and with individual students.	Documentation of lessons in classes & incident reports & referrals for students who receive SAS individual services.			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Principal and Vice Principal will collaborate with Modesto City Schools English Language Learner department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with English Learners with behavioral issues.	Suspension, referral and incident reports will be used when meeting with English Learner students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			
	Mental Health Clinicians and English Learner Department to conduct meeting regarding English Learner students and behaviors that are results of the students' lacking language.	Suspension, referral and incident reports will be used to assist Mental Health Clinicians and principal when conducting parent meetings related to English Language Learners adhering to the Modesto City School's Code of Conduct.			
		Suspension, referral and incident reports will be used to determine which parents need extra intervention and parent education related to English			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parent Ambassador to assist families communication to school regarding support for students at home.) BCA, Clinician, and Ambassador to present at monthly parent meetings providing opportunities for parents to ask questions, and available resources to increase students positive behavior.				
	Purchase additional translator, clerical and child care to be used to engage families and encourage parent involvement at school events related to positive behaviors.	Suspension, referral and incident reports will be used when inviting parents to meetings and securing translators and extra clerical for parent meetings and activities related to improved student behavior.			
	Incentives will be purchased for English Learners with improved behavior.	Suspension, referral and incident reports will be used when selecting English Learners with improved behaviors.			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	<p>n collaboration with the special education staff, incentives will be used in tandem with behavior charts to address specific areas of behavioral needs and translated communications will be sent home in addition to an interpreter being provided.</p>	<p>Daily monitoring of student behaviors by the administration and special education staff through use of behavior contracts as needed.</p>			
	<p>Principal and Vice Principal will collaborate with Modesto City Schools Special Education Disabilities (SWD) department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with SWD with behavioral issues</p>	<p>Suspension, referral and incident reports will be used when meeting with SWD students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.</p>			
	<p>Mental Health Clinicians and SWD Department to conduct meeting(s) regarding SWD students and behaviors that are results of the students' with disabilities.</p>	<p>Clinicians and principal when conducting parent meetings related to SWD adhering to the Modesto City School's Code of Conduct.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parent Meeting will be conducted with mental health clinicians and program manager to discuss strategies to help parents at home as they assist their students in proper behaviors.	Suspension, referral and incident reports will be used when selecting SWD parents who will be invited to attend meeting.			
	Incentives will be purchased for SWD with improved behavior.	Suspension, referral and incident reports will be used when selecting SWD with improved behaviors.			
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies that we implemented included the following: TK-8 Career Day, goal setting in classrooms, student activities, after school Clubs, athletics and field trips to colleges and universities with a STEAM focus. These strategies provided the following positive impacts: access to a wealth of knowledge about a variety of career paths, goal setting to explore a specific career, exploration of some of California's natural resources, participation in a sport that defies heteronormativity and patriarchal standards and additional support with goal setting at different college and university campuses.

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

During the 22-23 school year, we were able to provide learning opportunities through real world applications via field trip exposures for some of our grade levels. Field Trips were limited due to high cost of transportation. Students, staff and families reported positive experiences at the field trips and would like these opportunities to continue in the future. This goal will continue into the 2022-2023 school year with hopes to extend these exposures and field trip learning opportunities..

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

Leadership and Jr Leadership was established, Leadership teachers attend CADA conference and students attended the Student Leadership conference. We will continue to work towards implementing clubs for the 22-23 school year.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 70-89% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

Students will have the opportunity to participate in real world project based learning through Project Lead the Way and Gateway. Students will have exposure to various field trips related to grade level standards.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development book study

To address this the school can:

provide professional development opportunities for all staff members with voluntary book studies on understanding the impact learning has on people living in poverty.

Additionally we analyzed specific data to indicate the following need(s):

CAASPP , Discovery ,PLTW, and Gate way project based learning will be analyzed to inform instructional needs of students and drive professional development for staff. In addition, Tuolumne students have not been provided with equitable learning opportunities and exposure to real world applications in the area of Social Studies and Science. It was also determines that all of students need engagement in Career exploration with a goal to expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures.

Discuss the areas of strength and need based on data analysis:

An area of strength is support and implementation of Project Based Learn through the use of Project Lead the Way and Discovery Science Staff, students and families were dedicated to the focus of STEAM opportunities for all students. In the past year, we have retained and trained new staff in PLTW, and will be fully trained for 23-24

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Ensure that students have equitable access to real world applications in Science, Social Studies, and College and Career Readiness to include project based learning through Science.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure academic equity, opportunity and awareness.					
Schoolwide (SW)	<p>Leadership Team will work with professional learning communities to refine the practices of the instructional core. To support and inform staff on how to maintain and develop equity on campus.</p> <p>Leadership will reference the four components of the instructional core Supporting all Learners, Engaging Students Using Language and Literacy, Board-Adopted Curriculum, and Professional Learning communities.</p>	<p>Bi- Monthly professional developments focused on CORE instruction and progressing the professional Learning Communities.</p> <p>Collective commitments with a focus on instruction, and progress monitoring.</p>	Books	Title 1 Supplies and Services	700
			Reprographics	Title 1 Supplies and Services	1,500
			PD Hours	Title 1 Professional Development	7341

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>All teacher will be trained onsite by lead teachers and administration 12 hour training to become certified in Project Lead the Way and Gateway to move forward with STEAM instruction in all classrooms grades TK-8.</p>	<p>Sign in sheet of participants in training along with training note, certificates and access to materials through the PLTW website</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Project Lead The Way and Gateway hands on activities will be implemented in project based learning on classroom on a weekly basis exposing all students to STEAM activities. All students will be given opportunities to participate in Science, Technology, Engineering, and Math type lessons and activities. Project Lead The Way and Gateway program will be implement schoolwide to provide students access to pathways that relate to STEM. Students will be introduced and actively participate in STEM activities and how they coincide with college and career readiness.</p>	<p>Classroom observations and walkthroughs will be conducted during STEM time. The use of hands on materials within each classroom along with student showcasing, and STEAM night. Students, parent, and staff feedback forms will be provided for information to improve implementation of the STEAM program.</p>			
	<p>Purchase field trips allowing students to have a diverse experience. Field trips to colleges, universities and high schools with targeted grade levels</p>	<p>Prior and upon return from the related field trips, teachers will provide students with opportunities to share written information relating to the excursion.</p>	<p>Field Trip Transportation</p>	<p>Title 1 Supplies and Services</p>	<p>10,000</p>
				<p>Field Trip Admissions</p>	<p>Title 1 Supplies and Services</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide students with up to date diverse literature to enhance students' knowledge of different cultures.</p> <p>Multicultural club afterschool to enhance students learning related to different cultures.</p>	<p>Book check out records.</p> <p>After school feedback student survey</p>			
English Learners (EL)	<p>Expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursuit in their futures.</p>	<p>Our English Learners will be encouraged to utilize academic vocabulary when they are participating in career fairs. Apply their learning via Literacy.</p>			
	<p>Purchase field trips allowing students to have a diverse experience.</p>	<p>Our English Learners will be encouraged to share their experiences about their culture, as well as utilizing academic vocabulary when presenting information.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parent involvement has been a focus to increase parent attendance, and participation. During the 2022-2023 school year, Tuolumne believes parents are an integral part of student success. As a result, the staff and administration provided ample opportunities for parents to receive assistance as they worked to help their children succeed. We were successful in increasing parent attendance and providing many opportunities for parent involvement and engagement. We continue to work with parents to utilize them as an outreach for new parents, and community members. The staff remains committed to continuing to build trust with families as well as being creative with strategies to help continue to boost parent participation and attendance to meetings and school-wide functions and events. The following strategies were implemented: interpreting at parent meetings, raffle prizes, flyers, and follow-up "Save the Date" personal phone calls, and presentations directly related to resources available at school and within the community. For the 2022-23 school year, parent engagement opportunities will be monitored for attendance as well as surveys deployed as staff members remain committed to parent partnership and meeting the needs of our families.

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

PBIS, Mental health, and resources available became a focus as it related to the current needs of the students, and parents.

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

A change that will be made to support academic achievement is parent training/classes on the following, Attendance, Designated English Language Development, and proposed opportunity to parents to attend Modesto Adult School.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student literacy

To address this the school can:

Facilitate a family STEAM, and Literacy night to introduce the connection between Project Based Learning, Reading and Vocabulary. Facilitate a Family Math Night to assist parents with providing their child support in basic facts.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

employ various groups and institutions in an effort to help staff the impact of trauma on families.

Additionally we analyzed specific data to indicate the following need(s):

Tuolumne has created a communication team made up of school leaders, office staff, campus assistant, yard duty, and paraeducators who work daily with families to support in district resources, parent education, academic support, and creating a streamline of communication between the student and their families and the school's teachers. The principal shares a daily message on Schoology that goes out to all families with important information regarding the school day and any other pertinent information needed including lunch time schedules and celebrations. Groceries are provided bi-weekly at the school site by 2nd harvest to support families to ensure students are receiving healthy meals each week. A Parent Ambassador to support students and families with any needs is available Monday - Wednesday from 9:00 to 11:00. Parent Involvement was very minimal during the closure of school to parents, and public.. The mitigating factors for this could be that parent events and trainings were only initially held virtually and parents did not have access to attend virtually. The reclassification numbers showed a need for additional training and support with designated ELD instruction and progress monitoring of English acquisition.

Discuss the areas of strength and need based on data analysis:

An area of strength is parent support and attendance at ELAC meetings, and Parent's as Partners. At ELAC meetings, parents reviewed EL data and requested ongoing trainings in Designated ELD as well as review of their Childs classification; this will be provided and is included as a strategy. In addition; parent's requested Family STEAM night, and Literacy night to return.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 We will track parent engagement in the 22-23 school year and provide e a needs assessment middle of the year and end of the year

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Increase parent to school and school to parent communication by providing Spanish interpreting at parent engagement meetings. Parent ambassador, Supports ELA, Math, PBIS, Attendance and Equity Goals.	Attendance of parents at the meetings provided and student achievement in the designated goal areas	Child Care	Title 1 Parent Involvement	683
			Refreshments/Supplies for Parent trainings and meetings.	Title 1 Parent Involvement	800
			Teacher Presentation cost/ Curriculum Development	Title 1 Parent Involvement	3061
			Interpretation	Title 1 Parent Involvement	1500
			Reprographics	Title 1 Parent Involvement	500
	Increase school to home communication by providing parent meetings regarding reading comprehension, fluency, SEL, and resources. Offering parent training and encourage adult school night classes to be attended Adult Ed Diploma.	Parent Survey will be conducted at the beginning, middle, ending of the school year will be sent requesting parent input related to the Parent Involvement and interest for future meetings.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Family Literacy Night will be offered to all parents to strengthen their understanding of their role in their child's reading foundational skills and proficiency. Skills that can be practiced at home to support students' growth in fluency will be taught, and tools to support these skills will be provided.</p>	<p>Homework folder in Spanish and English will go home that include weekly communications that include newsletters, resources, and subject area information in both Spanish and English. TCII translator will log all meetings and parent communications that take place daily.</p> <p>Ongoing in-person Parent "Make and Take", ELPP, and Parent Partnering training for parent registration and attendance list will be documented to track parent participation. Parent center located in the office to provide resources to families and access to computers.</p> <p>A parent survey will be conducted at the conclusion of the Family Literacy Night as to the content presented and the effectiveness of the resources provided to support their students Literacy Skills at home.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>The Student Attendance Review Team (SART) will hold regular parent meetings to support families where attendance is impacting their overall academic and social performance. The Student Attendance Review team will develop an individual plan for the student and family to best support consistent daily attendance.</p> <p>Parent attendance meetings to increase student attendance rates in grade levels with an indicated need. Supports Attendance Goal.</p>	<p>Review of Tuolumne's Attendance Data and Chronic Absentee Data.</p> <p>Attendance reports and parent participation in Attendance meetings</p> <p>Parent participation at meetings and student achievement data in targeted areas.</p> <p>Parent participation at meetings and student achievement data in targeted areas.</p>	Classified Extra Hours	Title 1 Parent Involvement	1500
English Learners (EL)	<p>Modesto Adult School to assist parents with obtaining a Diploma, High School Equivalency.</p>	<p>Parent participation and interest survey to drive the area of need.</p> <p>Parent participation in the 8th grade graduation</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Paraeducator will provide academic intervention through Multi-Tier System of Support(MTSS) for students based on reading data. Pre and post test will be administered along with ongoing progress monitoring utilizing intervention assessment tools and DIBELS.				ELA Goal 1
	Paraprofessional (4 hr)	Title 1 Positions	33,786	
Increase school to home communication by providing parent meetings regarding reading comprehension, fluency, and homework. Offering parent training and encourage adult English night classes to be attended by English learner parents.				ELA Goal 2
	TC II Translator (2hr)	Title 1 Positions	22,536	
Provide additional intervention support for all students through use of Bilingual Paraprofessional to acquire language and ELA skills in School wide intervention program to improve language and literacy skills in grades Kinder to third.				ELA Goal 3
	Bilingual Paraprofessionals (3hr)	Title 1 Positions	25,340	
Added support for CSI Status				All Goals
	CSI Admin Stipend	CSI Funds	12360	
Creative Leadership Solutions PLC Coaching Dr. Reeves Contract for PLCs				ELA Goal 1 PBIS Goal 2 Access Equity Parent Engagement
	PLC Coaching/Consultant	CSI Funds	74482	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	81,662	0.00
Title 1 Professional Development	11,625	0.00
Title 1 Parent Involvement	8,044	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	107,114	0.00
CSI Funds	178,351	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$208,445
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$208,445
Total Federal Funds Provided to the School from the LEA for CSI	\$178351
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$394,137.00
Grand total budgeted including carryover from Section 11	\$394,137

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Tuolumne Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Nelida Lopez Term: 2022-2023;2023-2024 XParent Community Member	1. Name: Lisa Frymire Principal
2. Name: Raul Salas Term: 2022-2023;2023-2024 XParent Community Member	2. Name: Elsa Martinez Term: 2021-2022;2022-2023 Teacher
3. Name: Cealia Mejia Term: 2021-2022, 2022-2023 XParent Community Member	3. Name: Maria Saldana Flores Term: 2021-2022;2022-2023 Teacher
4. Name: Lourdes Vargas Term: 2020-21, 2021-22 XParent Community Member	4. Name: Robert York Term: 2022-2023;2023-2024 Teacher
5. Name: Patricia Calderon Term: 2021-2022;2022-2023 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Susanna Novoa Term: 2021-2022, 2022-2023 Other School Staff

Section 9 Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Lorena Moreno	English Language Advisory Council (ELAC)
Kelly Bell	Site Leadership Team (SLT)

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

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

This SPSA was adopted by the SSC at a public meeting on: 05/03/2023 03:00 pm

Attested:

Patricia Calderon	SSC Chairperson
Elsa Martinez	SSC Vice Chairperson
Laurdes Vargas	SSC Secretary