

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Enslen Elementary School

50711676052666
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 16, 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:

Contact Person: Brandon Fromm
Position: Principal
Telephone Number: (209) 574-1982
Address: 515 Coldwell Ave
E-mail address: fromm.b@monet.k12.ca.us

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	14
Section 4 Attendance Goal	20
Section 4 PBIS Goal	26
Section 4 Academic Equity, Opportunity, and Awareness.....	32
Section 4 Parent Involvement	37
Section 5 Staffing.....	42
Section 6 Budget Summary	43
Section 7 Funding Allocations.....	44
Section 8 School Site Council Membership	45
Section 9 Recommendations and Assurances	46

Section 1 School Mission Statement and Description

School Mission Statement:

Enslens Elementary School, in partnership with its parents/guardians and community, is committed to instilling in our students the desire for the attainment of high academic achievement, integrity, leadership, and responsible citizenship. We will foster a philosophy of providing an education that is both rigorous and relevant, thus preparing individual students to think creatively and analytically as they apply their knowledge in our ever-changing world.

Enslens teachers and staff developed the Vision Statement based on staff input and a PLC rubric. The Enslens staff is committed to high levels of academic achievement for all students in a collaborative manner. Enslens Vision Statement: "Enslens is a collaborative PLC built on trust between all staff, students, and parents that provides intentional and timely student-centered feedback to all stakeholders". Enslens has also always implemented the vision that Together Everyone Achieves More (TEAM).

School Description:

Enslens School was built in 1929, and is proud of its distinction of being one of the longest-serving schools in our city. It is located on a shady, tree-lined campus in an established neighborhood near the center of Modesto. The staff, parents, students, and community have a long-standing sense of pride for their school. Enslens has focused on developing and implementing educational programs that are responsive to the needs of students in an ever-changing world. Teachers, parents and support staff collaborate to provide a challenging and supportive environment for all students. The small school atmosphere lends itself well to fostering a rich, challenging learning climate and providing opportunities for children to develop emotionally, socially, and physically. Enslens has earned the reputation of maintaining high academic expectations and providing a strong educational program. Many of our parents and some grandparents are former Enslens students, and they have deliberately located in the Enslens area so that their descendants may continue the tradition of becoming Enslens alumni. Parents are actively involved, and serve in leadership capacities through the Parent Teacher Club (PTC). Parent Volunteers are visible daily, providing support and assistance throughout the school.

Our educational environment and teaching strategies meet the goals and objectives of a strong curriculum. Modesto City Schools has adopted core curriculum that supports the state of California's grade level standards for language arts, math, science, history social-science, technology, and physical education. The Enslens faculty utilizes every opportunity for grade level collaboration centered on analyzing student assessment data and utilizing effective instructional strategies to meet the needs of our students.

Although Enslens is a small school with somewhat limited resources, the emphasis has been on utilizing funds to provide programs, services and technology that maximize student performance. Enslens's warm and friendly atmosphere, positive learning environment, and tradition of excellence are the products of partnerships between staff, students, and the community.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. 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 Schools District to maintain or modify them based on a review of prior year services and funding allocations.

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
- ☒ Additional Targeted Support and Improvement

Enslen is an ATSI school for two specific subgroups: Students with Disabilities and Students of Two or More Races.

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 SSC. Enslen has two student groups that are specifically targeted in the SPSA. The two groups are students with disabilities and students of two or more races. Students with disabilities will be worked closely with by the case manager, principal, assistant principal, and classroom teacher. IEPs will be held for any student that demonstrates attendance or behavior concerns to help meet their needs. This will ensure all team members are collaborating about students on a regular basis. Enslen is also implementing an inclusion plan for students with disabilities and speech to ensure they are receiving their core instruction, math in particular, in the general education classroom with supports, rather than being pulled out. For students of two or more races, there will be increased collaboration between site administration, SSM, and the classroom teacher throughout the year on who the students are, how they are progressing, and implement SST's/Interventions to provide support as needed. Ongoing feedback to staff on progress of students that are Two or More Races.

Resource Inequities

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

After reviewing data from the CA Data Dashboard, common assessments, benchmarks and DIBELS data, it was discussed in collaboration with teachers, the site leadership team, EL Parent Advisory Committee, parents of students with special needs and School Site Council. The shareholders expressed concerns and possible inequities regarding a lack of access to translation in the office for EL families. Enslen has staff members on campus that can provide translation but does not have an office member that is bilingual. A second inequity identified is a lack of after school support programs on campus that target academic intervention. Enslen has a Boys and Girls Club and enrichment opportunities but lacks an after-school intervention program for math. For ELA, grades 1-3 have an after-school reading program with classified staff and 4th and 5th participate in RISE ELA with a Certificated teacher. The identified inequity is after school certificated staff to provide academic intervention. Finally, educational partners feel more support for our students with special needs and inclusion should be addressed.

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

Enslen's first year as a Title I school is the 23/24 school year. There is not a 22/23 SPSA to review due to Enslen not being Title I for the 22/23 school year. However, in preparation for becoming a Title I school, the site principal has shared information about becoming Title I, elected a School Site Council, reviewed site data with teachers, parents, PTC, EL parent advisory committee members, parents of students with disabilities and the newly elected School Site Council. Each group of shareholders has also had an opportunity to provide input to the site principal regarding the data and budget moving into the 23/24 school year to meet the needs of all students and both subgroups that are in ATSI.

Involvement Process for the 2023-24 SPSA and Update

January 2023

Site Leadership Meeting to review Title I and next steps as a SLT

Staff meeting regarding Title I and training of staff

Parent Information shared regarding Title I and the process, SPSA, SSC

February 2023

School Site Council nominations, ballots, and elections held

Announcement of School Site Council members

EL Parent Advisory Committee input meeting held

Staff input gathered regarding Title I and SPSA planning

March 2023

School Site Council training

School Site Council data analysis review

Parent Advisory Meeting - Students With Disabilities

Parent Survey Regarding Culture, Climate, Safety, Customer Service

Parent Survey shared with SSC, parents, and teachers to make adjustments where needed

Teacher input provided on the SPSA drafted goals and actions

April 2023

SSC review and input of draft SPSA

SSC review and input of draft Title I Budget for 23/24 school year

EL Parent Advisory Committee meeting

May 2023

Approval of SPSA by SSC

Input was secured from staff, leadership, families, parents of SWD and our EL families to ensure all shareholders had a voice and all perspectives were included. The input gathered helped form a broad picture of the school from multiple perspectives for SSC to make informed decisions.

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.

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

IDENTIFIED NEED (Data Analysis)

ELA

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

To address this the school can:

Identify the students who are struggling and strategically place them in groups for small group instruction using direct instruction intervention curriculum

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development CIPD support

To address this the school can:

offer ongoing ELA PD that teachers can select PD that would have an impact on them and their students. PD can include curriculum, assessments, instruction, progress monitoring, etc.

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

Students with special needs have the greatest need at this time of all students on campus. SWD are 48 points from standard in ELA on the CA Data Dashboard. A second area of deficit is students that are socioeconomically disadvantaged as they scored 17 points below standard on the SBAC. DIBELS BOY and MOY data shows students across campus improving their overall composite reading abilities. There was a decrease in DIBELS data of the number of individual students in the well below basic category in kinder (28%) First (4%) Second (5%) and Sixth (5%). Many grade levels also saw an increase in their Above Benchmark Scores - Kinder (+26%) Second (+9%) Fourth (+10%) Fifth (+4%). First grade saw a large growth in scores from below benchmark to At Benchmark of +18%. Due to Enslens having a small number of EL's, an exact distance from standard was not provided on the dashboard. However, it is reported that 50% of EL's fell in the red, 33% in the yellow and 16% in the green.

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

Analysis of ELA SBAC data suggests our students of two or more races and overall school-wide scores are above standard for ELA. The overall ELA scores are 15.3 points above standard. Although students with disabilities have the greatest need, there was a growth in SBAC scores from 20-21 to 21-22 by 6 points (or 9%) landing SWD in the yellow category. A relative strength is writing as evidenced by the 4th grade Opinion benchmark as only 2.63% were Well Below Standard as compared to the District average of 23.5% of students Well Below Standard. Although SED students are still 16 points from standard, there was great growth in CAASPP scores by increasing the distance from standard in one year by 23 points (or 16%). IAB data showed. EL's are a strength as they improved on CAASPP from -5 from standard to 14 from standard, resulting in a blue color status on the CA data dashboard.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status on the CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 15.3 points above standard	Goal 30.3 points above standard or maintain green/blue
English Learners (EL)	Actual No dashboard data	Goal No dashboard data
Students with Disabilities (SWD)	Actual -48 points from standard	Goal -33 points below standard
Other Student Groups Two or more races	Actual not specified on the dashboard	Goal not specified on the dashboard

	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)	Identify essential standards for each PLC team and pace lessons so teachers can implement the PLC cycle with fidelity. Rich PLC dialogue and instructional decisions determined based on PLC data and collaboration to meet student needs.	PLC minutes shared with Principal			
	Release time for PLC teams to break down essential standards and create common assessments, review data as a team, and make instructional decisions based on the data.	Agenda and meeting minutes			
	Implementing the literacy component of the "Instructional Core" to engage reading, writing, listening and speaking regularly in every lesson across content standards.	Informal classroom visits by Principal and Assistant Principal			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide reading intervention to all students based on their unique needs and data from assessments. Provide small group instruction (MTSS) and research based Direct Instruction to students to accelerate their reading growth. Ongoing assessment to re-group students based on their ability levels and needs.	MTSS groups, DIBELS data, classroom walks			
	Provide all teachers will PD opportunities throughout the year for them to have targeted PD based on their students' needs. PD can include curriculum, instruction, lesson development, assessments, etc.	PD Attendance Reports - Feedback to staff to share PD information.			
English Learners (EL)	Targeted Designated instruction daily to support acquisition of English language	Classroom visits, lesson plans, daily schedules			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student team meeting 2x a year to discuss progress that includes the student's teacher, Principal, and other staff that works with the student	Log of student meetings and notes			
	Site-wide commitment to reading, writing, listening, and speaking in all content areas	Classroom visits, data collection			
Students with Disabilities (SWD)	Resource teacher will collaborate with classroom teachers on student's specific disabilities and how to best support their needs, specifically in the areas of reading, writing, listening and speaking.	Feedback from classroom teachers and resource teacher			
	Inclusion plan created by site admin, RSP, and classroom teachers to increase inclusion and classroom support.	monitoring of inclusion plan			

	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 Two or more races	<p>Collaboration between site administration, SSM, and classroom teacher throughout the year on who the students are, how they are progressing, and implement SST's/Interventions to provide support as needed. Ongoing feedback to staff on progress of students that are Two or More Races.</p>	<p>Collaboration between staff members and SST's</p>			

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.

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

IDENTIFIED NEED (Data Analysis)

MATH

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

To address this the school can:

execute weekly site-wide math walks to observe math instruction and provide feedback to staff on a regular basis. The school can also ensure that the entire recommended math block time is honored on a daily basis, which is 75 minutes a day for K-3 and 90 minutes 4-6.

MATH PD

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

To address this the school can:

work with SWUN math coaches to provide targeted PD to support students and staff on a monthly basis

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

Math has been an area of deficit year over year as compared to ELA. Schoolwide, SBAC results show Enslen at 14.7 points below standard. Additionally, 28% of students did not meet standard. 26.52% of students nearly met standard. When combining students not meeting standard with nearly meeting standard on the second SWUN Math Benchmark, the following percentages are specific to each grade-level. K - 15%, 1st - 21%, 2nd - 44%, 3rd - 47%, 4th - 47%, 5th - 44% and 6th - 29%. For students with disabilities, the percentage by grade level is K - 33%, 1st - 50%, 2nd - 100%, 3rd - 100%, 4th - 80%, 5th - 60%, 6th - 60%. SWD's are underperforming the site-wide data for all grade levels.

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

All grade levels are performing at a higher % than the District average for % of students meeting or exceeding standard. The following % show by grade level, the difference between Enslen and the District average: K - 1%, 1st - 17%, 2nd - 10%, 3rd - 30%, 4th - 26%, 6th - 38%.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status on the CA Data Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 14.7 below standard	Goal 2.3 above standard or green/blue status
English Learners (EL)	Actual Not on Dashboard	Goal Not on Dashboard
Students with Disabilities (SWD)	Actual -48	Goal -31
Other Student Groups Two or more races	Actual Not on Dashboard	Goal Not on Dashboard

	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)	Ongoing SWUN PD for teachers focusing on designing lesson plans, essential standards, data, assessment and opportunities to observe co-workers.	SWUN PD Agendas, PD sessions, feedback from teachers and administration			
	Focus on anchor charts and external supports for all students. Anchor charts to include vocabulary, steps, sentence stems, etc. to help support all learners	Classroom visits, math lesson visits			
	Addition of an instructional para to pull small groups of students that are behind to fill learning gaps	frequent assessment, student work samples, assessment data			
	Peer to peer observations for feedback and professional growth	release time, observations, feedback			
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Student team meeting 2x a year to discuss progress that includes the student's teacher, Principal, and other staff that works with the student	Meeting schedule, meeting notes			
	Provide frequent opportunities for students to read, write, listen, and speak in math	classroom visits, lesson delivery			
Students with Disabilities (SWD)	Providing external supports, such as anchor charts and sentence stems, for students with disabilities and opportunity for small group instruction/support for students.	Classroom visits, student participation in small group instruction for academic intervention using SWUN curriculum			
	Inclusion plan for grouping and supporting upper grade students with push-in supports to ensure grade level instruction with peers	monitoring and updating the inclusion plan			

	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 Two or more races	Collaboration between site administration, SSM, and classroom teacher throughout the year on who the students are, how they are progressing, and implement SST's/Interventions to provide support.	Collaboration between admin, SSM, and teachers			

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.

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Ensen will be in the first year of being a Title I school during the 23/24 school year

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

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

To address this the school can:

Increase the number of SART meeting for students with unexcused absences and increase the number of home visits for students with unexcused absences. Positive reinforcement strategies will be implemented for students with attendance concerns and monthly perfect attendance awards will be provided.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Meet with SAS on a regular basis with an emphasis on attendance and strategies to help support students social/emotional development to increase attendance.

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

In reviewing the data, there is a need to focus on African American students and English Learners for attendance. Although not noted on the Dashboard, this data can be found using internal data systems. While the chronic absentee count has decreased for African Americans by 9.79%, the overall attendance rate has dropped to 87.18%. This is a drop by 1.39% from the previous year. For English Learners, the attendance rate has increased to 93.45% but there has also been an increase in chronic absentee % by 7.14%. The overall Chronic Absentee rate is down 7.75% from the previous year, but is still higher than expected at 21.19%.

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

There are a number of attendance strengths this year. The overall attendance rate is up by 1.73% and the chronic absentee rate is down 7.75%. All ethnicities have an increase in their attendance rate with the exception of African Americans. Students that are two or more races have an increased rate of greater than 2% and students with disabilities also have an increase in their attendance rate by 2%. Students with two or more races have seen the greatest jump, from 75.71% to 96.08%. A major strength in attendance is the strong relationships that staff has with students and families. The positive relationships are a large reason why students come to school on a daily basis.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1**Goal #3** Increase student attendance rate by 0.5% and decrease chronic absenteeism by 1% or maintain green/blue status on the California Data Dashboard

	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 92.16%	Goal 92.66%	Actual 27.19%	Goal 26.19%
English Learners (EL)	Actual 90.39%	Goal 91.39%	Actual 42.86%	Goal 41.86%
Students with Disabilities (SWD)	Actual 90.41%	Goal 90.91%	Actual 29.73%	Goal 28.73%
Other Student Groups Two or More Races	Actual 91.05%	Goal 91.55%	Actual 26.23%	Goal 25.23%

	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)	Monthly attendance incentives for those who earned perfect attendance for the month.	Monthly attendance reports will be ran for perfect attendance. The attendance rate will also be monitored using the MODD dashboard and PowerSchool to identify students with unexcused absences			
	Counseling and social/emotional supports for students that struggle attending school.	Counseling caseload			
	Bi-Weekly SART meetings for students with unexcused absences	Students on SART will be monitored by the Principal, attendance liaison, Vice Principal and Student Support Manager			
	Home visits as needed to support students and families not attending school on a regular basis.	Home visit log by site admin, SSM and Attendance Liaison.			
English Learners (EL)		Parent Meeting Records			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	1:1 meetings with students and family for those with multiple unexcused absences				
	ELAC meetings	ELAC meeting minutes and notes			
	Positive reinforcements for students with poor attendance	Attendance records and reinforcement records			
Students with Disabilities (SWD)	Schedule and participate in IEP's for students when students with disabilities have more than 4 unexcused absences and/or at risk for Chronic Absenteeism	Attendance tracking of students with disabilities and IEP records			
	Positive reinforcements for students with poor attendance - reinforcement items for students	Attendance records and reinforcement records			

	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 Two or More Races	1:1 meetings with students and family for those with multiple unexcused absences.	Parent Meeting Records			
	Positive reinforcements for students with poor attendance	Attendance records and reinforcement records			

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.

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

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:

Increase awareness of PBIS, the PBIS matrix, and specifically teach the expected behaviors to all students as well as increasing restorative justice and alternative means of discipline prior to suspension.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development De-escalation

To address this the school can:

have VP and SSM trained in restorative practices, restorative conversations, and circles

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

Suspension data has increase in 22/23 compared to the previous year. School wide, the suspension rate has gone up 2.08% from the previous year for a total of 2.36% site-wide. 9.52% of students with disabilities have been suspended for at least one day in 22/23.

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

Although the suspension data has increased, both EL students and students that are two or more races have a suspension rate of 0% The data also shows that counseling and parent conferences are being implemented at a higher level than previous years and are used as a method of intervention prior to home suspension for behavior incidents. Most students are provided with supports and services prior to discipline and teachers are using a 1:1 check-in system to support students.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease the suspension rate by 0.3% or maintain suspension rate green/blue status CA Dashboard.

	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 .84%	Goal .54%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 2.4%	Goal 2.1%
Other Student Groups Two or More Races	Actual 0%	Goal 0%

	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)	Increase PBIS awareness on campus using a new PBIS matrix and increase how often the "SOAR Store" is open.	SOAR Store dates and teaching/reviewing PBIS matrix across all grade-levels	Reinforcements for SOAR Store and rewarding students with increased attendance	Title 1 Supplies and Services	1702
	Increase counseling services on campus by one day to include group counseling/social skills lessons for students	Counseling case load, starting group counseling session and social skills lessons.	Addition of SAS Counselor - 1 Day	Title 1 Supplies and Services	13,800
	Rodeo Recess to teach rules and expectations on playground	Calendar, Rodeo Recess feedback			
	Explicitly teach expectations of behavior in all areas of campus, ie. playground, classroom, halls, cafeteria.	Review of teaching and review of discipline/incident data			
	SST's for students with behavior concerns, collaborate with general education BCBA for support.	Monitor incident data in MODD and hold SST's for students with most frequent behavior incidents.			
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Student team meeting 2x a year to discuss progress that includes the student's teacher, Principal, and other staff that works with the student	Meeting notes and calendars			
Students with Disabilities (SWD)	Buddy system - targeting students with frequent behavior concerns and start a buddy system/check-in check-out program to support the students throughout the day	Check-in check-out progress document			
	Hold IEP's specifically to address behaviors for students demonstrating behavior concerns	Number of IEP's, collaboration with SPED teacher			

	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 Two or More Races	Training on Restorative Practices for SSM and Vice Principal	Training Agenda, Minutes, Notes, Implementation			

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.

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

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

Does not apply - Enslin will be in the first year of being a Title I school during the 23/24 school year

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 70-89% of All students are in need of support / intervention in the area of: Career exploration

To address this the school can:

Identify experts in the community that can speak/present to students on how their academics in science relate to real world job opportunities in a variety of scientific fields.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

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

To address this the school can:

work with community members in the medical field to learn more about the career options and how we can put students on a path to explore them.

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

The data shows that there are no site-wide career exposures to students that tie to the sciences, medical, or health/wellness fields.

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

Data was collected to see if staff would be interested in bringing more medical sciences to the site. The staff voted 100% to tie more medical/health and wellness opportunities to the site.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 To provide all students the opportunity to experience how their learning in science ties to real world opportunities through hands on learning and guest speakers

	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)	Provide opportunities for students to be exposed to real world employment opportunities and how they tie to their science curriculum through the use of hands on materials and guest speakers	tracking of guest speakers and opportunities students have to learn from professionals in the medical/health field and classroom lesson observations.			
	Provide all students an opportunity to engage in high levels of listening and speaking related to science curriculum	tracking of guest speakers and opportunities students have to learn from professionals and engage in literacy during their learning			
	Provide all students an opportunity to do a hands-on science activity	tracking of guest speakers and opportunities students have to learn from professionals and engage in literacy during their learning			
	Provide students opportunities to take a field trip to learn more about the medical/health and wellness field	Field trip records			

	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)					
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.

Enslin is in the first year of Title I and there has not been a previous SPSA.

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

Due to 23/24 being the first year as a Title I site, there is nothing to report on implementation.

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.

No changes - first year as Title I

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student math

To address this the school can:

Hold a parent math or science night for parents to learn more about what their students are doing in math or science and how they can support their student at home

STAFF PD TO SUPPORT PARENT INVOLVEMENT

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

To address this the school can:

ensure all staff has access to PD that help supports parents, involvement, and the communication between home and school to ensure parents are communicated with effectively and involved.

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

A survey was sent to families regarding their customer service on campus and their perception of the campus safety and climate, as well as their student's perspective. The greatest area of deficit was in the area of teacher communication and parents feeling part of a team. All scores were on a scale of 1-5 with 1 being the lowest and 5 being the highest.

Feeling communicated with by the teacher: 1 - 3.6%; 2 - 1.8%; 3 - 19%; 4 - 16% ; 5 - 58%

Feeling like part of a team: 1 - 3.6%; 2 - 0%; 3 - 17.9%; 4 - 26.8% ; 5 - 51%

Although the scores above are noted as a weakness relative to the remainder of the survey, the results above are still strong.

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

Overall, students and parents feel safe sending their student to Enslen and students enjoy attending school on a daily basis.

Enslen is a safe school - 1 - 1.8%; 2 - 1.8%; 3 - 3.6%; 4 - 39.3% ; 5 - 53.6%

My student enjoys going to school - 1 - 1.8%; 2 - 1.8%; 3 - 10.7%; 4 - 17.9% ; 5 - 68%

My student feels safe at school - 1 - 0%; 2 - 0%; 3 - 3.6%; 4 - 25% ; 5 - 71%

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 To increase parent involvement on campus for events centered around academics and mathematics

	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)	Evening parent engagement opportunities for parents to see what their students are learning and provide parents feedback on how they can support their student - specifically in math/science	calendar of math night/science night	Supplies	Title 1 Parent Involvement	570
	Frequent communication with parents through Parent Square regarding what their students are doing in math and how they can help support at home	Monitoring on Parent Square communication from teacher to parents			
English Learners (EL)		call logs, parent attendance, feedback	Extra Translation Support	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parents will receive a personal phone call or Parent Square invitation to any opportunities to be engaged on campus for after school academic events				
Students with Disabilities (SWD)	Parents will receive a personal phone call or Parent Square invitation to any opportunities to be engaged on campus for after school academic events	call logs, parent attendance, feedback			
Other					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
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
Instructional paraprofessional to help support math instruction and small group interventions to meet students academic needs				Math
	Instructional Paraprofessional - 5 hours	Title 1 Positions	38,935	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	38935	0.00
Title 1 Professional Development		
Title 1 Parent Involvement	820	0.00
Title 1 Supplies and Services	15502	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	\$55,257
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$55,257
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$55,257.00
Grand total budgeted including carryover from Section 11	\$55,257

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: Ensen 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: Ashley Etchebarne Term: 2022-2023, 2023-2024 XParent Community Member	1. Name: Brandon Fromm Principal
2. Name: Christine Podesto Term: 2022-2023, 2023-2024 XParent Community Member	2. Name: Melody Webb Term: 2022-2023 Teacher
3. Name: Luis Bautista Term: 2022-2023, 2023-2024 XParent Community Member	3. Name: Cydney Miller Term: 2022-2023, 2023-2024 Teacher
4. Name: Mandy DeBoer Term: 2022-2023 XParent Community Member	4. Name: Jennifer Ruijsenaars Term: 2022-2023, 2023-2024 Teacher
5. Name: Mike Nicholas Term: 2022-2023 Parent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Rosi Jordan Term: 2022-2023, 2023-2024 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
Enslen does not have an ELAC	English Language Advisory Council (ELAC)
Terri Fischer	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: 05/16/2023 03:00 pm

Attested:

Rosi Jordan	SSC Chairperson
Ashley Etchebarne	SSC Vice Chairperson
Christine Podesto	SSC Secretary