

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Glenshire Elementary
<b>Address</b>	10990 Dorchester Drive Truckee, CA 96161
<b>County-District-School (CDS) Code</b>	27-6113062
<b>Principal</b>	Kerstin Kramer
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	April 20, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 5, 2022
<b>Local Board Approval Date</b>	May 4, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# School Vision and Mission

Glenshire Elementary School serves Transitional-K through 5th grades. Glenshire offers comprehensive programs in music, PE, science, art, English language arts, mathematics and counseling. We supplement core studies with hands on learning explorations and have many enrichment opportunities for our students. These opportunities include yoga, ceramics, guitar, theater, technology and more. At Glenshire Elementary our vision is "our students love to read and they read to achieve."

## School Profile

At Glenshire Elementary, in partnership with our families and community, students will experience a balanced education addressing the needs of each individual child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic curriculum, within a safe, secure and peaceful environment.

Students:

Students at Glenshire are kind, safe responsible and respectful. They engage in meaningful learning opportunities and make contributions to their classrooms, school and community. Students are challenged and motivated by high expectations resulting in high quality work. They have opportunities to work individually and cooperatively in safe and respectful environments that foster a love for learning.

Staff:

The staff at Glenshire is a community of learners. They collaborate together in Professional Learning Communities (PLCs) in order to reach their full potential with students. As a result they are committed to developing a habit of curiosity, inquiry and reflection that touches students and adults alike. Dedication to the PLC model translates to student support and school wide success in all areas. Teachers at Glenshire are consistently recognized and honored by their peers as outstanding leaders and educators. They are experts in differentiating instruction to meet the needs of their diverse classroom communities. Together with families and students, Glenshire teachers and staff create a safe and nurturing child-centered environment where children can flourish and meet their greatest potential.

Our School:

Glenshire Elementary is a modern facility with a solar design boasting a library, gym, cafeteria, wellness center and a performance stage. The school's unique location on a 25 acre greenbelt provides a beautiful outdoor classroom for field study and for snowshoe adventures.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The Glenshire Elementary School Site Council (SSC) has met to review and become familiar with our new DTS format for our SPSA in general, and the following dates and descriptions outline our collaborative consultation with our SPSA: January 31, 2022: SSC reviewed the 2020-2021 SPSA draft goals to answer clarifying questions and provide context for this year's SPSA.

February 3, 2022: Principal and Assistant Principal presented a working draft of 2022-2023 SPSA goals to the Glenshire Elementary Instructional Leadership team, which consists of grade-level classroom teacher representatives Kinder through fifth grade, special education teacher representative, enrichment teacher representative, principal, and assistant principal. Feedback was received on the goals. Feedback included staff sharing the goals were attainable and rigorous. PLC works with PDSAs will support goals. Goals were approved by SSC and sent on to ELAC for feedback.

February 7 2022: Principal presented a working draft of 2022-2023 SPSA goals to the Glenshire Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator, assistant principal, and community liaison. This presentation emphasized our work with English Learners; however, this presentation also included a review of actual assessment results from 2021, goals for 2021-2022 and 2022-2023 based

on our data. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included celebration of student results considering the pandemic situations, and that the goals are appropriate, attainable, and rigorous. ELAC approved the draft goals as written.

February 15, 2022: SSC met to review the working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document. The principal shared the feedback offered by ELAC and the school Instructional Leadership Team and highlighted revisions made. The EL goals were approved by the SSC and agreed that the goals are appropriate, attainable and rigorous.

April 5, 2022: Principal presented the final draft of the 2022-2023 SPSA as well as the 2021-2022 Transitional Document to SSC for final approval.

Involvement Process and Review: June 7, 2022, The principal will share end-of-year local assessment data as available to review progress toward goals. SSC will also review the planned key actions of the 21-22 Transitional Document and identify which were implemented over the 21-22 school year. The actual achievement of the 21-22 Transitional Document goals will be reviewed by SSC at the first and second meetings of the 22-23 school year. These meetings will also include a review of the 22-23 SPSA to provide context for the school year and revisions, if any, will be made based on our student progress evidence from 21-22.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.2%		0	1
African American	0.56%	0.19%	%	3	1	
Asian	%	0.37%	%		2	
Filipino	%	0%	%		0	
Hispanic/Latino	9.46%	10.04%	10.5%	51	54	53
Pacific Islander	0.19%	0%	%	1	0	
White	85.16%	84.39%	83.4%	459	454	421
Two or More Responses	3.53%	3.72%	4.8%	19	20	24
Not Reported	1.11%	1.3%	1.2%	6	7	6
<b>Total Enrollment</b>				539	538	505

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	102	106	79
Grade 1	82	78	81
Grade 2	84	85	78
Grade3	93	81	86
Grade 4	83	96	79
Grade 5	95	92	102
<b>Total Enrollment</b>	539	538	505

### Conclusions based on this data:

1. Glenshire Elementary School enrollment decreased due to Covid 19 and families choosing other options for schooling.
2. Hispanic sub group maintained at 10% over the last 3 years.
3. Overall, the numbers of kindergarten students enrolled has decreased.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	20	18	15	3.7%	3.3%	3.0%
Fluent English Proficient (FEP)	16	18	15	3.0%	3.3%	3.0%
Reclassified Fluent English Proficient (RFEP)	10	6	1	37.0%	30.0%	5.6%

### Conclusions based on this data:

1. The number of English Learners is decreasing.
2. The percent of FEP students is stable.
3. Number of RFEP students is decreasing.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	93		84	92		83	92		83	98.9		98.8
Grade 4	86		78	85		77	85		77	98.8		98.7
Grade 5	94		96	94		95	94		95	100		99.0
All	273		258	271		255	271		255	99.3		98.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2471.		2479.	45.65		44.58	27.17		31.33	18.48		14.46	8.70		9.64
Grade 4	2518.		2496.	43.53		31.17	34.12		32.47	11.76		27.27	10.59		9.09
Grade 5	2549.		2549.	40.43		40.00	27.66		29.47	18.09		16.84	13.83		13.68
All Grades	N/A	N/A	N/A	43.17		38.82	29.52		30.98	16.24		19.22	11.07		10.98

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	41.30		32.53	46.74		59.04	11.96		8.43	
Grade 4	48.24		28.57	42.35		63.64	9.41		7.79	
Grade 5	39.36		30.53	47.87		63.16	12.77		6.32	
All Grades	42.80		30.59	45.76		61.96	11.44		7.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	40.22		28.92	50.00		60.24	9.78		10.84
Grade 4	31.76		16.88	58.82		72.73	9.41		10.39
Grade 5	42.55		38.95	45.74		43.16	11.70		17.89
All Grades	38.38		29.02	51.29		57.65	10.33		13.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	40.22		28.92	52.17		63.86	7.61		7.23
Grade 4	37.65		23.38	54.12		72.73	8.24		3.90
Grade 5	25.53		9.47	67.02		84.21	7.45		6.32
All Grades	34.32		20.00	57.93		74.12	7.75		5.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	31.52		33.73	55.43		63.86	13.04		2.41
Grade 4	29.41		24.68	57.65		70.13	12.94		5.19
Grade 5	40.43		31.58	48.94		62.11	10.64		6.32
All Grades	33.95		30.20	53.87		65.10	12.18		4.71

**Conclusions based on this data:**

1. Student participation rate is consistent over time.
2. Overall achievement for ELA CAASPP decreased by 3% from 18-19 (72.7%) to 20-21 (69.8%).
3. The reading domain was strongest in the 20-21 school year based on percent above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	93		84	92		83	92		83	98.9		98.8
Grade 4	86		78	85		76	85		76	98.8		97.4
Grade 5	94		96	94		95	94		95	100		99.0
All	273		258	271		254	271		254	99.3		98.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2481.		2473.	47.83		37.35	25.00		31.33	17.39		20.48	9.78		10.84
Grade 4	2518.		2489.	31.76		13.16	44.71		43.42	21.18		34.21	2.35		9.21
Grade 5	2551.		2535.	40.43		33.68	26.60		26.32	20.21		21.05	12.77		18.95
All Grades	N/A	N/A	N/A	40.22		28.74	31.73		33.07	19.56		24.80	8.49		13.39

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21									
Grade 3			54.35			36.14			31.52			54.22			14.13			9.64
Grade 4			49.41			17.11			38.82			63.16			11.76			19.74
Grade 5			50.00			29.47			29.79			50.53			20.21			20.00
All Grades			51.29			27.95			33.21			55.51			15.50			16.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21									
Grade 3			52.17			42.17			36.96			48.19			10.87			9.64
Grade 4			38.82			17.11			51.76			68.42			9.41			14.47
Grade 5			42.55			28.42			41.49			51.58			15.96			20.00
All Grades			44.65			29.53			43.17			55.51			12.18			14.96



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
<b>Grade 3</b>	52.17		39.76	39.13		56.63	8.70		3.61
<b>Grade 4</b>	37.65		23.68	50.59		65.79	11.76		10.53
<b>Grade 5</b>	38.30		30.53	48.94		62.11	12.77		7.37
<b>All Grades</b>	42.80		31.50	46.13		61.42	11.07		7.09

**Conclusions based on this data:**

1. Student participation rate is consistent over time.
2. Overall achievement for Math CAASPP decreased by 10% from 18-19 (71.95%) to 20-21 (61.81%).
3. The communicating reasoning domain was strongest in the 20-21 school year based on percent above standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	5	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	4	4	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	50.00	16.67	13.33	*	55.56	46.67	*	27.78	40.00		0.00	0.00	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	63.64	44.44	46.67	*	44.44	46.67	*	11.11	0.00	*	0.00	6.67	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	5.56	0.00	*	27.78	40.00	*	61.11	46.67		5.56	13.33	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>	*	*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*		*	*		*	*	*	*	*
<b>3</b>		*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	68.18	22.22	66.67	*	72.22	33.33	*	5.56	0.00	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	63.64	61.11	46.67	*	38.89	40.00		0.00	13.33	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	*	5.56	6.67	63.64	72.22	66.67	*	22.22	26.67	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	50.00	16.67	13.33	50.00	77.78	80.00		5.56	6.67	22	18	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Six students are at level 2. Seven students are at level 3. Two students are at level 4.
2. Overall, students are making one proficiency level growth each year.
3. Ninety percent of the English Learners are reclassifying before they become Long Term English Learners.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 2% points as measured by CAASPP: SBAC ELA.

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group by 2% points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: EL):

On the spring 2023 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

Four of the Glenshire Elementary School English Language Learners will be reclassified by fall 2023.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>Overall 2021 ELA CAASPP Results</p> <p>All: 70%                      Hispanic: 52%                      White: 73%                      EL: *                      RFEP: 91%                      SED: 53%                      SWD: 36%</p> <p>*data suppressed student group =&lt; 10 students</p>	<p>School enters Expected Outcome by June 2023</p> <p>ALL: 72%                      Hispanic: 54%                      White: 75%                      EL: 2%                      RFEP: 93%                      SED: 55%                      SWD: 38%</p>
English Learners	8 of 10 English Language Learners that participated in spring 2021	All students to show growth in minimum of one of the testing

Metric/Indicator	Baseline	Expected Outcome
	<p>ELPAC testing showed growth in at least one testing domain.</p> <p>Three English Language Learners were reclassified in fall 2021.</p>	<p>domains (listening, speaking, reading and writing)</p> <p>Four English Language Learners will be reclassified in the fall of 2022.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

Continue universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of 2022-2023 school year.

#### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue to provide professional development for all teachers in the science of reading using the LETRS training.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of 2023 school year staff will have completed Volume 1 of LETRS.

#### Person(s) Responsible

School Administrators and school staff; District staff will support as needed.

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Continue using the SIPPS program for students in intervention who are identified as having needs with phonics and phonemic awareness.

#### Students to be Served by this Strategy/Activity

SED, RFEP, Hispanic and White

#### Timeline

During the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and school staff; District staff will support, as needed

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 4**

Continue the Eagle's Nest weekly tutoring program after school for EL students, per ELAC input.

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

EL

**Timeline**

During the 2022-2023 school year.

**Person(s) Responsible**

School administrators and school staff.

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC Math.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2021 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2021 All: 62% Hispanic: 42% White: 64% EL: * RFEP: 55% SED: 48% SWD: 14% *data suppressed student group =< 10 students	CAASPP - SBAC Math 2023 ALL: 65% Hispanic: 45% White: 67% EL: * RFEP: 58% SED: 51% SWD: 17% Homeless: * *data suppressed student group =< 10 students

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar.

#### Students to be Served by this Strategy/Activity

All students.

### Timeline

By the end of 2022- 2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

### **Strategy/Activity 2**

Recommit to our agreed upon predominant Everyday Math Strategies: math message and focus lessons, math boxes, open response re-engagement lessons and emphasize vocabulary development.

### **Students to be Served by this Strategy/Activity**

All students.

### **Timeline**

By the end of 2022- 2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

### **Strategy/Activity 3**

Expand the use of differentiated skill building applications to scaffold math instruction.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of 2022- 2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive and Collaborative Culture

### Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3% and decreasing office referrals and suspensions.

### LCAP Goal

By 2023 - 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

### Basis for this Goal

School Completes see Addendum for Basis for this Goal section

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate for 2021 ALL: 0% Hispanic: 0% White: 0% EL: 0% SED: 0% SWD: 0%	Suspension Rate: ALL: <3% Hispanic: <3% White: <3% EL: <3% RFEP: <3% SED: <3% SWD: <3%
Chronic Absenteeism	Chronic Absenteeism Rate for 2021 ALL: 2.9% Hispanic: 1.9% White: 2.8% EL: 5.6% SED: 7.5% SWD: 5.1%	Chronic Absenteeism ALL: <3% Hispanic: <3% White: <3% EL: <3% SED: <3% SWD: <3%

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.

### **Students to be Served by this Strategy/Activity**

All students.

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

## **Strategy/Activity 2**

Reinstate and expand positive attendance celebrations monthly and at the end of the year.

### **Students to be Served by this Strategy/Activity**

All students.

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

## **Strategy/Activity 3**

Continue to administer the DESSA as a social emotional screener to identify at risk students and provide support as needed.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

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

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Social Emotional Support

### Goal Statement

By the end of the 2022-2023 school year, the number of students in the “needs instruction” category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC’s, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

### Basis for this Goal

DESSA Screener results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2022 beginning of year results.	Decrease number of students who "needs instruction" (to be determined after baseline is set BOY)

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA) and Second Step

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of the 2022- 2023 school year.

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Continue and refine professional development on trauma-informed practices for systematic implementation.

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

All students.

**Timeline**

By the end of 2022-2023

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Continue and refine professional development on restorative practices and circles.

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

All

**Timeline**

By the end of 2022-2023

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

2020-2021 Site Goal 1:

By the end of 2020-2021 school year, Glenshire Elementary School cohorts will have the following minimum percent of students score in the met or exceeded on the ELA CAASPP: 3rd grade: 67%, 4th grade: 73 %, 5th grade: 70%. (based on forecast tool in RenLearn)

2020-2021 Site Goal 1A: By the end of 2020-2021 school year,

- On the spring 2021 ELPAC, eleven of the Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading and writing.
- Four of the Glenshire Elementary School English Language Learners will be reclassified by fall 2021.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP: SBAC ELA	3rd grade: 67% 4th grade: 73% 5th grade: 70% (based on forecast tool in RenLearn)	2021 Actual Overall Results  ALL 70% Hispanic 52% White 71% EL 0% RFEP 83% SED 60% SWD 25%  Grade Level Overall 3rd 77% 4th 64% 5th 69%
ELPAC	Eleven of the Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.	2021 Actual  Eight of ten English Language Learners that participated in spring ELPAC testing showed growth in at least one testing domain.
Reclassification	Four of the Glenshire Elementary School English Language Learners will be reclassified by fall 2021	2021 Actual  Three English Language Learners were reclassified in fall 2021.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Daily 5/CAFE, Proficiency Scales and Speaking and Listening Strategies	Partially implemented as planned		
Universal screening and progress monitoring using the STAR and STAR Early Literacy at the Beginning of the year, and at the end of each trimester (November, March, June)	Implemented as planned		
Use of F&P to identify and monitor student emerging strengths and needs	Implemented as planned		
Leadership coordinating intervention services offered to students	Implemented as planned		
Implementing Wonders ELA curriculum	Implemented as planned		
Implementing Lexia for blended learning on distance learning days	Implemented as planned		
Ongoing training for intervention teachers and paraprofessionals	Implemented as planned		
Providing substitutes to cover classes so teachers can conduct F&P assessments	Partially implemented		
Year long focus on high expectations for all	Implemented as planned		
Implement Heggerty Phonemic Awareness Curriculum in grades TK to second	Implemented as planned		
School-wide reading challenges at all breaks during the school year and summer	Implemented as planned		



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Virtual library sessions with online access to check out books	Implemented as planned		
1A: Maintain ELD minutes virtually	Implemented as planned		
1A: ILPs for all 2nd through 5th grade for EL only student	Implemented as planned		
1A: Focus on Academic Conversations	Implemented as planned		
1A: ILP Meetings with families	Implemented as planned		
1A: Maintain a focus on reading and writing	Implemented as planned		
1A: Immersion reading via Kindle Fires	Partially implemented		
1A: Book bags sent home at regular pick-ups	Partially implemented		

## Analysis

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

### Successes

Even with two-thirds of the school year being taught in distance learning, many of the planned actions were implemented as planned. Much of this success is due to the flexibility and adaptability of the teaching staff. For example, they collaborated to figure out how to best implement the STAR screeners even when students were learning from home. Another switch that proved successful for student achievement was switching from teaching guided reading groups to teaching targets phonics instruction groups.

### Challenges

With students learning from home, the opportunity for teachers to implement the F&P assessments was more limited.

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

### Successes

The three most effective strategies included: leadership coordinating intervention services offered to students, ongoing use of universal screener and progress monitoring for all students four times throughout the year using STAR and STAR Early Literacy, and TK-2 grade teachers implementing the Heggerty Phonemic Awareness curriculum daily. The data was consistently used to target intervention for all students. Intervention was provided four to five days a week either virtually or in person to accommodate all of our students who qualified for intervention services. The students were able to participate and practice phonemic awareness both virtually and in person, and this supported students in their progression with phonics and the science of reading. Overall, our data shows that students met expectations according to the forecast tool and maintained an overall percentage of students achieving met or exceed standard on the CAASPP from 2019 with only a slight 2% decrease from 73% overall to 71% overall.

Looking at the forecast tool data, third grade exceeded expectations, fourth grade did not meet expectations and fifth grade met expectations. Third grade was predicted to have 67% of overall students meet or exceed standard, and 77% actually met or exceeded standard. Fourth grade was predicted to have 73% meet or exceed standard and only 64% actually met or exceeded standard. Fifth grade was expected to have 70% meet or exceed standard, and 69% actually met or exceeded standard.

### Challenges

Writing and writing instruction were our biggest challenges in the virtual and hybrid model. Another challenge was a shortened school day when we returned to school so teachers limited instruction to the priority standards.

### 1A: Successes

The three most effective strategies included: maintain ELD minutes and provided extra time outside of the shortened school day, focus on the priority standards of reading and writing per the ELPAC results and providing protected time for academic conversations in the ELD environment.

### 1A: Challenges

Writing and writing instruction were our biggest challenges in the virtual and hybrid model. Another challenge was a shortened school day when we returned to school so teachers limited instruction to the priority standards. Providing all ELD instruction virtually.

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

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #1

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

2020-2021 Site Goal 2 :  
 By the end of the 2020-2021 school year, Glenshire Elementary School cohorts will have the following minimum percentage of students score in the met or exceeds on the Math CAASPP: 3rd grade: 60%, 4th grade: 50%, 5th grade: 33%. (based on forecast tool in RenLearn)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP: SBAC Math	2019 Baseline  Overall Math CAASPP Outcomes All: 72% Hispanic: 46% White: 75% EL: * RFEP: * SED: 55% SWD: 30%  Predictions for 2021 (based on forecast tool in RenLearn) 3rd grade: 60% 4th grade: 50% 5th grade: 33%	2021 Actual  Overall Math CAASPP Outcomes All: 62% Hispanic: 42% White: 64% EL: * RFEP: 55% SED: 48% SWD: 14%  3rd grade: 68% 4th grade: 57% 5th grade: 59%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use of Everyday Math program with a focus on priority standards. <ul style="list-style-type: none"> <li>Commitment to teaching Focus Lessons (approximately 120 lessons per grade level)</li> <li>Emphasis on Vocabulary Development in Everyday Math.</li> <li>Commitment to the use of the Math Boxes.</li> <li>Commitment to use of Open</li> </ul>	Partially Implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Response/Re-engagement 2 Day Lessons			
Implementation of Dreambox TK-2 and IXL for grades 3-5	Implemented as planned		
Professional Development sessions with Dreambox and IXL trainers	Partially implemented		
Explore the use of academic conversation strategies during math lessons	Partially implemented		

## Analysis

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

### Successes

Even with two-thirds of the school year being taught in distance learning, many of the planned actions were implemented as planned. Much of this success is due to the flexibility and adaptability of the teaching staff. For example, they collaborated to figure out how to best implement the priority standards using the Everyday Math Curriculum while students were learning from home. Another strategy that proved successful for student achievement was the continued use of pre and post-unit tests to identify students for Accelerated Learning math groups.

### Challenges

With students learning from home, the opportunity for academic conversations was limited.

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

### Successes

The effective strategies that were implemented were: online math tools (Dreambox and IXL), focus on priority standards, and using the focus lessons in Everyday math. Overall, our data shows that students exceeded expectations compared to the forecast tool and decreased an overall percentage of students achieving met or exceed standard on the CAASPP from 2019 with a 10% decrease from 72% overall to 62% overall.

Looking at the forecast tool data, third grade exceeded expectations, fourth grade did not meet expectations and fifth grade exceeded expectations. Third grade was predicted to have 60% of overall students meet or exceed standard, and 68% actually met or exceeded standard. Fourth grade was predicted to have 50% meet or exceed standard and only 57% actually met or exceeded standard. Fifth grade was expected to have 33% meet or exceed standard, and 59% actually met or exceeded standard.

### Challenges

Student engagement during distance learning math instruction was impacted by the digital format. Students found it hard to persevere through math challenges. They often would turn off their cameras or exit the synchronous google meets.

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

No material differences

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.

See 2021-2022 & 2022-2023 SPSA Goal #2

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

2020-2021 Site Goal 3:  
 By the end of the 2020-2021 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3% and decreasing office referrals.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students.	Measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3%, and decreasing office referrals.  Baseline 2020 Total Office Referrals: 213	Actual 2021 Total Office Referrals: 31
Suspension Rate	Suspension Rate 2020 (includes in-school suspensions) All: 0.4% Hispanic: 0% White: 0.4% EL: 0% RFEP: 0% SED: 0% SWD: 0%	Suspension Rate 2021 (includes in-school suspensions) All: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%
Chronic Absenteeism	As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.	Chronic Absenteeism 2021 All: 2.9% Hispanic: .002% White: 1.3% EL: 5.6% RFEP: 0% SED: 7.5% SWD: 5.1%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Caring connections data where students identify their safe caring adults gathered via surveys at the beginning of the year and the end of the year so	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that students may be connected with adults they trust in times of celebration and need			
Virtual Eagle Tickets	Implemented as planned		
Social Emotional Screener used to identify at risk students	Implemented with this adjustment: only middle of year and end of year screeners		
Attendance follow up letters and meetings with families who are struggling with school attendance	Implemented as planned		
Fifth Grade Leadership Team	Implemented as planned		
Weekly morning meetings that included social emotional check-ins and lessons	Implemented as planned		

## Analysis

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

Overall implementation went as planned. The social-emotional screener was completed at middle of year and end of year. Beginning of year was not completed due to distance learning.

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

### Successes

All staff focused on the social-emotional well-being of all students by implementing weekly morning meetings that included social-emotional check-ins and lessons. These frequent check-ins meant struggling students were quickly referred to school support services. The number of office referrals decreased by 200 referrals. The overall suspension rate decreased to 0% from 0.4%.

### Challenges

Creating rapport with students during virtual meetings is challenging. Virtual celebrations of student behavior using virtual Eagle Tickets are not as impactful as in-person celebrations.

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

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #3



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
Kerstin Kramer	Principal
Andee Repsher, Ken Rae, Jane Miller	Classroom Teacher
Teresa Ketron, school librarian	Other School Staff
Erin Ellis, Amanda Helm, Lindsay Hill, Camille Land, Hillary MacLean	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on April 5, 2022.

Attested:



Principal, Kerstin Kramer on 4-5-22



SSC Chairperson, Amanda Helm on 4-5-22

**2021/2022 Glenshire Elementary**

\*\* Allocations are tentative and are subject to change as more information become available

Site Funds						Measure AA (Resource 9103)								District Funds										
Intervention - ALS	Intervention - Additional	Site Op	District EL	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention - ALS	District EL	Title 1	Title II	Title III	Title III	Cowell		ELO Para	
		\$50/pp		\$20/pp																				
RE 0140	RE 0000/GL 1456	RE 0395	RE 0791	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 4035	RE 4201	RE 4203	RE 9035	RE 0999	RE 7426	
<b>2021/2022 Allocation</b>	<b>\$24,629</b>	<b>\$21,973</b>	<b>\$25,550</b>	<b>\$7,700</b>	<b>\$10,220</b>	<b>\$0</b>	<b>\$12,775</b>	<b>\$2,555</b>	<b>\$40,880</b>	<b>\$1,533</b>	<b>\$10,220</b>	<b>\$12,775</b>	<b>\$9,387</b>	<b>\$8,890</b>	<b>\$69,991</b>	<b>\$23,568</b>							<b>\$9,436</b>	<b>\$55,675</b>

	FTE	Total Cost
<b>Staffing:</b>		
	0.40	\$46,149
	0.60	\$76,174
	0.40626	\$21,813
	0.5625	\$30,646
	1.00	\$52,197
	0.3975	\$15,753
Unfilled	1.00	\$41,379

			\$8,358												\$24,551	\$13,240								
														\$76,174										
		\$14,311	\$2,349																					\$5,153
		\$19,091																						\$11,555
			\$5,813																					\$46,385
			\$5,846																					\$9,907
																								\$41,379

<b>Total Funds Used</b>	\$33,401	\$0	\$14,008	\$8,358	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$76,174	\$24,551	\$13,240	\$0	\$0	\$0	\$0	\$0	\$9,907	\$104,472	\$0
<b>Remaining Funds</b>	<b>-\$8,772</b>	\$21,973	\$11,542	<b>-\$658</b>	\$10,220	\$0	\$12,775	\$2,555	\$40,880	\$1,533	\$10,220	\$12,775	\$9,387	\$8,890	<b>-\$6,183</b>	<b>-\$983</b>	<b>-\$13,240</b>	\$0	\$0	\$0	\$0	\$0	<b>-\$471</b>	<b>-\$48,797</b>	\$0