



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

MCKINLEY ELEMENTARY

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary	39686766042691	Original – 12/14/2017 Revision – 05/22/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

McKinley Elementary is implementing a Schoolwide Program.

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.

McKinley Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

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

McKinley Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on December 14, 2017 and obtained board approval on April 10, 2018.

Throughout the 2018-2019 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

McKinley Elementary and its School Site Council reviewed the progress of the 2018-2019 (Year 2) culminating the document 2018-2019 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the January 17, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, McKinley Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. The meetings were held on November 2, 2018 (Coffee Hour) and December 6, 2018 (ELAC).

As a result of the stakeholder involvement and data reviews, McKinley Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. McKinley's Leadership Team reviewed the current strategies and data and provided suggestions to be included in the DMM.

In school year 2018-2019, also Year 2, McKinley Elementary initiated a needs assessment process that included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents (January 19, 2019), teachers (December 2018, January 15, 2019 & February, 2019), and the McKinley Education Foundation. In summary, the needs assessment identified a lower percent of students meeting standards in intermediate grades 4-7th grade in comparison to primary grades using math MAP data; 14.6% meeting standard in intermediate / 37.25% meeting standards in primary. In ELA 27.75% met standards in kindergarten through 3rd grade in comparison to 25.4 in grades 4th through 8th grade.

Resource Inequities

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

This section is not applicable for McKinley Elementary.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA SMART Goal:

The percentage of students scoring at grade level or higher in ELA will increase from 17% to 22% by the end of the year as measured by MAP.

15/16	16/17	17/18	
15%	16%	17%	
Fall: 22%	Winter: 25%	Spring: _____	

In June 2020, the percentage of students meeting or exceeding achievement standards in ELA will increase from 22% to 27% as measured by SBAC.

15/16	16/17	17/18	
21%	26%	22%	_____ % prof. (SBAC 18/19)

In June 2020, the goal is to decrease the distance from standard in ELA for All Students by 3 points to -72.2 points (Orange).

ELD Smart Goal

In June 2020, the goal is to reclassify 14% of our EL population as measured by ELPAC and other measures. Currently, 2018-19 Population: 381 Reclassification Goal: 53 students

Fall: 9%	Winter: 12%	Spring:
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In June 2020, the goal is to decrease the distance from standard in ELA for English Learners by 3 points to -89.5 points (Orange).

Math Smart Goal

The percentage of students scoring at grade level or higher in Math will increase from 13% to 18% by the end of the year as measured by MAP.

15/16	16/17	17/18	
13%	13%	13%	
Fall: 21%	Winter: 25%	Spring: _____	

The percentage of students meeting or exceeding achievement standards in math will increase from 18% to 23 % by the end of the year as measured by SBAC.

15/16	16/17	17/18	
19%	18%	18%	_____ (SBAC 2019)

In June 2020, the goal is to decrease the distance from standard in math for All Students by 3 points to -83.7 points (Orange).

Identified Need

ELA/ELD:

All students:

MAP Winter ELA

25% met standards

SBAC 2018 ELA

22% met or exceeded standard

-75.2 from 3 in ELA

Eng. Learners:

MAP Winter ELA

9% met standards

SBAC 2018 ELA

2% met standard

ELPAC 2018

14% @ Level 4

Reclassification Rate

14% 2018 decreased from 17% 2017

Hispanic:

MAP Winter ELA

22% met standards

SBAC 2018 ELA

18% met or exceeded standard

Math

All students:

MAP Winter Math

25% met standards

SBAC 2018 Math

18% met or exceeded standard

-86.7 from 3 in math

Eng. Learners

MAP Winter Math

12% met standards

SBAC 2018 Math

4% met standards

MAP Winter ELA

9% met standards

SBAC 2018 ELA

2% met or exceeded standard

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	75.2 points below	72.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	86.7 points below	83.7 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from PD/Collaboration/Conferences.

Students in the K-6 Bilingual Program will benefit from Bilingual specific PD/Collaboration/Conferences.

Strategy/Activity

Professional Development/Teacher Collaboration

To provide teachers with professional learning opportunities, coaching and collaboration support to supplement core grade level instruction through conferences and collaboration that focus on the exchange of best practices and implementation of best strategies in the areas of AVID, DII, ELD, RTI, PLC, and GLAD. Use of substitutes to pull teachers out on a monthly basis.

Conferences:

- * PLC - June 2020 - approx. 5 teachers, 1 program specialist/coach, 1 administrator (\$10,000)
- * AVID - June 2020 - approx. 5 teachers, 1 program specialist, 1 administrator (Central office subsidizes the cost)
- * Bilingual/Dual Programs Conference - October 2019 - approx. 7 teachers, 1 program specialist, administrator (\$12,000)
- *GLAD Training - Fall/Spring PD- approx. 4 teachers (\$4000.00)
- *Angela Beyer PD - all staff (no extra cost will be completed with the Teacher Pull-Out PD)

Site Based PD/Collaboration:

- 1) Pull Out PD for AVID, Coaching, Achieve 3000, DII, GLAD, Accelerated Reader, PLC - throughout the year once a month
- 2) Pull Out PD for Bilingual Program - throughout the year once a month

Additional Hourly Pay for Collaboration:

18 Teachers X 20 hour X \$60 = \$21,600

Cost

of substitutes x \$ rate of pay x # of collaborations = \$estimated cost

- 1) 15 substitutes x \$200 x 10 days = \$30,000
- 2) 4 substitutes x \$200 x 8 days = \$6,400
- 3) Program Specialist = \$104,668 / Plus extra hourly

4) Conferences = \$29,760

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$36,400 - 11700 (substitutes - pull out PD)	Title I - 50643
\$29,760 - 52150 (conferences)	LCFF - 23030
\$104,668 - 19101 (Program Specialist) \$3,000 - 19500 (extra hourly for Prog. Spec.)	Title I - 50643 LCFF - 23030 Title 1 50643 (extra hourly)
\$21,600 - 11500	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K - 8.
AVID students 7th - 8th.

Strategy/Activity

Provide students with hands on experiential learning opportunities to supplement core grade level instruction and AVID requirements through field trips, guest speakers, traveling exhibits, etc.

of field trips pre/post assessment culminating project

- Kinder - Children’ Museum, Mickey’s Grove Zoo
- First - Sacramento Zoo, Fog Willow Farm
- Second - WOW Museum, San Francisco Zoo
- Third - Monterey Bay Aquarium, Oak Grove Nature Center
- Fourth -State Capital (Railroad Museum, Sutter’s Fort, Indian Museum), SJCOE Fablab
- Fifth - Science Camp, Indian Grinding Rock
- Sixth - Berkeley Hall of Science, SJCOE Fablab, UOP Campus Visit
- Seventh - Berkeley Hall of Science, CSU Stanislaus Campus Visit
- Seventh AVID - UC Davis Campus Visit
- Eighth - CSU Sacramento Visit, Great America Math and Science Day, Levi Stadium
- Eighth AVID - CSU East Bay

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000 - 58720 (non-district transportation)	LCFF - 23030
\$ 3,000 - 58920 (pupil fees)	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Data Analysis and Goal Setting: All students in Kindergarten - 8th grade will benefit from review of data with teachers, students and parents.

Strategy/Activity

Data Analysis and Goal Setting based on MAP, ELPAC, & SBAC:

- 1) Teacher Pull Out PD - During pull out, administration meets with teachers to review MAP and SBAC data and set goals for their class and individual students (twice a year, grades Kindergarten - 8th)
- 2) Teacher & Student Academic Goal Setting Conferences - Teachers meet with students in small group setting to review current data and set student goals (twice a year)
- 3) Teacher, Parent, & Student Conferences - Teachers meet with parents and students to review data and set student goals

Cost

- 1) Teacher Academic Conferences: no cost - will be done at the same time as the Teacher Pull Out PD in Strategy 1
- 2) 10 substitutes x \$200 x 2 days = \$4,000
- 3) No additional cost, teacher contractual parent contact time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$4,000 - 11700 (substitute costs)

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in kindergarten through 8th grade with special emphasis on reading and writing fluency

Strategy/Activity

Academic support for students identified increase student reading fluency and comprehension and writing in all content areas:

Library Media Assist (6 hours) will conduct Accelerated Reader training for grades 2nd - 6th grades to support implementation. Training will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. She will also guide students in the selection of books leveled and conduct read-alouds demonstrating proper reading strategies.

Library Media Assist will support the implementation of Achieve 3000 by providing reading Lexile goals and progression of goals to teachers and students.

Instructional Assistant (3.5 hours) & Computer Assistant 1 (3.5 hours) will push in to classrooms to work with students identified as needing support in reading, writing, and math fluency.

Materials needed to support this strategy:

In order to provide engaging and effective support, we will need several licenses and materials such as Achieve 3000, Accelerated Reader, chart paper, paper, books, book shelves, projectors, Doc Cams, chromebooks, headphones,

Duplicating services includes graphic organizers and note-taking forms for grade level support and specific project materials.

Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$52,433 - 22601 (.75 FTE Library Media Clerk)

LCFF - 23030

\$25,000 - 21101 (.4375 FTE Instructional Assistant)

Title I - 50643

Amount(s)	Source(s)
\$16,693 - 21101 (.4375 FTE CAI)	LCFF - 23030
\$10,000 - 44000 (Technology)	LCFF - 23030
\$12,000 - 43110 (Instructional Materials) \$9,273 - 43110 (Instructional Materials)	LCFF - 23030 Title I - 50643
\$28,000 - 58450 (Licenses - AR \$6,000 & Achieve \$22,000)	Title I - 50643
\$5,000 - 42000 (Books)	LCFF- 23030
\$2,000 - 57150 (Duplicating)	LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students, K - 8, who are performing at ELPAC levels 1 and 2. EL students in K-6 in the Bilingual Program.

Strategy/Activity

Bilingual Assistant (5 hours): Will provide small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels.

Late Exit Model Bilingual Program: Provides English Language Learners in kindergarten through 6th grade the opportunity to obtain core subjects in their primary language - Spanish. One class per grade level in kindergarten through 6th grade has been assigned as a Bilingual Program classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$50,166 - 21101 (.6250 FTE Bilingual Assistant)

LCFF - 23020

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

Academic Conferences: Teacher Academic Conferences – Twice a year after fall & Winter MAP assessment focusing on class and grade level goals. Teacher, Student, & Parent Conferences - two sessions of conferences in the fall and winter to review student goals and expectations. Student Goal Setting Conferences – Student Goal Setting Conferences are held twice a year once in the fall and once in the winter

AVID Implementation whole-wide: Certified 4 consecutive years K-8, Focused on Writing Inquiry, Collaboration, Organization, Reading with special emphasis on writing

RTI/ MTSS - Intervention programs: Computerized programs: ST Math, Odyssey, Accelerated Reader, Imagine Learning, Small group Push-In (1-3), small group/differentiated instruction and/or platooning, Social Skills: Check-In system, Student Support Center Teacher, individual counseling

English Language Learners support: Primary Language support - Late Exit Bilingual Model K-5, Bilingual Aide for EL 1s & 2s, English Language Development: EL tutoring, Duo-lingo, Cross Age Peer Tutoring, English Language Academic Hour,

Parent outreach and communication: Parent outreach – Parent Coffee Hours, IEP’s/SST’s/CARE team meetings, PTO, ELAC, SSC, Parent Information Fair, Family Nights, parent volunteers, parent newsletter and website, Focus – Common Core State Standards, attendance, safety, academic focus,

Positive Behavior Intervention Systems (PBIS): Reduction of suspensions and student referrals are a testament to an effective PBIS system in place. Ensure a Safe and Welcoming Environment: Full implementation of PBIS, utilize Student Support Center (SSC) instead of suspension, focus on Restorative Practice, check in/check out for targeted students, constant parent communication, continue training Noon Duty Supervisors and Campus Security Assistants. Support systems: PLUS, Point Break, Valley Community Counseling Services (VCCS), Club Live, Student Leadership

Effectiveness

None.

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

Material Changes

None.

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.

Future Changes

We will continue to focus on the strategies listed in goal 1 and monitor the implementation of the strategies. As a school, we will make a commitment to consistently implement Academic Conferences, AVID, RTI, PBIS, Support for English Language Learners, and Community outreach

We will also focus on grade level standard based instruction with evidence of learning objectives. Student engagement will be monitored and supported. We will provide professional development for all teachers.

We will focus on writing across content areas. We will provide professional development for all teachers in writing best practices.

RTI – strategic based student needs. We will focus on providing additional support for primary grades. Small group tutoring and platooning will be supported and monitored.

Goal 2 – School Climate

Suspension:

By the end of June 30, 2020 the percent of suspensions will decrease by 10% from previous year as measured by Discipline cumulative reports.

Attendance/Chronic Truancy:

By the end of June 30, 2020 the percent of chronic absenteeism will decrease by 5% from previous year as measured by P2 attendance reports.

By the end of June 30, 2020 the overall attendance will increase by 2% from previous year as measured by the P2 attendance reports.

Identified Need

Suspension:

Suspensions as of April 2019 - 94 days

(29 students)

Feb. 2018 - 79 days

Suspensions based on incident type

Caused, Attempted, or Threatened Physical Injury - 64% of the offenses are for physical aggression

Offenses by Race:

Hispanics or Latino - 37% of students suspended

Black / African American - 33% of total students suspended

Outcome data

*Average number of Suspensions per month- 9 days

Average of students referred to the Student Support Center - 6 students

Daily average of student referrals- 10

Number of days of suspension has increased by 15 days compared to same time 2018.

Attendance/Chronic Truancy:

Outcome data

*Average number of students who are chronically absent

17.85 % April 2019

Special Ed - 34.09%

EL students - 12.89%

Foster students - 33.33%

Homeless - 56.67%

Am. Indian / Alaskan - 83.3% Asian - 12.9% Aft. Am. 45.7% Hisp. 16.93% White 22.22%

Chronic absenteeism has increased by 2.11% from April 2018 to April 2019

Average school enrollment is 922 - current year

School Climate Survey 4th - 5th Grade:

Experienced bullying - 10%

Experienced cyberbullying - 10%

Feel safe at school - 88%

Student voice matters - 76%

There are adults who care - 80%

School Climate Survey 6th - 8th Grade:

Experienced bullying - 8%

Experienced cyberbullying - 5%

Feel safe at school - 78%

Student voice matters - 66%

There are adults who care - 76%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	94 days	71 days
Chronic Absenteeism (All Students)	17%	12%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in kindergarten through 8th grade will benefit.

Strategy/Activity

Student Assistance Program:

Grade level teams, Counselors, Administrators, parents, and community partners will collaborate to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso’s Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports - YMCA).

In the efforts of improving attendance, reducing chronic absenteeism, and improve our school climate, we have strategies in place: Eagles Soar Attendance Challenge, Counseling small groups, trimester assemblies, Super Recess, School dances, perfect attendance celebrations and recognitions, Check-ins for behavior and attendance, parent meetings, home visits, and classroom incentives and celebrations.

Valley Community Counseling Services three days per week.

15 students receiving services and approximately 15 referrals for counseling pending approval

Small group counseling - focus on social skills and trauma

PLUS - peers supporting and guidance peers

Check-Ins - provide additional support to students having behavior or attendance challenges

AVERAGE enrollment for this year is 922 (including preschool)

Incentives - various incentives to motivate students in academics, social skills, and attendance

Counselors - to conduct home visit for students identified as chronically absent and support for outreach to parents.

YMCA Noon Sports - provides organized activities during lunch periods

Additional Hourly Pay Calculation for Counselor:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$12,000 - 58320 (YMCA)

LCFF - 23034

\$1,000 - (Additional Hourly - Counselor)

LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life, Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc.

Ensure a Safe and Welcoming Environment: Full implementation of PBIS

Utilize Student Support Center VS suspension

Focus on restorative justice, Student Support Center (SSC)

Check in/check out for targeted students

Constant parent communication

Continue training of noon duty supervisors and CSM's

Student support - PLUS, Point Break, VCCS, Club Live, Student Leadership, Small Group w/ Counselor

parent volunteers

Effectiveness

Based on Dashboard: 7.3% suspension / reduction of 1%

Additional Information:

PLUS survey: (6th - 8th grade)

77% of our students feel safe at school

81% of students feel like they are part of the school

83% of students feel their teachers treat them fairly

78% of students feel there is a teacher or other adult who really cares about them

PLUS survey: (4th – 5th grade)

81% of our students feel safe at school

83% of students feel like they are part of the school

86% of students feel their teachers treat them fairly

90% of students feel there is a teacher of other adult who really cares about them

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

Material Changes

None.

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.

Future Changes

Consistent implementation of Check-In / Check-Outs

Focus on attendance goals by providing incentives, recognition, and small group sessions

Parent Informational meetings for students who have chronic absenteeism

Classroom incentives to promote perfect attendance

More intervention for primary grades – small group counseling

More funding for incentives within the classes

Parent recognitions / awards

Goal 3 – Meaningful Partnerships

Increase parent participation to workshops and trainings
Increase parent participation to Parent trainings, school volunteers, coffee hours, Parents by Choice trainings, and Parent Cafe trainings by 50% - 25 average attendance to 45 parents

Identified Need

Parent participation is not consistent and inadequate for the size of our school. An average of 25 parents who attend meetings and trainings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Preschool through 8th grade will benefit from the partnership of our parents and community.

Strategy/Activity

Parent Liaison: Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, parent training/workshops parent meetings (e.g. Parent Teacher Organization (PTO), Parent Coffee Hours, Parent Ambassadors, and Parent Volunteers, etc.).

Additional Hourly Pay Calculation for Parent Liaison:

20 hours X \$50 = \$1,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000 (3 day @ 3.5 hrs - Parent Liaison) \$1,000 - (Additional Hours - Classified)	Title I - 50672 Title I - 50672
\$3,240 - 43200 (Non-Instructional Materials)	Title I - 50647
\$1,000 - 43400 (Parent Meeting)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent training/workshops & parent:

Parents By Choice: Positive Parenting Classes

Child Advocate Parent Coaches (CAPC)

CARE / SST

Coffee Hours

PTO

Point Break

Stockton Police Officers' Association

Horace Mann Insurance

Family Nights: Literacy, Science Night, Math

Carnival

Parent Ambassadors, and Parent Volunteers

Effectiveness

The same number of parents are the core of parent participation and they are the ones who help with extra-curricular activities which in turn have a positive affect with our students.

Parent component: Limited affect due to the limited number of parents who participate

An average of 25-30 parents attend any given parent activity

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

Material Changes

None.

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.

Future Changes

More funding for teachers' incentives to include parents

Parent recognitions / awards

On-Line requests for donations and partnerships

Continue the efforts of getting parents to extra-curricular events by providing raffles

Continue the efforts of getting parents to extra-curricular events by continued communication via bulletin, parent link, and notes home

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$219,416
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$513,283

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$219,416

Subtotal of additional federal funds included for this school: \$219,416

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

State or Local Programs	Allocation (\$)
LCFF	\$293,867

Subtotal of state or local funds included for this school: \$293,867

Total of federal, state, and/or local funds for this school: \$513,283