



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

PULLIAM ELEMENTARY

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School Year: 2019-2020 - Revision

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 |
|--------------------|-----------------------------------|--|--|
| Pulliam Elementary | 39686766042741 | Original – 01/04/2018 Revision – 05/17/2019 | 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)

Pulliam Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

Pulliam 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

Pulliam 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 January 4, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Pulliam Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 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 May 17, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Pulliam Elementary initiated a specific an assessment process called the Fidelity Integrity Assessment (FIA) with the school's leadership team. The assessment was conducted on August 23, 2018 and April 16, 2019.

Both assessments concluded that the area of behavioral management is strong with sustaining implementation of PBIS strategies across grade-levels. The area that improved from August to April was community and parent engagement due to having a full time parent liaison on staff. Academic instruction and support continue to be a challenge and a lack of intervention services present barriers for improvement.

As a result of the stakeholder involvement and data reviews, Pulliam Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Stakeholders concluded that Pulliam would benefit from having a support center on campus to provide tier two intervention services for both social/emotional and academic needs. The DMM specifically outlined the need for a full time FTE to provide reading support, especially to our African American population that continues to perform below grade level.

Resource Inequities

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

The FIA outlined that resource inequities continue to be in the area of interventions for students who struggle academically and social/emotionally. Such resources include an instructional assist that can provide small group instruction or mental health services for students who come to school with trauma.

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/ELD SMART Goal:

Pulliams' ELA proficiency rate will increase from 19% to 23%, as measured by the SBAC in Spring of 2020.

Math SMART Goal:

Pulliams' Math proficiency rate will increase from 14% to 18%, as measured by the SBAC in Spring of 2020.

Identified Need

California Dashboard:

ELA/ELD: 19% proficient in ELA

School-wide ELA- Orange

English Learner Progress

Level 4 - Well Developed - 15.2%

Level 3 - Moderately Developed - 35.1%

Level 2 - Somewhat Developed - 34.4%

Level 1 - Beginning Stage - 15.2%

California Dashboard:

Math: 14% proficient in Math

School-wide Math- Yellow

Annual Measurable Outcomes

| ELA/ELD - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-----------------------------|-----------------------------|
| Distance from Standard - ELA (All Students) | 82.2 points below | 79.2 points below |
| MAP Data (3 times per year) | 25% Grade Level Winter 2019 | 30% Grade Level Winter 2020 |

| Math - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-----------------------------|-----------------------------|
| Distance from Standard - Math (All Students) | 94.4 points below | 91.4 points below |
| MAP Data (3 times per year) | 21% Grade Level Winter 2019 | 26% Grade Level Winter 2020 |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will be provided the opportunity to collaborate outside of the contracted day to develop lesson plans and common formative assessments around the new standards-based curriculum.

Additional Hourly Pay Calculation for teachers:

83 hours X \$60 = \$4,980 (Allocated \$5,000)

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)

\$5,000 - 11500 (Teacher Additional Hourly)

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

Strategy/Activity

Instructional materials such as binders, planners and folders will support AVID implementation of organization, reading, writing and inquiry across grade levels.

Projectors, document cameras and printers will be purchased for teachers to increase their use of technology in the classroom to support AVID implementation and to allow for direct feedback on writing.

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 - 43110 | Title I - 50643 |
| \$1,200 - 56590 | LCFF - 23030 |
| \$8,800 - 44000 | LCFF - 23030 |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Program Specialist ensures that teachers are using ELA/ELD/math best practices based on student performance data. Helps teachers collect data and models how to disaggregate and analyze data to inform instruction. PS also provides teachers resources to implement the new curriculum.

Increase of data driven decision making while lesson planning. Academic conferences by grade level is another strategy to monitor the impact of the Program Specialist. The Program Specialist meets individually with teachers to provide assistance and collaborates with the principal to design professional development based on classroom observations and conferencing.

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) |
|--|-----------------|
| \$43,961 - 19101 (.42 FTE Program Specialist) \$18,941 - 30000 (Statutory Benefits) | Title I - 50643 |
| \$60,708 - 19101 (.58 FTE Program Specialist) \$26,156 - 30000 (Statutory Benefits) | LCFF - 23030 |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math.

>Substitutes will be hired two days per week to provide coverage for teachers to attend targeted AVID (writing and reading) and EL PD on-site.

Substitute Pay Calculation:

37 days X 4 subs each day x \$200 per sub = 29,600 (Allocating \$30,000)

>Teachers will be paid additional compensation to attend targeted PD on-site centered around the PLC process, trauma informed practices and new curriculum implementation. This opportunity will be offered to all 37 teachers as frequently as needed based on classroom observation data.

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)

\$30,000 - 11700 (Substitutes)

Title I - 50650

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Building Professional Learning Communities is a core component to the success of the school plan. Teachers are consistently participating in the cycle of inquiry and within the PLC planning, teachers will utilize evidenced-based instructional strategies (AVID) to ensure students can access the core.

AVID SI June 2020 for 15 teachers

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)

\$24,342 - 52150 (Conferences)

Title I - 50643

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategic groups that fall below grade-level in ELA and math.

Strategy/Activity

The instructional assist will conduct small group instruction for students who need strategic support in the areas of ELA and math. The assist will conduct targeted instruction based on MAP and common formative assessment data. Instructional assist will be collecting data electronically and will need technology in the evaluation of students' progress. The assist will also need supplemental resources to support students.

Since Pulliam is designated a ATSI school our African American students who need additional support, will be assigned to the instructional assist for targeted intervention in both ELA and math.

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) |
|--|-----------------|
| \$15,983 - 21101 (.4375 FTE Inst. Assistant) | LCFF - 23030 |
| \$5,178 - 30000 (Statutory Benefits) | LCFF - 23030 |
| \$1,200 - 44000 (Equipment) | LCFF - 23030 |
| \$3,000 - 43110 (Instructional Materials/Supplies) | Title I - 50643 |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Library Media clerk will ensure that all classes have access to the library to check out books which will support the “I am a Reader” initiative so that students can fulfill the requirement of reading at home and completing the reading logs. The Media Clerk also facilitates small group reading lessons to provide additional support on basic reading skills. Media Clerk also conduct read alouds and monitors students’ reading growth.

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) |
|--|-----------------|
| \$26,856 - 22601 (.75 FTE Library Media Clerk) | LCFF - 23030 |
| \$16,832 - 30000 (Statutory Benefits) | LCFF - 23030 |
| \$2,000 - 43110 (Instructional Materials/Supplies) | Title I - 50643 |

Strategy/Activity 8

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

- 1.1 The walk through tool is used by administration and the leadership team when visiting classrooms for informal observations. Teachers receive immediate feedback and biweekly professional development is provided based on trend data. Additional support by administration and the program specialist was provided to new teachers, as Pulliam had a large percentage of new teachers on campus. This additional support helped guide teachers in lesson planning, goal setting, and implementation of Pulliam's systems.
- 1.2 Program specialist: effectively data-driven decision making for instructional program. Program Specialist assists teachers and parents to analyze MAP data and EL data. Collaborates with parent liaison and other staff to ensure that systems are in place to increase academic awareness with parents. Program Specialist effectively coordinates the EL program to ensure students are receiving additional ELD support. The Program Specialist provided instructional data that guided Pulliam's academic conferences where teachers were able to review student data and set specific goals for each student. Program Specialist catalogs all of Pulliam's technology and holds regularly scheduled technology forums for teachers on ways to successfully implement technology in the classroom. Program Specialist continues to coordinate and monitor assessments and in turn collects data for data analysis. In addition, the Program Specialist is effective in supervising the instructional program, which includes the delivery of assessments and the monitoring of EL implementation.
- 1.3 A. K2 Leveled Readers and Manipulatives - K-2 grade level readers and assessments were researched. Teachers and administration visited a school site where the K-2 leveled readers (Fountas and Pinnell) were fully implemented and began building an action plan for implementation. K-2 Leveled Reader curriculum arrived in April 2018. The implementation has been slow going, due to the complexity of the program. K-2 Leveled Reading Assessments (Fountas and Pinnell) have been implemented in grades K-2 to provide accurate reading levels for student. An action plan has been created for the implementation of leveled readers. Substitute teachers will be utilized to ensure that assessments are implemented three times per school year. District curriculum office provided manipulatives to support student learning. B. Library Media Assist - Library Media Clerk conducted small reading groups for grades 1-4 to assist struggling readers by providing intensive instruction where specific goals were set and monitored. The small reading groups conducted by the Library Media Clerk proved to provide growth in the areas of fluency and comprehension as demonstrated by data tracking sheets. The Library Media Clerk continues to conduct small reading groups with struggling readers where progress is tracked on data sheets that are kept in each student's AVID binder.
- 1.4 A. PLC Process - Grade level teams established. Teachers are submitting meting notes. Instructional guide developed and used for professional development at faculty meetings.

Effectiveness

- 1.1 There has been an increase of literacy based activities in the classrooms. New teacher meetings and additional classroom visits have allowed for teachers to gain knowledge of school systems and instruction. This is evidenced by lesson planning and the delivery of instruction.
- 1.2 Instruction has improved by focusing in on how to best serve students who are underperforming. Teachers are utilizing small group instruction more often based on data. The number of RFEP students is a key indicator for effectiveness and this has risen over the past year.
- 1.3 A. K2 Leveled Readers and Manipulatives - We are in the planning stages so data is not yet available. B. Library Media Assist - Few students made gains based on site word and fluency assessments.
- 1.4 A. PLC Process - Notes submitted effective for principal to develop PD. Instructional guide effective since teachers are using as a tool for reference.

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

- 1.1 None.
- 1.2 None.
- 1.3 None.
- 1.4 A. PLC Process - Some teams (k, 1,2, 5) have created and analyzed formative assessment data which has significantly impacted their instruction

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

- 1.1 None.
- 1.2 None.
- 1.3 A. K2 Leveled Readers and Manipulatives - N/A. B. Library Media Assist - Implement a clear system for collecting student improvement data.
- 1.4 A. PLC Process - More formal PLC professional learning. Online Note-taking and submission.

Goal 2 – School Climate

Suspension –

Pulliam's days of suspension will decrease from 298 days of suspension to 200 days of suspension for the 2019-2020 school year as measured by Synergy reports sent by CWA.

Decrease classroom referrals to an average of 5 per day. Bulk of referrals occurring from 11:00 on.

Decrease common area referrals to 5 per day. Bulk of these referrals occurring during lunches.

Attendance/Chronic Truancy –

Pulliam's chronic absenteeism rate will decrease from 22% to 18% by the winter of 2019 as measured by Synergy reports sent by CWA.

School Climate –

Fourth-eighth grade students will increase feelings of safety by 3% in each grade grouping as measured by the Direction survey that is given three times per year.

Identified Need

Suspension –

Average number of suspensions per month-30 days

Daily average of student of classroom discipline referrals- 12

Daily average of student referrals from common area referrals-10

Incident type-highest is caused, attempted, or threatened physical injury with a total of 81 incidents in February 2019. 9% of students are accruing overall suspensions

Attendance/Chronic Truancy –

African American sub-group dashboard performance -23 and decreased 2% for winter MAP ELA

School Climate –

School Climate from winter 2019 indicates 40% of 6-8th grade students feel unsafe on campus.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Suspension (All Students) | 7.5% | 7.2% |
| Chronic Absenteeism (All Students) | 24.6% | 24.1% |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will receive additional training so that Restorative practices will be implemented with 100% of the faculty.

Classroom observations Common Area observations Suspension Data Office referral data

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A 7th and 8th grade PLUS class is running smoothly and conducting regular forums in order to promote school connectedness and positive relationships. The Counselor helps the classroom teacher lead the students and build curriculum to increase student connections.

Classroom observations Common Area observations Suspension Data Office referral data

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)

Funds not allocated.

Funds not allocated.

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

- 1.1 All staff has not been trained in restorative practices. Instead, only those staff members who have volunteered have been trained.
- 1.2 7-8th grade PLUS class is scheduled. PLUS students are more visible during recess to conduct activities with students. We continue to struggle with meeting the goal of PLUS, which is to foster leadership skills on campus and build relationships with students who are not connected to school. PLUS surveys were provided to teachers and students. (PBIS) More student activities to award students who are doing well overall and build student connectedness and relationships. (PBIS) Monthly PAWS assemblies and recognition for students who are adhering to Pulliam's PBIS model. Student activities on campus have served as an incentive to reward those students who are doing well, have helped build student relationships. Monthly PAWS assemblies have further enforced Pulliam's PBIS and have served as a way to reward positive behavior.

Effectiveness

- 1.1 B. Effectiveness Teachers who have been trained are having less disruptions in the classroom as evidenced by discipline referrals
- 1.2 PLUS students visible helps to decrease problems on the playground. However, only 60% of the surveys were conducted. Approximately 90% of Pulliam's population can demonstrate knowledge of what PAWS stands for.

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

- 1.1 None.
- 1.2 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

- 1.1 Staff will read Fostering Resilient Learns: Strategies for Creating a Trauma Sensitive Classroom. The readings will be implemented into biweekly PD, to directly help staff better understand best

practices in supporting students with trauma. Proposed Saturday school in lieu of suspension and to accrue attendance. Reward incentives for all students (i.e. I am a reader; staying in class, etc.). College and Literacy Focus school wide. Intervention logs for students and the Intervention model of re-engaging students back in class,

- 1.2 Find ways for teachers to collaborate across grade-levels to increase morale and sense of community rather than just grade-level teams. Additional counselor to provide support to students. Teachers will read the Energy Bus and actively engage in the readings during our PD and it has been implemented into monthly PAWS assemblies as part of Pulliam's PBIS. PLUS will devise a SMART goal for aiding with the safety plan on Pulliam's campus.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships SMART Goal:

Pulliam’s parent involvement will increase from 5% to 25%, as measured by parent meeting and student activity sign in sheets.

Identified Need

California Dashboard:

Suspension: 7.5% suspended at least once

School-wide Suspension Rate- Yellow

Chronic Absenteeism: 24.6% Chronically absent

School-wide absenteeism: Red

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|---|---------------------|
| Monthly Suspension Records | Decrease of 40 days of suspensions per month from the previous year same time | Decrease by 55 days |
| Monthly Chronic Absenteeism Records | Average 18% absent | 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

Strategy/Activity

Pulliam has added additional opportunities to participate in their child's education by offering monthly coffee hour, parent forums, parent café trainings and quarterly Pulliam showcases. All parents are welcome to attend and provide the staff feedback.

Parent Liaison will partner with local agencies to bring parenting classes to Pulliam such as Parent Café. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Anti-bullying and school-wide behavior expectations will be explained as well as student achievement data. Opportunities for parents to get connected to the school will be established such as PTA, SSC, ELAC and volunteering.

Parent Liaison will be making individual contact with parents regarding suspensions/absenteeism to support a healthy school environment.

Sign in sheets Survey results

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) |
|---|-----------------|
| \$3,410 - 43400 (Parent Meeting) | Title I - 50647 |
| \$30,000 - 29101 (.32 FTE Parent Liaison) | Title I - 50672 |
| \$63,701 - 29101 (.68 FTE Parent Liaison) | LCFF - 23035 |

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

1.1 Opportunities for parent participation has increased due to the following events and strategies for communication: Monthly coffee hour is being consistently held and participation is increasing. PTA established resulting in two fundraisers. Quarterly showcases have also had an increase in parent participation which allows for parents not only to view what their student is learning currently but also allows parents to gain knowledge about what they will be learning in future years. Communication of activities: overall communication can be more effective by handing out flyers and talking to parents at drop off and pick up since several students are not giving their flyers to their parents. Phone calls home are only in English. Training for parents on how we communicate needs to be increased.

Effectiveness

1.1 Coffee hour successful when purposeful especially when the theme is notified ahead of time so parents can bring questions. Showcases were effective when in the cafeteria since all grade levels are housed in one space for parents to visit multiple teachers.

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

1.1 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

1.1 A system needs to be created for parent conferences so that all teachers are meeting with families to discuss academic progress. Also, surveys have not been conducted and need to be given on a consistent basis. Full time Parent Liaison was hired. Friday folders will be sent home weekly with every student containing a newsletter to communicate events and academic celebrations and initiatives. Letter is in both English and Spanish. Principal sends School Messenger phone call with weekly updates that directly relates to newsletter. •Parent Café

training sessions will begin in January of 2019. Grade level newsletters are being developed to highlight common core standards and events. Second grade started to send one home monthly. Parent forums will start January 2019 starting with goal setting as a topic. Parents have been invited to monthly PBIS PAWS assemblies for students receiving awards. Literacy events are planned directly related to “I am a Reader” initiative to engage parents and educate around importance of reading.

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 | \$175,654 |
| 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 | \$404,107 |

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 | \$175,654 |

Subtotal of additional federal funds included for this school: \$175,654

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 | \$228,453 |

Subtotal of state or local funds included for this school: \$228,453

Total of federal, state, and/or local funds for this school: \$404,107