



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

SAN JOAQUIN ELEMENTARY

Contents

School Plan for Student Achievement (SPSA) Template 2

- Purpose and Description 2
- Stakeholder Involvement 2
- Resource Inequities 3
- Goals, Strategies, Expenditures, & Annual Review 4
 - Goal 1 – Student Achievement 4
 - Identified Need 5
 - Annual Measurable Outcomes 6
 - Strategy/Activity 1 7
 - Strategy/Activity 2 9
 - Strategy/Activity 3 11
 - Strategy/Activity 4 12
 - Strategy/Activity 5 13
 - Annual Review – Goal 1 14
 - Analysis 14
 - Goal 2 – School Climate 16
 - Identified Need 16
 - Annual Measurable Outcomes 16
 - Strategy/Activity 1 17
 - Strategy/Activity 2 18
 - Strategy/Activity 3 19
 - Annual Review – Goal 2 20
 - Analysis 20
 - Goal 3 – Meaningful Partnerships 22
 - Identified Need 22
 - Annual Measurable Outcomes 22
 - Strategy/Activity 1 23
 - Annual Review – Goal 3 24
 - Analysis 24
- Budget Summary 26
 - Budget Summary 26
 - Other Federal, State, and Local Funds 26

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
San Joaquin Elementary	39686766116115	Original – 02/15/2018 Revision – 05/16/2019	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)

San Joaquin 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.

San Joaquin 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

San Joaquin 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 February 15, 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.

San Joaquin 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 16, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, San Joaquin Elementary initiated a needs assessment process with included forums and meetings with stakeholders outside and in addition to the School Site Council. In summary, San Joaquin met with parents, administration, teachers and other staff to proposed goals, review the progress of the school and determine ways to improve student outcomes which were presented and feedback was sought out throughout the year.

Groups and Committee that met:

- School Site Council
- AVID Leadership Team
- Teaching Staff
- Other Staff
- Parents at Coffee Hour
- English Learner Advisory Committee
- Administration Team

As a result of the stakeholder involvement and data reviews, San Joaquin Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

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 San Joaquin 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/ELD SMART Goal:

By Spring 2020, decrease the distance from standard in ELA for All Students by 10 points to 44.6 points.

Math SMART Goal:

By Spring 2020, decrease the distance from standard in Math for All Students by 10 points to 65.7 points.

Identified Need

ELA/ELD:

2018: -54.6 points below standard with a change of -4.1 (orange).

English Learner Progress

Level 4 - Well Developed - 26.8%

Level 3 - Moderately Developed - 35.2%

Level 2 - Somewhat Developed - 24%

Level 1 - Beginning Stage - 14%

Math:

2018: -75.7 points below standard with a change of -8.5 (orange).

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-ELA (All Students)	54.6 points below	44.6 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math (All Students)	75.7 points below	65.7 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

Strategy/Activity

Implementation of newly adopted curriculum with fidelity.

Professional Development for Teachers will focus upon:

-Effective classroom management strategies that support teaching and learning.

-Research-based instruction

-Analysis of student assessment data by disseminating information.

-CFA development based on SMART goals.

-Program Specialist and Instructional Coach which focuses upon research-based instruction, modeling, and analysis of the ELD (GLAD strategies) and AVID strategies.

-Academic Conferences reviewing data and curriculum three times a year.

Substitutes will be used for release time for staff to attend/participate reviewing data, curriculum and instructional strategies and practices.

Substitute Pay Calculation: 75 day x \$200= \$15,000

-Provide time and support for teachers to be able to work with the Instructional Coach, Program Specialist and administrator in the following areas: Standards based lesson delivery and design and development of common instructional practices, data cycles and formative assessments for the promotion of student learning and engagement. Analysis of results from ELA/Math Common Formative Assessment data.

PD for teachers on curriculum mapping to help identify academic gaps and misalignments for the purpose of improving student achievement. Evaluation of student work based on Post-Tests and Performance Tasks.

Provide teachers with time and support with “Grade Level Summits” for teachers to prepare/review curriculum, data and strategies to improve instructional delivery and help tailor instruction to meet student’s needs.

Additional Hourly Pay Calculation: 34 Teachers x 10 hours x \$60= \$20,400

Conferences:

*Teachers to attend General Ed/Special Ed Conference for teachers to help support general education students, special needs students, students with learning differences, English Language Learners and at-risk students.

*AVID Conference-administrator, program specialist, instructional coach, teachers

*CABE Conference-administrator, program specialist, instructional coach, teachers

*County Math Workshops-teachers

-Conduct ongoing progress monitoring by Administrator, Instructional Coach, Program Specialist and other staff.

-Teachers will enhance integrated/designated ELA/ELD curriculum using GLAD (Guided Language Acquisition Design) strategies.

-Teachers will implement AVID Focused Note-Taking strategies, Socratic Seminars, Philosophical Chairs, Data Binders, Planners, Interactive Notebooks and WICOR strategies to help enhance and implement ELA/ELD and Math curriculum.

-Administer CAASPP interim assessments in grades 3-8.

-Utilization of technology to support ELA/Math skills and experiences.

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)

\$104,669 – 19101 Program Specialist
 \$19,200 – 11500 Teacher Add Comp
 \$15,000 – 11700 Teacher Substitutes
 \$27,500 - 52150 Conferences
 \$1,200 -19500 Other Add Comp

LCFF #23030
 Title 1 #50643
 Title 1 #50643
 Title 1 #50643
 Title 1 #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

Emphasis on students with disabilities (red), African American, English Learners, Hispanic, and Socio-economically Disadvantaged students (orange)

Strategy/Activity

Students with identifying needs in Tier 2 and Tier 3 intervention supports such as:

-Tutoring and small group differentiated instruction addressing the needs in language arts and math for students needing support or re-teaching concepts during the day.

-Extended Day/Extended Year, including Saturday School (Behavior/Academic Support) supplemental instruction for MTSS Levels 2 & Level 3 students.

-Use of after-school Rosetta-Stone Program for Levels 1 & 2 ELD students.

-Teachers will improve integrated/designated ELD and ELA curriculum with the use of resources and strategies such as Daily Writing across that curriculum, scaffolding, close reading, quick writes, sentence patterning charts, Interactive KWL charts, text reconstruction and deconstruction, unpacking sentences, running dictation, Text Organization Matrix, sentence combining, text puzzles, sentence combining, interactive notebooks, etc.

Teachers and staff will make SAP and CARE referrals to help identify students with needs. Substitutes will be used to release teachers to participate in meetings.

Substitute Pay Calculation: 75 day x \$200= \$15,000

Resources and Instructional Materials needed (listed but not limited to):

Post-it chart paper, index cards, sentence strips, white boards, dry erase markers, dry erase erasers, colored markers, colored pencils, post-it notes, construction paper, pencils, pens, crayons, 2 pocket folders, manila folders, colored manila folders, highlighters, 3-ring binders, binder dividers, sheet protectors, school planners, blue masking tape, printers, colored printer ink, cardstock paper, journals, composition books, binder paper, paper clips, binder clips, staples, stapler, sharpeners, scissors, envelopes, rulers, protractors, calculators, scotch tape, printer paper, graph paper, colored paper, paint, paint brushes, yarn, glue bottles, pipe cleaners, glitter, tissue paper, glue sticks, butcher paper, white out, flash cards, headphones, trade books and novels.

Teachers will use the following equipment: Duplo copiers, laminating machines and poster maker, laptop, document camera, projector, screen replacement, power cords, etc. School maintenance agreements helps to ensure that equipment is usable and available for instructional purposes and to help provide print rich environment.

Duplication expense will be used for materials printed in mass quantities to for instructional purposes for student success and achievement.

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 – 11700 Teacher Sub	Title 1 #50643
\$20,578 – 43110 Instructional Materials	Title 1 #50643
\$17,000 – 56590 Maintenance Agreement	Title 1 #50643
\$2,500 – 57150 Duplicating	Title 1 #50643
\$9,712 - 43110 Instructional Materials	LCFF #23030
\$2,000-44000 Equipment	Title 1 #50643

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

Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.

Library Media Clerk will provide support for students with access to the library, help find level books, provide read aloud and support students in Accelerated Reader, Scholastic Book Fair, reading and literacy.

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)

\$13,000-58450 License Agreement
\$30,031-24101 Library Media Clerk

Title 1 #50643
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 students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, college fair, etc.), etc.

Field Trips listed but not limited to:

Exploratorium Museum of Science-Spring 2020-Grade 4-5- Reinforces experiential and contextual learning. Helping to enhancing classroom learning by making real world connections.

College Visits-Spring 2020-Grades 7-8- Participants learn about life as a college student; participants learn the benefits of staying in school and continuing their education.

County Court House-Spring 2020- Grade 5- Enhance students' understanding of the court system, offer an opportunity to observe court proceedings and interact with a judge.

Haggin Museum-Spring 2020-Grade 3- Supports students understanding of social studies units with hands-on opportunities that engage students.

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)

\$10,000-57250 Field Trip District Trans
\$8,000-58720 Pupil Fees

Title 1 #50643
Title 1 #50643

Strategy/Activity 5

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 Classroom Management: PD was presented during student engagement to refocus academically. Instruction: Writing across the curriculum, close reading. Academic Conferences: Conducted two academic conferences. Data analysis of map and instructional practices.
- 1.2 Substitute provided a pullout (small group) program immediately before SBAC to assist with writing and SBAC response. Summer School (3 weeks in June) was provided. Focused on ELA and Math – remediation identified by teachers from SAP and SST that were below grade level.
- 1.3 Students were identified at levels 1 & 2 me three times a week for 1 hour. 20 to 30 minutes students used Rosetta stone computer program, then transitioned to writing following use of Rosetta Stone. The teacher used a modified learning center model, separating student into two group. One group worked on Rosetta Stone, while the second group received small group instruction. students were grouped based on instructional need and grade level.
- 1.4 Accelerated Reader: AR was offered to 1st through 8th grade. Students took an AR test to identify their reading level. The librarian provides each student with a library card that includes their Lexile level - these are updated. Students are tested using AR for their comprehension of the books read. Both librarian and classroom teacher support the student. Teacher implements the AR testing in the classroom. Teachers consistently look at the growth and non-growth of students through PLCs. Teachers are trained to pull reports to monitor student progress. Leveled Books: The librarian monitors and supports students checking out books that are consistent with their Lexile levels.
- 1.5 Supplies were purchased and placed in classrooms for students use and to support instruction.
- 1.6 Students participated in field trips that supported lesson plans. This component was not implemented. This component was not implemented. 7th and 8th students participated in field trips to tour colleges.

Effectiveness

- 1.1 Implementation was not consistent, specifics from each classroom is not standardized across the school. Mindset is a barrier to acceptance of practices.
- 1.2 Based on SBAC test scores the student intervention did not appear to be effective.
- 1.3 There was an uptick in students being reclassified who participated in the academic hour EL support.
- 1.4 Based on teacher feedback, the majority of students are obtaining growth in Lexile levels from one to another.
- 1.5 None.
- 1.6 Field Trips help to reinforce what was being taught in the classroom. Expose students to new experiences and increase interest and engagement in all learning areas. AVID students attended

colleges to be exposed to college environment and to familiarize students with various disciplines and college life.

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 None.
- 1.5 None.
- 1.6 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 Use of templates to support consistency. Provide teachers with training on brain and learning. Focus on use of SBAC based questions in ELA and Science. Support teacher learning of new curriculum. Focus of student voice/input...education is a choice not a mandate. Focus on student centered learning...higher level interactive meaning. Support the various use of academic language: 10 ways article and AVID. Working with younger grades to build foundation.
- 1.2 None.
- 1.3 None.
- 1.4 None.
- 1.5 None.
- 1.6 None.

Goal 2 – School Climate

Suspension –

By June of 2020, the student suspension rate will decrease -0.3 to get to 8.8 to attain orange.

Attendance/Chronic Truancy –

By June of 2020, the student attendance/chronic truancy rate will decrease by -0.5 to get to 12.1 to attain yellow.

Identified Need

Suspension –

2018: 5.1% suspension rate with a change of 1.4 (orange)

Attendance/Chronic Truancy –

2018: 12.6% chronic absenteeism rate with a change of 0.7 (orange)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Student)	5.1%	4.8%
Chronic Absenteeism (All Students)	12.6%	12.1%

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

Clearly articulate and enforce/reinforce student code of conduct.

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Student Council, counseling, structured student engagement activities, etc. to decrease discipline and improve attendance.

Use of “Caught Being Good” tickets for incentives for students K-6.

Use of Behavior Agreement/Contract for students in grades 7-8 to reward students for monthly reward events (dances, activities, etc.)

Noon-Time Engagement: Structures Play Activities

PBIS Conference

Re-establish school site PBIS team to include administration, teachers, other staff and parents.

PD and training in PBIS for teachers and staff.

Additional Hourly Pay Calculation: 12 Teachers x 4 hours x \$60= \$3,600

Use “Sensory Integration”/“Sensory Paths” that utilize a series of movements to decrease behaviors while increasing cognition.

Use of “Playworks” to help kids stay active and build valuable life skills through play, problem solving, organization and games.

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)
\$2,500-52150 Conference	Title 1 #50671
\$6,125-43200 Non-Instructional Materials	LCFF #23034
\$480-19500 Other Add Comp	LCFF #23034
\$3,120 - 11500 Teacher Add Comp	LCFF #23034

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

Utilization of restorative justice practices and alternative suspension methods to address disciplinary incidents, including referrals for counseling services and completion of reflective learning activities.
 Provide additional professional development and training of Restorative Practices to staff and provide a leadership retreat to help build a school community, culture and climate.
 Additional Hourly Pay Calculation: 20 Teachers x 6 hours x \$60= \$7,200

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)

\$5,200-11500 Teacher Add Comp
 \$2,000-19500 Other Cert. Add Comp

LCFF #23034
 LCFF #23034

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

PD Training for teachers and staff in the Second Step Curriculum:

Substitute Pay Calculation: 15 day x \$200= \$3,000

Second Step SEL (Social Emotional Learning) is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

The research-based Bullying Prevention Unit gives educators and school staff the training and tools needed to effectively address school bullying in Kindergarten through Grade 5.

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)

\$3,000-11700 Teacher Sub

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

1.1 Student expectations were posted throughout the school.

Caught being good tickets.

Rewards for following school rules and behavior expectations.

STOIC introduced as a strategy.

Cyber-Bullying and Gang Suppression Unit Presentation.

Weekend student activities to team build, problem solving, communicate across cultures/backgrounds.

Take on leadership roles.

Trained students on Robert's Rules of Order, leading a meeting, organized events like walk a thon, recycling, fundraising, etc.

Anti-bullying sessions.

CARE Team was established.

Chess Club.

Cheerleading.

PE/Recess was distributed to all classrooms.

Effectiveness

1.1 PBIS was more effective with the lower grades K-5 which is evidenced by the lower discipline numbers.

Grades 6th – 8th are not interested in good behavior or rewards.

Modified for 6th – 8th grades with “Fun Friday” events, such as school dances and sport activities.

Students were able to come forward and confide they have been victims of cyber-bullying themselves and be able to express themselves freely.

Only 30 students participate in PLUS, it is evidenced by interactive positive team building.

They have lead the Harvest Festival.

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 Improve the messaging of the impact and benefit of the program.

Understand the value of getting involved and providing a voice on what they learned and how it transfers to meet their college and career goals.

Improve the messaging of the impact and benefit of the program.

Understand the value of getting involved and providing a voice on what they learned and how it transfers to meet their college and career goals.

Refocus Student Council to be an opportunity for student voice and needs of the community and bringing forth ideas for improvements.

Empowerment and voice.

Counselors providing individual and small group therapy session.

Providing in class Tier 1 social skill building.

Conducting home visits.

Planned several cultural and social emotional school wide events.

CARE Team structure defined and process implemented.

PE/Recess distributed to noon duty to set up stations for structured activities.

Use of “Playworks” that helps kids to stay active and build valuable social and emotional life skills through the power of play.

Noon duty PD for recess, games and supervision.

Goal 3 – Meaningful Partnerships

By June 2020, double the parent involvement at San Joaquin.

Identified Need

Based on Parent Coffee Hour Meetings, Parent Workshops and Trainings sign in sheets attendance. The participation and attendance of parents should double.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign-in sheets	Establish baseline.	

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

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 meetings (e.g., Parent Coffees, etc.), etc.

Utilize student-led conferences that involve parents and students and build a positive relationship with teacher and/or staff to help with their child’s educational planning.

Increase parent involvement by providing opportunities for parent volunteers or parent helpers.

Provide parents with student-parent engagement activities: Literacy Night, Math Night, Back to School Night, etc.

Provide Parent Coffee Hour Meetings with topics grade level specific to increase parent engagement.

Communicate with parents through school messenger, PeachJar, website, marquee, newsletters, flyers, remind app, social media, etc.

Provide Spanish translation for all communication regarding school functions and opportunities.

Conduct annual parent surveys regarding effectiveness of school communication, parent’s needs, etc.

Purchase of projector to be used during parent meetings/trainings.

of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parents attending parent trainings

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)

\$3,038-43400 Parent Meeting

Title 1-50647

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

1.1 Teachers schedule parent teacher conferences during trimester 1 around progress report time to provide opportunity to engage with parents especially for students at-risk of not meeting grade level. Teachers provide information to parents on the assessments, what is being taught and the areas the student needs help in. Teacher provide parents with support through academic tutoring offerings, outside internet support, etc. Teachers were able to demonstrate strategies that parents could replicate at home to support their child, such as...Activities were set up in various stations that parents rotated through to receive strategies to help their children at home. Parents are invited to participate at various parent meetings. Guest speakers are provided to give information on health and wellness aspects such as nutrition, fitness, etc.

Effectiveness

1.1 Majority of parents participated parent teacher conferences. Parents were receptive with teachers feedback and communication which created a purposeful dialogue with parents. Families participated with After School events especially parents that are unable to attending during the day. Strategies demonstrated were welcoming to parents that helped them use at home with their children. Based on our parents needs assessment, parents participated in parent coffee hour and workshops from various guest speakers and presenters on a wide variety of topics from Health and Wellness to Homework and Reading help. Parent Rosetta Stone classes were offered twice a week to help parents learn English. Workshop and classes helped to positively support parents to help educate their children.

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 None.

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	\$156,508
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	\$383,585

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	\$156,508

Subtotal of additional federal funds included for this school: \$156,508

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	\$227,077

Subtotal of state or local funds included for this school: \$227,077

Total of federal, state, and/or local funds for this school: \$283,585