



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

VICTORY 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
Victory Elementary	39686766042808	Original – 01/25/2018 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)

Victory 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.

Victory 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

Victory 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 25, 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.

Victory 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 22, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Victory Elementary initiated a specific needs assessment process, SWIFT Fidelity Integrity Assessment (FIA), with meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on 2/7/19 and 2/21/19.

In school year 2018-2019, also Year 2, Victory Elementary initiated meetings with stakeholders and conducted the SWIFT FIA, Schoolwide Integrated Framework for Transformation Fidelity Integrated Assessment. These meeting were held in October of 2018 and April of 2019.

In summary, during the first meeting the planning team completed Current Levels of Performance Gap Analysis Results, and Cause Analysis Results. During the second meeting the planning team completed the Design & Improvement, Success Assurances, and Implementation & Evaluation.

As a result of the stakeholder involvement and data reviews, Victory Elementary has been able to complete the Decision Making Model (DMM) -a component of the Comprehensive Needs Assessment, in February of 2019. After analyzing the DMM the planning team identified chronic absenteeism and our suspension rate as priorities to address. Our special education subgroup has also been identified under ATSI. We will also focus on Professional Development in Math and English Language Arts for the Instructional Coach, Program Specialist, administration and teachers as well as release time for teachers to collaborate about best practices and implementation of the new curriculum.

Resource Inequities

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

Resource inequities will be determined during the comprehensive needs assessment process in the upcoming year.

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 June 2020, reduce the distance from L3 in ELA for All Students by a minimum 3 points.

By June 2020, reduce the distance from L3 in ELA for SWD by a minimum of 3 points.

By June 2020, increase our reclassification rate by 5% and reduce our long term English learners by 5%.

Math SMART Goal:

By June 2020, reduce the distance from L3 in math for All Students by a minimum of 3 points.

By June 2020, reduce the distance from L3 in math for SWD by a minimum of 3 points.

Identified Need

ELA/ELD:

CAASPP

ELA

2017 73.6 points from level 3

2018 = 62.3 points from level 3 - yellow indicator

2018 = SWD 136.5 points from level 3

ELD - ELPAC

English Learner progress

10 at Level 1 - Beginning

9 at Level 2 - Somewhat

28 at Level 3 - Moderate

19 at Level 4 - Well Developed

EL Reclassification rate:

2016 = 8%

2017 = 22%

2018 = 30%

MAP - % met standard

2018 Fall 34% winter 34%

SWD Fall 12% winter 18%

Math:

CAASPP

2017 = 82 points from level 3

2018 = 77.2 points from level 3 - yellow indicator

2018 = SWD 172.9 points from level 3

MAP - % met standard

2018 Fall 30% winter 30%

2018 SWD Fall 9% winter 12%

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Distance from Standard - ELA (All Students)]	62.3 points from L3	59.3 points from L3

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	77.2 points from L3	74.2 points from L3

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

To provide English Learner (EL) students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification. Supplemental materials include computer programs, visual aids, newcomer materials, and vocabulary aids as well as colored pencils, highlighters and markers for color coding text and paper for interactive notetaking, visual representations, and student created dictionary/reference materials.

Increase reclassification rates for EL students before they become Long-Term English Learners. Provide targeted integrated instruction, Professional Development focusing on Integrated and Designated English Language Development (ELD) strategies. Use of EL and Redesignated Fluent English Proficient (RFEP) Monitoring forms, including Catch-Up Plans if needed, English Language Development Implementation Walks and special education alternative reclassification criteria.

of EL students monitored # of EL students assessed (initial) # of EL students annually tested, # of EL student RFEP (ELPAC & MAP) # of EL students at grade level # of EL students below grade level # of EL students making progress

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)

\$18,285 - 19101 (.25 FTE Program Specialist)

LCFF - 23030

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

Library Media Clerk promotes regular use of literacy to enrich the school experience by providing library use for pleasure and research and encourages regular participation in library activities such as book studies and extended reading activities.

Teachers provide a consistent and regular system to monitor and measure student growth through the use of Accelerated Reader and Star Reading assessments.

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)
\$15,213 - 22601 (Library Media Clerk)	LCFF - 23030
\$6,500 - 58450 (License Agreement)	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

Provide teachers with professional learning opportunities to supplement core instruction, participating in co-teaching lessons and providing demos in the classroom using evidence-based instructional strategies. Provide instruction and support in data analysis, assessment development, and extended collaboration in grade level teams as well as vertical alignment. Coordinates conferences and training as needed by teachers based on observations and teacher requests. Ensures all teachers and students have appropriate materials and curriculum. Coordinates ongoing State and District assessments.

Provide AVID strategies to all students in grades sixth through eighth, with a focus on interactive note taking and data binders.

Project Lead the Way (PLTW) training for 7th-8th grade science teachers in June of 2019.

PLTW will be implemented in fifth, seventh and eighth. Teachers will enhance Next Generation Science Standards (NGSS) science curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Professional Learning Community (PLC) conference for 10 Victory School staff members in June of 2019.

Victory staff members will attend a Response to Intervention conference by Solution Tree in the fall of 2019. Number of staff still TBD - not to exceed budgeted amount of \$15,000.

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)
\$54,854 - 19101 (.48 FTE Program Specialist)	LCFF - 23030
\$26,642 - 19101 (.27 FTE Program Specialist)	Title I - 50643
\$37,078 - 30000 (Statutory Benefits)	LCFF - 23030
\$15,000 - 52150 (Conferences)	Title I - 506??
\$54,854 - 19101 (.48 FTE Program Specialist)	LCFF - 23030
\$26,642 - 19101 (.27 FTE Program Specialist)	Title I - 50643

Amount(s)

Source(s)

\$37,078 - 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

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

Instructional materials to support instruction and curriculum. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, supplemental student nonfiction reading books, STEM specific materials, science specific project materials, and Project Lead the Way specific project materials.

The site will utilize headphones to support technology and program implementation for all 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)
\$6,078 - 56590 (Maintenance Agreements)	LCFF - 23030
\$3,000 - 56590 (Maintenance Agreements)	Title I - 50643
\$8,000 - 43110 (Instructional Materials/Supplies)	LCFF - 23030
\$2,507 - 43110 (Instructional Materials/Supplies)	Title I - 50647
\$25,000 - 43110 (Instructional Materials/Supplies)	Title I - 50643
\$1,767 - 43110 (Instructional Materials/Supplies)	Title 1 - 50671
\$4,000 - 42000 (Books)	Title I - 50643
\$4,000 - 43200 (Non-Inst Materials/Supplies)	Title I - 50643

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

Two times per year academic conferences will be held to analyze student achievement and identify supports and interventions needed. Substitutes will be utilized to release teachers. Substitute teachers will also be utilized for additional time for teacher collaboration as identified.

Substitute Pay Calculation

44 days X \$200 rate of pay = \$8,800

Teachers will be provided with release time to collaboratively determine response to intervention needs. When they collaborate during the school day substitutes will be utilized to release them. When teachers collaborated beyond contracted hours they will be compensated for the additional time. The program specialist and instructional coaches may be included in the collaboration and receive additional compensation.

Substitute Pay Calculation

50 days x \$200 rate of pay = \$10,000

Additional Hourly Pay Calculation

166 hours X \$60 = \$9,960 (Allocating \$10,000)

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)
\$8,800 - 11700	LCFF - 23030
\$10,000 - 11700	Title I - 50643
\$10,000 - 11500	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)

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 Teachers attended ELD Institute training focusing on Integrated and Designated ELD strategies. ELD implementation walks were performed. EL and RFEP monitoring forms, including Catch-Up Plans (if needed), were implemented by every teacher with EL and RFEP students. SPED alternative reclassification criteria.
- 1.2 A. Teachers use the MAP Lexile levels to translate into Accelerated Reader reading levels for their students. Teachers then give students access to books they can read at their levels. Students take tests on the books they read and earn points. B. Our 3.5 hr Library Media Clerk offers our students many opportunities to enjoy reading: K-3 classes have weekly scheduled visits to the library, and 4-8 have biweekly visits. The library is also open during student lunches. 4x a year librarian puts on an afterschool reading event, “The Book Nook”, in which in October, librarian reveals a new “scary” book daily to students visiting the library. Participation in yearly Literacy Night for parents and students. Grants are applied for to enhance the library atmosphere and book inventory. C. Supplemental materials are provided to teachers to support instruction.

Effectiveness

- 1.1 Due to teacher training and ongoing monitoring, we were able to reclassify 29% of our EL students, many of them in the primary grades. Not implemented at this time.
- 1.2 A. According to data used from the Accelerated Reader Schoolwide Summary Report, from the 1st trimester to the 3rd trimester of 17/18, students in 4 out of 7 grades increased their % correct answers on their AR tests, and all 7 grades averaged an increase in their book levels by the end of the 3rd trimester. B. Students look forward to their library visits and the librarian has seen an upswing in library visits. C. All material purchased have been used for instructional purposes. Based on SBAC data we were able to increase number of students meeting standards in ELA (7%) and MATH (3%). Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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 Many new teachers in the intermediate grades. The criteria for reclassification of Special Ed students was in transition. We are not focusing on these strategies at this time.

1.2 A. Using AR was a site focus this year, so students were continually encouraged to take the AR quizzes.

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 New teachers will attend EL professional development, and will be supported by coaching. The staff involved in the reclassification of Special Ed students is actively discussing and planning for IEP meetings to seek reclassification of their EL students.
- 1.2 A. It was difficult and time consuming for the teachers to set goals for their students manually, so in the 18/19 school year we will be purchasing the STAR Reading component of Renaissance, which automatically sets goals for the students after they take the initial STAR test and the teacher sets the reading minutes required.

Goal 2 – School Climate

Suspension - Dashboard

By June 2019, decrease our suspension rate by a minimum of 0.3 to 15.9.

By June of 2020, decrease our suspension rate an additional minimum of .3 points.

Attendance/Chronic Truancy - Dashboard

By June 2020, reduce chronic absenteeism for All Students by 0.5 points including each of our subgroups decreasing by a minimum of 0.5 points

Identified Need

Suspension –

2018 Dashboard indicator 16.2% - red

SWD = 15.6%

African American = 29.8%

Expulsion –

Victory had 0 expulsions in 17-18.

As of April 30, 2019 Victory had 1 expulsion and 1 pending expulsion.

Attendance/Chronic Truancy –

2018 Dashboard indicator 22.6% - red

SWD = 21.6%

African American = 39%

As of April 30, 2019 our chronic absenteeism rate for all students is 18.49%

SWD = 25.51%

School Climate –

The majority of referrals originate from incidents occurring on the playground during recess, in particular, lunch recesses between 11:00-1:00. Grade 4 has the highest number of students suspended (12), followed by 5th and 6th grade with 9 students each. The offense with the highest number of referrals is Caused, Attempted, or Threatened Physical Injury, followed by defiance and disruption. The Hispanic or Latino has the greatest number of offenses (74), followed by SWD at 41 and Black or African American with 37.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	22.6%	dec min of .5% to 22.1%
Suspension Rate	16.2%	dec min of .5% to 19.9%

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 students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for good behavior, etc.), Pers Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance.

PBIS team will meet regularly throughout the school year, during and/or after school, to ensure effective implementation of PBIS. Additional compensation will be provided. When the PBIS team meets during the school day, substitutes will be utilized to release them from the classroom.

The PBIS team will work collaboratively to create charts and posters to be posted throughout the school clearly identifying behavioral expectation. All classrooms will also have supporting printed materials for PBIS expectations.

Substitute Pay Calculation

25 days x \$200 rate of pay = \$5,000

Additional Hourly Pay Calculation

116 hours X \$60 = \$6,960 (Allocating \$6,987)

83 hours X \$60 = \$4,980 (Allocating \$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)
\$6,987 - 11500 (Teacher Additional Hourly)	LCFF - 23034
\$5,000 - 11500 (Teacher Additional Hourly)	Title I - 50671
\$5,000 - 11700 (Substitute)	Title I - 50671
\$5,000 - 43200 (Non-Instructional Materials)	Title I - 50671

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

Counselor and attendance incentives

Counselors facilitate the SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the K-5 Counselor, 6-8 Counselor, and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals.

Attendance incentives include classroom parties for 10 days of perfect attendance, including popcorn, ice cream, extra recess, and Stockton Kings tickets. Students received monthly dog tags for perfect attendance. There are also Victory Viking bucks used to motivate students, encouraging them to make good choices on campus.

The counselor presented the developed curriculum, per the ASCA model, to students in all grade levels. This process included pre and post assessments, helping gauge the success of the curriculum.

There is also Kelso’s Choices, for grades K-5, to assist with conflict mediation and resolution.

There is the Why Try curriculum, for grades 6-8 grades, to help students with future goals and social and emotional strategies.

The PLUS program has provided a layer of support and student voice. It focuses on the school climate and culture, using surveys to help determine which areas need extra attention. This program has students in grades 6-8 and they provide school-wide and grade specific support. They also provide support with our chronic absenteeism students by checking in on a regular basis.

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 Many teachers were trained in Restorative Circles and was initiated in many classrooms. Use of weekly incentives to reward students observed with good behavior. Behavior management systems in place in every classroom. PBIS implementation for cafeteria and playground. AP and counselors were able to implement PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues. Counselor led a school competition with incentives for the top three classes in primary and intermediate with the best attendance percentages. Individual classrooms established an incentive for ten days of perfect attendance, such as extra recess or a treat. SST's were held with chronically absent students and parents. Home visits were those parents not in attendance.

Effectiveness

1.1 Teachers struggled to implement Restorative Circles consistently in the classroom. Students seemed motivated to earn rewards. Overall student behaviors in classrooms improved. PBIS was effective when consistently enforced. Suspension rates increased. Overall attendance rates increased. Chronic absenteeism increased.

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 Students had access to multiple sources of intervention. PBIS system was in the initial stages of implementation and PLUS started for students in 6th-8th grade.

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 Restorative Practices will be implemented for students with behavior issues by the counselor. More teachers will be trained in Restorative Circles. Increase monitoring of consistent implementation of Restorative Circles in classrooms. Student leadership will connect with students who have been bullied. Implementation of PBIS for cafeteria and playground monitoring/management system to reduce conflicts. Improved training for yard supervisors. Each class will

receive an incentive for ten days of perfect attendance. CWA representative will reach out to families with students on the truancy list. Counselor will meet with a group of students identified as excessively truant. Additional counseling services to address attendance, behavior and social emotional needs of our students.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By June 2020 we will increase the number of family engagement nights/parent meetings by a minimum of 2 events. By 2020 the number of parents attending parent conferences will increase by 5%.

Identified Need

Classes in Kinder-3rd grade have a high parent participation rate (90%) for parent conferences. By June of 2020 the participation rate will increase by 5%.

Classes in 4th-8th grade have a parent participation rate of 50%, on average, for parent conferences. By June of 2020 the participation rate will increase by 20%.

We will use the results of parent surveys from 2019 to provide trainings/meetings and events for parents and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Events	5 annual events	Increase events by 2
Parent participation in conferences	90% for primary grades 50% for intermediate grades]	Increase rate to 95% Increase rate to 70%

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

Increase parental involvement through Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), monthly Coffee Hour, Family Nights (Harry Potter Night, Dr. Seuss Night), Science Fair, Open House, Literacy Night, Back to School Night, Movie Nights. PTO sponsored several family nights to increase parent engagement (Fall Festival, Winter Craft Night), Book Fair, Talent Show, provide parent meetings/training of interest to parents as identified through parent surveys, utilize SUSD’s SAP process to involve parents in educational planning, etc. Refreshments will be served during meeting.

Instructional materials will be purchased to support these events, including books, construction paper, markers, glue, poster boards, folders, binders.

Food Bank presented to parents at meetings. They also bring bags of groceries for students enrolled in the after school program once a month.

Element Landscaping brought materials and prizes for a school wide pet rock decorating contest.

Walmart donated school supplies for 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)
\$500 - 43200 (Parent Meeting)	LCFF - 23035
\$500 - 43200 (Parent Meeting)	Title I - 50672
\$2,507 - 43110 (Instructional Materials/Supplies)	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

1.1 All parents were given an opportunity to participate in a parent conference twice a year, fall and spring. Parent meetings were held for ELAC, PTO, SSC. EPIC Workshop- Four-day series was held. El Concilio provided training on immigration services. Victory had a half time school counselor.

Effectiveness

1.1 Parents that participated were pleased to receive information about their child's progress and guidance for helping their child at home. Required members attended regularly. Positive parent feedback. Number of CARE meetings as well as SSTs increased significantly.

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 Counselor will increase amount of parent meetings offered. An increase of another 1.5 counselor.

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	\$129,157
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	\$291,452

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	\$129,157

Subtotal of additional federal funds included for this school: \$129,157

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	\$162,295

Subtotal of state or local funds included for this school: \$162,295

Total of federal, state, and/or local funds for this school: \$291,452