



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

WILSON 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
Wilson Elementary	39686766042804	Original – 02/21/2018 Revision – 05/20/2019	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)

Wilson 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.

Wilson 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

Wilson 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 21, 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.

Wilson 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 October 15, 2018, School Site Council special meeting.

In school year 2018-2019, also Year 2, Wilson Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on January 10, 2019 and January 17, 2019.

In summary, the School Site Council reviewed the data available from the dashboard and on-site data, much was provided from Student Support Services and our Synergy database. Overall lows were the chronic absenteeism, rising suspension rate and behavior referrals. In addition, academic achievement gaps were identified to be 59 points below standard in math and 46 points below standard in ELA. Highs in data were the improved SBAC scores as compared to the previous year in ELA and Math. Scores increased 11.4 points in Math and 18.7 points in ELA. Barriers were identified to be lack of parent education in establishing routines and procedures at home; insufficient academic instructional coaching of teachers; more training needed in regard to Positive Behavior Intervention and Supports (PBIS). A strong PBIS component is effective in establishing a positive school climate. It addresses many areas including attendance, behavior, discipline academic supports and much more.

As a result of the stakeholder involvement and data reviews, Wilson Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. The Decision-Making Model (DMM) was presented in March 7, 2019 in a staff meeting with Zone I school principals, directors, and Assistant Superintendents from various Stockton Unified Departments. The DMM included Current Performance Level, Gap Analysis, Course Analysis, Design & Improvement, Assurances, Implementation & Evaluation.

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 Wilson Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA SMART Goal: By June 2020, we are going to decrease ELA for all students by 10 points.

ELD SMART GOAL: By June 2020, we are going to decrease the gap for English learners by 10 points.

Math SMART Goal: By June 2020, we are going to close the math gap by decreasing 10 points.

Identified Need

ELA/ELD:

Increase in ELA SBAC overall proficiency of at least 10% to 41% proficient.

Increase ELD SBAC by 10% so 29% near proficient and 71% not proficient.

SBAC ELA: Yellow, increased 18.7 points. 31% proficient.

SBAC ELD: 19% near proficient; 81% not proficient

All students are to make their target growth score on the reading MAP assessment from August to May. Data checks are completed in September and January. These results will guide intervention implementation.

ELA/ELD Target:

For all students to be at grade level standard

ELA Gap:

46 points below standard

ELD Gap:

69 points below standard

Math:

Increase in math SBAC overall score of at least 10% to 36% proficient.

SBAC Math: Yellow, increased 11.4 points. 26% proficient

All students are to make their RIT target growth score on the math MAP assessment from August to May. Data checks are completed in September and January. These results will guide intervention implementation.

Math Target:

For all students to be at grade level standard

Math Gap:

58.8 points below standard

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	46 points below	36 points below
SBAC ELA All Students	31% Proficient	41% Proficient
SBAC English Learners	29% Near Proficient	19% Near Proficient
SBAC English Learners	71% Not Proficient	61% Not Proficient
MAP Rdg Winter	23% Met Standards	33% Met Standards
English Learners MAP Winter	6% Met Standards	16% Met Standards
ELPAC Reclass Rate	2%	10%
After School Tutoring	85% of students made growth of 10 points or more on MAP	100% of students tutored should increase MAP score by at least 10 points.
Accelerated Reader Progress	Quizzes % correct=67.2% avg Goal:=85%	85%
Lexia Progress: Core 5	26% in GLM GRADE LEVEL MATERIAL or above.	76% moved into GLM or above. actual Spring 2019
Power Up	47% Intermed. or advanced	67% Intermed. or adv actual Spr 2019

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	58.8 points below	49 points below
SBAC ELD English Learners Achievement Levels	5% Proficient	15% Proficient
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
MAP Math Level Winter	31% Met Standards	41% Met Standards
English Learners MAP Math Winter	8% Met Standards	18% Met Standards

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 teachers with professional learning opportunities in all areas that support all ELA, Math, Science & SS curriculum; and also training targeting Evidence-based Best Instructional Practices, School Climate, Discipline and Professional Learning Community work.

On Site Training

One Mid-Year Training Goal Checkpoint Training, Saturday, January 18, 2020, 4 hours to review Student Achievement and Learning Environment Goals 1 & 2, data and next steps @ \$70 per hour = \$4480

Instructional Coaches will provide support with the new ELA and Math curriculum. One hour per month at second staff meeting.

Coaches will co-plan/co-teach with all teachers; do classroom demos; do classroom observations with feedback to the teacher.

Substitute Pay Calculation for on-site ELA training:

\$175 x 30 days = \$5,250

Substitute Pay Calculation for on-site Math training:

\$175 x 30 days = \$5,250

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)
\$2,240 - 11500 (Teacher Additional Comp)	LCFF - 23030
\$2,240 - 11500 (Teacher Additional Comp)	LCFF - 23034
\$10,500 - 11700 (Substitutes)	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

Provide students with opportunities to increase reading proficiency through literacy program and level books (in classroom and at home), and in an atmosphere that is conducive to literacy by implementing the following:

Accelerated Reader (Basic License): \$4,426

Lexia License & Reading Plus: \$10,900 & \$8,850

Library will be fully functional for the first time in five years.

Replenish library book fund annually with \$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)
\$4,500 - 58450 (License Agreement)	Title I - 50643
\$20,000 - 58450 (License Agreement)	LCFF - 23030
\$5,000 - 42000 (Books)	Title I - 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 hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness, through one college tour field trips guest speakers, (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), using AVID strategies culminating projects for 8th grade. Expanding schoolwide, 3rd through 8th are focusing on using note-taking strategies and binder organization strategies. K - 8th grades are connecting with parents using planners which also aide in organizational support.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials - glue, plaster-of-Paris, popsicle sticks, specific paper for projects such as origami, dirt, sand, rubber bands, jars, poster paper and poster boards, masking tape, markers, pipe cleaners.

AVID specific project materials include: binders, note-taking paper/templates, pencil pouches, dividers, planners, novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, and composition books, sheet protectors

Equipment are document cameras, projectors, bulbs.

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

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

18-19

0 college tour field trips
 3 Career guest speakers
 3 hands on field trips provided support in math and science
 0 culminating project

Proposed for next year: 2020

San Jose Tech

1 College Tour

Fog Willow Farms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,000 - 57250 - (District Trans)	Title I - 50643
\$31,446 - 43110 (Instructional Materials)	Title I - 50643
\$6,304 - 43110 (Instructional Materials)	LCFF - 23030
\$11,787 - 44000 (Equipment)	Title I - 50643
\$6,303 - 44000 (Equipment)	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

Tier 2 and 3 intervention supports students in reading, writing and math through tutoring, one-on-one and small group instruction outside of instructional time. that addresses reading, writing or math.

\$7140 - 6 teachers tutoring x 17 weeks, 1 hour per week @\$70 per hour

\$14000, extended year, 5 teachers, 10 days, 4 hours per day @ \$70 per hour.

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)

\$21,140 - 11500 - (Teacher Additional Comp)

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)

English Learners

Strategy/Activity

To provide English Learners with resources and supports such as tutoring, one-on-one/small group instruction, etc., so they continue to make progress and eventually reclassify.

Provide training for English Language Development instructors.

CA Assoc of Bil Education (CABE): APRIL 8-11, 2020, San Francisco, CA, English Learner Development Teachers, Bilingual Assistant, Administrator, approximately 6 attending. \$200 Registration Fee, Hotel Stay 3 nights

Bilingual Assistant will take small groups and reinforce the work being done in class. This is in math and also reading. Bilingual Assistant also connects with parents during this time and is a connection between the parent and the teacher about the student and how the student is performing in class. This is not only negative information but also positive information.

Additional Hourly for Bilingual Assistant:

hours X \$50 = \$6,000

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)
\$3,000 - 52150 - (Conferences)	Title I - 50650
\$6,000 - (Classified Additional Hourly)	Title I - 50650
\$20,283 - 21101 (.625 FTE Bilingual Assistant)	LCFF - 23030
\$27,483 - 30000 (Statutory Benefits)	LCFF - 23030

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

Training opportunities submitted were denied by Curriculum Director due to lack of substitutes to fill in for teachers while they attended conferences.

Accelerated Reader:

The average growth was 67.2% overall. Target goal for growth was 85%.

Library continued to be nonfunctional. No library media clerk. Teachers built up their own libraries but they were small so students had limited reading books.

Field trips focused on Science and math. Little evidence that the events and guest speakers were effective as a strategy to improve student achievement.

EL after school support was well implemented two days a week. Only one EL student was reclassified in 17-18 as compared to 13 the year before.

Wilson has a good supply of teaching materials and equipment for each classroom. Materials continued to be replenished and equipment maintained.

Effectiveness

Maximum effectiveness was not achieved due to the activity not fully implemented or not implemented at all. There was no data to support the effectiveness of any guest speakers or field trips. The ELA after school support was effective in that 80% of students raised their ELA scores in the MAP assessment. However, no students achieved proficiency.

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

\$7000 for professional development was transferred to books and equipment when training requests were denied. This was major difference.

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

Plan ahead for specific professional development. On-site training will be given by the instructional coach, especially with new ELA and Math curriculum. Plan ahead, secure subs ahead of time before submitting conference requests. These changes are located in activity 1 and 2 in plan.

Math/Science focused field trips. At least one college field trip - for 7th-8th grade in activity 3 and add district transportation.

Book replenishment for Library in Activity 2.

Goal 2 – School Climate

SMART GOAL Suspension –

By June 2020, to reduce suspensions for All Students by 50%.

By June 2020, to reduce referrals for All Students by 50%.

SMART GOAL Attendance/Chronic Truancy –

By June 2020, to reduce chronic absenteeism for All Students by 10%

Identified Need

Suspensions:

15-16= 16 incidents through Mar 3

16-17= 18 incidents through Apr 3

17-18= 28 incidents through Feb 28

18-19= 30 incidents through Mar 1

Overall Suspensions:

2016=5%

2017=5%

2018=5%

As of January 2019= 17 unduplicated suspensions, 4%

of Synergy Referrals:

15-16=333

16-17=256

17-18=138

18-19=133 through Mar 5, 2019

Expulsions: 0

Attendance/Chronic Truancy –

Chronic Absenteeism:

21.73%

Among the highest in District. #7

Other info:

GAINS/LOSSES: 81/57 through Mar 5 2019

CUMULATIVE TOTAL AS OF 2-18-2019: 421 STUDENTS

16 CLASSROOM TEACHERS

All areas fall under the PBIS umbrella and very there has been only 1 brief training given and 1 strategy tried school wide.

Noteworthy:

It should be noted there was a decrease of 77 referrals from 15-16 to 16-17.

Year 16-17, was also the first year Wilson had an AP since 2009.

There was a decrease of 118 referrals from 16-17 to 17-18.

In 17-18, with AP assistance, we created a new behavior referral form more aligned with PBIS.

In the 18-19 school year, a new behavior report form was created. The process required 3 classroom interventions before it went to administration where it was documented in Synergy. This should have reduced the # of incidents documented. So far, this has not been the case.

The School Climate Survey taken by our 4th- 8th graders, shows 76% of our students are at a warning level and are experiencing things associated with a negative school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	4.8%	4.5%
Chronic Absenteeism (All Students)	29%	28.5%
Annual Suspension Rate	5%	2.5%
Number of Annual Referrals in Synergy	138	69
Chronic Absenteeism Rate	21.73%	11.73%
Advisory Day Implementation	0	One Advisory Day Implemented
PBIS Trainings	1 completed	2
School Climate Survey	76%	66%

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

To provide training and support for teachers, parents and students through Positive Behavior Intervention and Support (PBIS); a positive school Climate, Discipline and Professional Learning Community work.

\$4000

School Climate Conference Apr 5-7 2020

\$700 Subs for 2 days x 4 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)

\$4,000 - 52150 - (Conferences)

Title I - 50671

\$700 - 11700 (Substitutes)

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)

3rd-8th Grade Students**Strategy/Activity**

To help support building positive relationships between teachers and students, one advisory day will be held during the first two months of school. On this day, a substitute will take the class. The teacher will meet with each student individually to help create a positive rapport with him/her through getting to know one another a little better through sharing information and helping set a positive tone for the year. 7 teachers need subs for 2 days to be able to meet with each student.

\$2450

\$175 x 14 days

subs \$175 per day

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)

\$2,450 - 11700 - (Substitutes)

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

Substitute Support for Teachers to Attend CARE Team Meetings, IEP Meetings and SST Meetings.
 $\$6125 = 5 \text{ days per month} \times 7 \text{ mos} = 35$
 $35 \times \$175$

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)

\$6,125 - 11700 (Substitutes)

Title I - 50671

Strategy/Activity 4**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 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

Partially implemented the PBIS support system. Basically just “got our feet wet.” Admin was still being trained. Began restorative circles 80% of the classrooms. No data to support a positive change.

Effectiveness

Minimally effective. Staff trained in PBIS briefly during a staff meeting and at the beginning of the school year. PBIS is huge. Staff needs to be trained in all areas.

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

Approximately \$11,000 has been added to this goal for training and implementation.

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

Strategy 2 and 3 have been added to this goal.

Goal 3 – Meaningful Partnerships

By June 2020, increase the average parent attendance at formal parent-teacher conferences from 30% to 40%.

Identified Need

Parent conferences are scheduled every year for every student. Only 30% of parents attend the meetings to find out how their child is doing in school. More parent support is needed.

Target: Increase parent conference attendance by 10%.

Several family events have been scheduled the past two years. Average % of families attending is low at 28%

Target: Increase parent attendance to family events by 10% as compared to last year.

To continue to empower our parents and their participation at school, we always want parents to coordinate at least 2 family or parent event every year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey of Number of Parents Attending Scheduled Formal Parent-Teacher Conferences	Average Attendance Schoolwide = 30%	40%
Average % Attendance at School Functions. How many school functions?	28% carnival Movie Turkey Trot Donut/dad Muffins/mom Goodies/grand Father-daughter Purple/Gold 4 awards ceremony	38%
Parents/parent groups coordinate at least 2 events every year.	6 events Trunk/treat Turkey trot Donuts w/Dad	5 events Father-daughter dance Mom-Son picnic Trunk or Treat

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Muffins w/Mom Goodies w/Grandparents Father-daughter Dance	Rock painting Chalk on Sidewalk
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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 the information needed to support student learning through teacher-parent conferences.

\$6825 substitutes

2-3 parent conferences per year x 16 teachers= 39 sub days (Inter grades = 3 days)

daily sub rate \$175

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)

\$6,825 - 11700 (Substitutes)

LCFF - 23035

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

Empower parents by having them coordinate at least 2 family events per year.

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase parent involvement and parent participation at school through family events, and parent coffees.

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 - 43400 (Parent Meeting)	Title I - 50647
\$1,276 - 43200 (Non-Instructional Materials)	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

100% of the teachers had Fall conferences
40% of the teachers had Winter Conferences
The other strategies were fully implemented.

Effectiveness

Parent Conferences were minimally effective. An accountability system needs to be created so parents know these are important. Perhaps student can earn something if parent attends.

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

No material changes

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

Strategy 1 has been divided into three different strategies.

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	\$91,474
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	\$200,102

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	\$91,474

Subtotal of additional federal funds included for this school: \$91,474

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	\$108,628

Subtotal of state or local funds included for this school: \$108,628

Total of federal, state, and/or local funds for this school: \$200,102