



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

AUGUST 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
August Elementary	39686766042519	Original – 01/25/2018 Revision – 05/24/2019	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)

August 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.

August 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

August stakeholders were involved in the development of the Single Plan for Student Achievement (SPSA). The stakeholders that provided input included the School Site Council, English Learner Advisory Committee, and the leadership team. The stakeholder engagement process included the input of the leadership team, then it is shared with the parent groups listed above where input is requested. This process is done annually with all stakeholders.

August 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.

August 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 January 28, 2019 School Site Council meeting.

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 August 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: All August students in grades 3-8 will increase from 29% to 39% in ELA as measured by the SBAC state test by May, 2020.

August School will provide all students with a well-rounded educational experience, the delivery of high quality first instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Math SMART Goal: All August students in grades 3-8 will increase from 27% to 37% in Math as measured by the SBAC state test by May, 2020.

Identified Need

ELA/ELD: According to the 2018 California Dashboard, August School is -47.9 points away from meeting or exceeding the standards (compared to -56 points away in 2017). Results of the winter MAP benchmark, 37% of the students in all grades met the ELA standard.

English Learner Progress

Level 4 - Well Developed - 19.8%

Level 3 - Moderately Developed - 39.1%

Level 2 - Somewhat Developed - 22.1%

Level 1 - Beginning Stage - 19%

Math: According to the 2018 California Dashboard, August School is -60.8 points away from meeting or exceeding the standards (compared to -65.4 points away in 2017). Results of the winter MAP benchmark, 37% of the students in all grades met the Math standard.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	47.8 points below	44.9 points below
SBAC-All Students	29% Met or Exceeded Standard	Increase 10% to 39% Met or Exceeded Standard
iReady Benchmark	Baseline Year	45% of Students will meet Standard
SBAC-English Learners	6% Met Standard	16% will Meet or Exceed Standard.

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	60.8 points below	57.8 points below
SBAC- All Students	27% Met or Exceeded Standard	Increase 10% to 37% Met or Exceeded Standard
iReady Benchmark	Baseline Year	45% of Students will meet Standard
SBAC-English Learners	6% Met Standard	16% will Meet or Exceed Standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. August will have four new teachers who will need additional support to refine instructional practices and establish effective learning environments.

Teacher Additional Time for attending PD, planning and collaboration (11500)—23 Teachers X 6 hours X \$55 per hour= \$7,590--LCFF

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—15 days X \$200=\$3,000--LCFF

Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms.

Instructional Coach—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$75=\$1,500-LCFF

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students
Program Specialist--\$68,214 LCFF--\$68,214 Title I—FTE (19101)

Program Specialist—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$75=\$1,500—Title I

Purchase short throw projectors and sensors for classroom instruction to reinforce teaching with visual representations and provide opportunities for ALL students to actively interact with instruction. This technology will also help teachers differentiate instruction. Students will be able to participate in interactive lessons using the whiteboard to access the core instruction. Projectors will be mounted short throw projectors in rooms: 2,3,4,5,6,7, 20, 21, 22, 23, and 24

11 short throw projectors @\$1,600= \$17,600 11 finger sensors @\$400 = \$4,400, and 11 wall mounts @ \$300 = \$3,300 plus tax and shipping (\$4,700) = \$30,000

Instructional supplies to support district adopted curriculum for ELA and Math, state/district testing, etc.). \$21,644

Non Instructional supplies to support district adopted curriculum in ELA and Math and state/district testing. \$16,277

AVID Summer Institute in 2020 (Anaheim or San Diego 1)-13 Teachers

Flight and Hotel: 13 Teachers X \$2307= \$30,000---LCFF (52150)

% of students at grade level in ELA 29% and Math: 27%

% of students below grade level in ELA 45% and Math 43%

% of students Making progress in ELA 26% Math: 30%

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$30,000 - 52150 (AVID SI)	LCFF - 23030
\$7,590 - 11500 (Teacher Additional Time)	LCFF - 23030
\$1,500 - 19500 (Program Spec Additional Time)	LCFF - 23030
\$1,500 - 19500 (Inst. Coach Additional Time)	LCFF - 23030
\$47,318 - 19101 (.5 FTE Program Specialist)	Title I - 50643
\$12,088 - 30000 (Statutory Benefits)	Title I - 50643
\$47,318 - 19101 (.5 FTE Program Specialist)	LCFF - 23030
\$12,088 - 30000 (Statutory Benefits)	LCFF - 23030

Amount(s)	Source(s)
\$3,000 - 11700 (Substitutes)	LCFF - 23030
\$30,000-44000 (Equipment)	LCFF - 23034
\$21,644-43110 (Instructional Materials)	LCFF - 23030
\$16,762-4200 (Non Instructional Materials)	LCFF - 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Subgroup: K-3 students

Subgroup: All students working below grade level in ELA and Math

Strategy/Activity

Additional Time and Support:

Struggling primary students will receive additional support (i.e., from a reading intervention specialist/teacher) to focus on reading foundational skills.

Students in grades K-3 reading below grade level will receive additional support focusing on foundational skills and early literacy intervention. Students below grade level in math will receive additional support

Extended day tutoring for students in the identified subgroups for additional time and support in ELA and/or Math will be given the opportunity to enroll in a 9 week after school tutoring program. Four August teachers will provide additional instruction based on the identified needs of individual students and small groups. Teacher will use the grade level resources for intervention strategies in the new curriculum for ELA and Math to support students in the program.

RTI teachers (two retired August teachers) will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Intervention teachers will work with students in flexible groups to provide additional support in flexible groups two days a week. One of the teachers will provide support in reading and the other will provide support in math. Our focus will be students in grades K-3.

Classroom diagnostic assessments from the Benchmark Program, DRA assessment, STAR pre-test as well as summative assessment data will be used to identify student needs and monitor student progress.

2 Substitute Teachers X \$100 per .5 day X 22 weeks=\$8,800

Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school.

August will have four teachers offer tutoring twice per week for 9 weeks to students after school. Teachers will use the winter report cards, assessment results, and information from the California Dashboard to identify students and/or subgroups for enrollment in the tutoring after school.

5 Teachers X 9 weeks (18 sessions) X \$55 per hour=\$5,000

August will have one teacher tutor four weeks prior to state testing to provide fifth through eighth graders additional support leading up to the test.

1 teacher X 4 weeks (20 sessions) X \$55 per hour = \$1,100--LCFF

The bilingual assistants work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistants also work an additional hour to pull small groups for extra support.

Bilingual Assist (21101)— 2 @ 3.5 hr.--\$30,555—Title I

Bilingual Assist (21500) 2 @ extra support (1 hour) --Not to exceed \$2500 each =\$5,000--LCFF

Additional Teachers (if needed) @ \$55 p/hr = For total amount not to exceed \$6,110-Title I

Additional Subs (if needed) @ \$200 p/day = For total amount not to exceed \$6,000-Title I

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 (Substitutes)	LCFF - 23030
\$5,740 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$14,943 - 21101 (.4375 FTE Bilingual Assist) \$4,759 - 30000 (Statutory Benefits)	Title I - 50650 Title I - 50650
\$15,611 - 21101 (.4375 FTE Bilingual Assist) \$4,971 - 30000 (Statutory Benefits)	Title I - 50650 Title I - 50650
\$5,000 - (Additional Hourly Bilingual Assist)	LCFF - 23030
\$4,300 - 43110 (Instructional Materials)	Title I - 50643
\$6,000 - 11700 (Substitutes)	Title I - 50643
\$6,110 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$5,000 - 56590 (Maintenance Agreements)	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

All August students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills.

Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services, and modeling reading through the read aloud strategy. Library Media Clerk will also assist with Accelerated Reader implementation and foster a love of reading to all students.

Accelerated Reader Student License (58450) --\$6,000—Title I

The library media clerk will assist students with appropriate book selection based on Lexile levels. She will also support the implementation of the Accelerated Reader Program to all students. Weekly word counts and student’s goals will be posted to motivate students to read and improve reading comprehension skills. The library media clerk will also work to foster a love of reading for all students and staff at August.

To be able to foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, furniture and decor improvement, and reading intervention resources.

of students/staff using library facilities/ scheduling Accelerated reader progress monitoring: 600

Library Media Assist position to help guide students to their correct reading level books and model reading strategies

Library Media Clerk (24101)—3.5 hr.--\$13,150--LCFF

% of students at grade level in ELA 29% and Math: 27%

% of students below grade level in ELA 45% and Math 43%

% of students Making progress in ELA 26% Math: 30%

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)
\$13,150 - 22601 (.4375 FTE Library Media Clerk)	LCFF - 23030
\$4,188 - 30000 (Statutory Benefits)	LCFF - 23030
\$6,000 - 58450 (License Agreement)	Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

August School implements AVID school-wide strategies to all students. Students in grades 6th-8th have the opportunity to select AVID as an elective course. Students in grades K-5 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

August has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. August also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. August AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program.

August has a team of thirteen teachers attending the AVID Summer Institute in San Diego this summer. Next year we may be funding the AVID Summer Institute in southern California due to the Sacramento location not being an option. The goal is for all August teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Duplicating instructional materials, student resources, planners (57150) --\$1,500--Title I

Instructional Materials-(43110) -- \$3,000---LCFF

AVID Fieldtrips to Colleges-(57250)-\$3,500--LCFF

AVID Leadership Meetings-(11500)-\$5740-LCFF (13 teachers X \$55 p/hour X 8 months)

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)
\$1,150 - 57150 (Duplicating)	Title I - 50643
\$3,000 - 43110 (Instructional Materials)	Title I - 50643
\$3,500 - 57250 (Field Trips District Trans)	LCFF - 23030

Amount(s)

Source(s)

\$5,750- 11500 (Teacher Additional Hourly)

LCFF-23030

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

We focused on several factors for implementation of strategies to achieve Goal 1. Professional Learning opportunities or professional consulting were provided focusing on raising student achievement. These included time with A2Z for Math focus, Imagine Learning training, and several teachers attended the ELD Institute to receive training focusing on our EL and LTEL students and strategies for designated and integrated ELD. Our school also offered an extended day tutoring piece as well as a homework club for extra assistance by certificated teachers in completing their assignments. Staff meetings were used as targeted professional learning opportunities where AVID strategies were modeled. Instructional program licenses were purchased (AR and NEWSELA) to supplement the UOS core. Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs as evidenced by purchased orders.

Effectiveness

Professional development, as evidenced by agendas and sign in sheets, was provided in a timely manner and attended by all teachers. Taught strategies were observed being utilized in the classroom. The program specialist effectively provided support to ensure implementation of taught strategies as evidenced by logs. The bilingual paraprofessionals provided instructional support to L1 and L2 EL students to ensure they were accessing the core as evidenced by classroom observations, schedules and logs. Teachers, library media assist and staff provided students with opportunities to increase reading proficiency using (intervention programs) and leveled libraries as evidenced by library schedule, book circulation, and intervention schedule and PLC notes.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

None.

Goal 2 – School Climate

Suspension SMART Goal: School-wide suspensions will decrease by 10% by the end of May 2020 as measured by district suspension report.

Attendance Smart Goal: School-wide chronic absenteeism will decrease by 2% from 8.04% to 6.04% by end of May 2020 as measured by district chronic absenteeism report.

Identified Need

Suspension –

of 2018-2019 Suspension days- 21.5

Dashboard Data:

Suspension Rate- Yellow

(Declined 5.2%)

of 2018-2019 Suspension days- 21.5 (one of the lowest in district)

Suspension –

decrease suspension by 10%:

School wide (-2)- 13 total previous year.

African American (-1)- 4 previous year

Average daily referral target was to reduce to 3 or less total for the year

Need to decrease referrals by 2 or more per day

decrease referrals by at least 10% school-wide and 7% in targeted grade levels

Target: Blue

Gap: Decline of 10% or higher)

Expulsion –

Attendance/Chronic Truancy –

Dashboard Data:

Chronic Absenteeism Rate-14%

Yellow

Chronic Absenteeism Rate 2018-2019- 8.42% (August has NOT gone above 10% (Red) this year)

School Climate –

Average number of IEP's per year- 130

Average number of IEP's per month- 16

Average number of IEP's per week- 5
 Monthly SART meetings- 3
 Monthly SST meetings- 12
 Monthly CARE Team Meetings- 2
 Continue Implementation of PBIS with (5) noon duties (a decline of 2 from 2016-2017).
 Reduction in Office Referrals during lunch recesses.
 August School is home to a Kindergarten through 8th grade Moderate/Severe SDC Continuum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3.3%	3%
Chronic Absenteeism (All Students)	8.04	6%
Bi-Monthly Chronic Absentee Report	As of April, 2019 we are at 8.04%	We will not exceed 8% in 2019
Bi-Monthly Suspension Data	As of April, 2019 we are at 2.73%	We will not exceed 3.5% in 2019
School Climate Survey	Survey given in , September, January and May, 2019	Climate will improve

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 student attendance through parent meetings, communication, incentive system. (The intended outcome is by increasing student attendance with extrinsic motivators, we will build a love of learning and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on the tier level.

Weekly average of classes with perfect attendance: 75%

of students enrolled: 659

of students with 10% or more absences: 53

of students making progress/growth: 40

SART meetings: 14

No LCFF or Title I funding will be used for incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, counseling, structured student engagement activities, etc.

of social or emotional sessions with students: 505

of students involved in the PLUS Program: 25

of students academically engaged

of PLUS meetings: 2 per/week

of students suspended: 20

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 Our school counselor provided students with social and emotional supportive resources that positively impacted student learning through the following; classroom presentations, monthly PLUS team, and quarterly PBIS assemblies and incentives. CARE and SST meetings were held monthly to support our students, teachers, and parents.

Effectiveness

1.1 The school counselor was only on site 2.5 days per week, so the impact was limited. Counseling sessions were provided periodically throughout the year, but not systematically. The PLUS team met monthly and effectively collaborated with the PBIS Team to implement positive incentives for our students. CARE/SST meetings were held every month and were well attended by parents, as evidenced by our schedules and meeting notes. Our suspension rate did decrease and our attendance rate is one of the highest in the District.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Our counselor will be on site 5 days per week for the 18-19 school year. Small group counseling will be more consistent and the counselor will work closely with CWA to support our Chronic Absentees.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

August will increase the number of volunteers and/or meaningful partnerships from 26 to 36 by May 2020. Parent attendance at Nutrition Trainings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2020.

Identified Need

26 parent volunteers

Average parents attending is 20

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Log	26	36

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, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.

of meetings conducted: 119

of trainings: 32

of parents attending parent/teacher conferences: 96

Community Assistant

Consultant

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)
\$3,103 - 43400 (Parent Meeting)	Title I - 50647
\$22,565 - 29101 (.750 FTE Community Assist)	Title I - 50672
\$28,209 - 30000 (Statutory Benefits)	Title I - 50672
\$1,500 - 58320 (Consultants Non-Instructional)	LCFF - 23035

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Parents were provided 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, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.

Effectiveness

Parent involvement increased as measured by agendas and sign in sheets for parent trainings, parent conferences, family core nights, and Rosetta Stone sessions were parents learn English using the program.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Parent involvement increased as measured by agendas and sign in sheets for parent trainings, parent conferences, family core nights, and Rosetta Stone sessions were parents learn English using the program.

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	\$159,851
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	\$390,012

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	\$159,851

Subtotal of additional federal funds included for this school: \$159,851

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	\$230,161

Subtotal of state or local funds included for this school: \$230,161

Total of federal, state, and/or local funds for this school: \$390,012