



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

HENRY 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
Henry Elementary	39686760111344	Original – 02/23/2018 Revision – 05/28/2019	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)

Henry Elementary is implementing a Schoolwide Program.

We currently support 3 major school initiatives: AVID, PLTW, and PBIS. The purpose of this plan is to provide stakeholders with a continuous and dynamic guide of programs designed to increase student achievement, safe and healthy school climate, and meaningful relationships. The school has been identified as Additional Targeted Support and Improvement (ATSI); it will provide descriptors of how we will address our students with disabilities in terms of achievement, absenteeism and suspensions.

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.

Henry 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

Henry Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to our school. The original plan was reviewed by the school's School Site Council on February 23, 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.

Henry 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 December 2018 and January 2019 School Site Council meetings.

In school year 2018-2019, also Year 2, Henry 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 meeting were held on Leadership Day 1 (November 29, 2018), ELAC, February 1, 2019 and various staff meetings: January 15, 2019 and May 7, 2019. In addition, Henry's A Team members: specialist, counselors, parent liaison, and administrators provided input for year 2 and year 3 components throughout the year. PLUS, Leadership, and other classified staff were also invited to add additional comments and or concerns to the writing of the plan through the site's Google Folder where the SPSA is housed.

In summary, stakeholders were re-introduced to the 3 Goals pertaining to SPSA. Each Goal was analyzed based on what we accomplished in the past, what we're currently working on, and where we'd like to see ourselves as we move forward to the next cycle. During the Leadership Day, teachers added notes and ideas to the plan. At staff meetings, all staff were invited to provide input. Students, parents and staff took surveys pertaining to learning and school climate at least three times throughout the year (LCAP, CA Healthy Kids, PLUS). At our ELAC meeting, the plan was explained to the parent community in Spanish. The SPSA plan was also translated in Spanish. Finally, the ongoing plan was shared with SSC for approval.

As a result of the stakeholder involvement and data reviews, Henry Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. In general, due to the increase in IEPs, an additional AP was requested and denied. Since year 2 SPSA evaluation or 2018, a request for an ELL Specialist was substantiated, however due to limited resources, the position of an Instructional Coach has remained unfilled. For the year 2019-20 school year, we look forward to maintaining 1.5 APs, 2 full time counselors, 2 full time CSA, 6 Noon Duties, 1 Program Specialist, 1 Library Media Clerk, 1 Parent Liaison, 1 Bilingual Assist, and a reinstatement of an Instructional Coach. While some of these positions will be absorbed by the district (counselors and coaches), the others will be provided through the site.

Resource Inequities

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

Henry has been identified as Additional Targeted Support and Improvement (ATSI) school for students with disabilities. Based on CA Dashboard:

In ELA, Students with Disabilities are 161.9 points below the standard with a declined with 27 points (RED).

In Math, Students with Disabilities are 148.7 points below the standard with a declined 10.8 points (RED). The absenteeism rate has increased by 4.8% (RED).

While our SPED population increased from (34 to 98), we showed a decrease of 7% in suspensions.

ACADEMIC ACHIEVEMENT

In ELA, as a school, we are 74.4 points below standard with an increase of 6.2 points (ORANGE)

EL's are 88 points below standard with a decline of 3.1 points (RED).

Reclassified students are 44 points below standard maintaining -2 points

English only students are 69 points below standard increasing 17.1 points

In Math as a school we are 80.9 points below standard with an increase of 8.6 points (YELLOW)

EL's are 91.4 points below standard while maintaining 1.2 points (ORANGE)

Reclassified Students are 54.8 points below standard maintaining 1.9 points

English only students are 78.5 points below standard with an increase of 13.3 points.

SCHOOL SAFE AND HEALTHY CLIMATE

Our Chronic Absenteeism school wide increased in the following subcategories:

EL population by 2% (Orange).

Hispanic population by 2.2% (Orange),

Socioeconomically Disadvantaged by 2.4% (Orange),

White population 0.8% (Red).

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, student achievement will increase in grades 3-8 by 10% in ELA (SBAC) and other progress monitoring assessment TBD.

For 2019 school year, baseline and program monitoring will be provided by the newly adopted curriculum and assessment embedded system.

Provide consistent on site coaching.

Implement newly adopted curriculum to fidelity.

Continue to provide Professional Development opportunities.

Math SMART Goal:

By June 2020, student achievement will increase in grades 3-8 by 10% in Math (SBAC) and other progress monitoring assessment TBD.

For 2019 school year, baseline and program monitoring will be provided by the newly adopted curriculum and assessment embedded system.

Provide consistent on site coaching.

Implement newly adopted curriculum to fidelity.

Continue to provide Professional Development opportunities.

Identified Need

ELA/ELD:

Our students' scored 74.4 points below standard on SBAC. Furthermore, 41.6% of our ELLs are performing at Level 3 according to ELL Performance on the CA Dashboard.

Math:

Our students' scored 80.9 below standard on SBAC. Furthermore, our ELL students performed 91.4 points below standard according to the CA Dashboard.

Other identified needs explained above.

In addition:

The teacher population at Henry is 39.

New/probationary teacher population has increased from 5 to 9.

4/7 teachers are in the Impact Program and not fully credentialed.

We need more professional development for teachers due to not being fully credentialed and lack of a quality curriculum.

We lost an instructional coach position to district off site instructional coaching initiative. Maintained \$65000 in reserve. We need an onsite instructional coach to provide new curriculum support to both new and veteran teachers.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	74.4 points below	64.4 points below
English Learner Progress - Level 3	41.6%	31.6%
English Learner Program - Level 4	22.2%	32.2%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	80.9 points below	70.9 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit from the strategies / activities.

Strategy/Activity

Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities, AVID, and ELL Standards Institute/GLAD strategies, SBAC Interim and Number Talks. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented.

Additional supplemental reading and writing PD will focus on WICOR strategies with writing as the primary target.

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The 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 will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Instructional Coach will provide co teaching, demos, lesson studies, instructional round support. The Instructional Coach will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Instructional Coach will work with teachers to assist with their lesson planning, participate in data cycles for analyzing student assessment results, and participate in Academic Conferences. The Instructional Coach will create and provide staff development in various topics pertaining to reading, writing, and other content areas.

Conferences/Trainings/Workshops:

1. PLC Overview (2019-20 TBD) 2 days x 8 teachers, instructional coach, program specialist x \$60= \$1200
2. PLC Summer Institute (2020) 5 days x team of up to 15 teachers, 1 instructional coach, 1 program specialist, 2 admin with estimated expenses running \$3000 per person. =\$45,000
3. AVID Writing Focus- (2019-20 TBD) (Additional Hourly Pay) 6 teachers X 3 days X \$60= \$1080
4. AVID Summer Institute (2020) 3 days x team of 5 teachers, 1 instructional coach, 1 program specialist, 2 admin with estimated expenses running \$3000 per person. =\$27,000

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)
\$1,200 - 11500 PLC After Hours Trainings (Teacher Additional Time)	Title I - 50643
\$45,000 -52150 PLC Summer Institute	Title 1 -50643
\$1,080 - 11500 AVID After Hours Trainings (Teacher Additional Time)	Title 1 -50643
\$27,000 -52150 AVID Summer Institute	Title 1 -50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students at Henry will benefit through this strategy.

Strategy/Activity

Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend trainings throughout the day. Opportunities to collaborate amongst each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, and Leadership Focus Group Days. Professional Development based on collaboration as needed will be addressed through these or other conferences or trainings teachers/staff determine over time.

1. PLC/Leadership Focus Group Days - (2019-20 TBD) - (Substitute Calculation up to 11 teachers X 3 Days x \$200) = \$6,600

2. Academic Conferences

Teachers and support staff will analyze data and coordinate student program identification of needs (surveys) and program specifics for children to be successful based on their data outcomes. The program specialist will ensure all students are properly assessed and evaluated periodically. Furthermore, the program specialist will provide students with resources, materials, and related services through our identified programs.

The Instructional Coach in conjunction with the Program Specialist will facilitate additional teacher support activities including co teaching, demonstration of lessons in the classroom and the analysis of data. Specific Professional Development will be conducted from the analysis. Specific training will focus on our school initiatives and data results.

40 teachers/subs x 2 days x \$200 \$16,000

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

Maintenance Agreements \$10,000; Equipment Repair \$3,000 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)

\$90,0129 - 19101 (1.0 FTE Program Specialist)
\$33,833 -3000 Statutory Benefits

LCFF - 23030

Amount(s)	Source(s)
\$6,600- 11700 PLC Implemented (Teacher Subs) \$16,000- 11700 2 cycles of Academic Conferences (Teacher Subs)	LCFF - 23030 LCFF - 23030
\$10,000 - 56590 (Maintenance Agreement)	Title 1- 50643
\$3,000 -56530 (Equipment Repair)	Title 1 - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL and SPED students

Strategy/Activity

To provide EL and Students with Disabilities with supports through progress monitoring, new curriculum implementation, small group instruction, Bilingual Instructional Assistant, summer intersession, and extended day/year. A special cycle of Instructional Rounds targeted towards ELL instruction will be implemented. With possibilities of offsite classroom visits TBD.

Through Grade Level Commitments, the implementation of 4 EL instructional strategies will be conducted throughout the year. The four strategies to be utilized are: collaborative sentence reconstruction, sentence unpacking, joint construction, and cloze joint construction. Each grade level will focus on 1 or more than 1 strategy to address their ELL population based on ELPAC domains. Through classroom visits, the use of these specific strategies will be monitored. As a coordinated effort between the LDO and Henry, specific demos and co-teaching opportunities will be offered and implemented in grades K-4 so that teachers master these strategies.

ELPAC- We will begin to create and design targeted strategies through the development of a scope and sequence.

Bilingual Assist- Will work with students identified as newcomers and levels 1 and 2. These are students who may require primary language support.

English Learner Academic Hour (ELAH)- A teacher trained in EL strategies will provide 1.0 hours of tutoring three times a week (8 weeks) to Long Term EL students in preparation of ELPAC. The teachers are provided with 30 minute of prep time a week. They are also trained in specific EL strategies to be utilized during the ELAH.

Second Steps curriculum will be implemented for RSP population. SDC will implement Essential Living Skills and Edmark. Instructional Materials \$2000

ELAH-- 1 teacher x 8 weeks x, up to 3.5 (3 hours with students and .5 prep) hours a week with prep included at \$60= \$1680

ELD Institute Standards Training Additional Hourly Pay Calculation for 10 teachers/SPED X 2 days/hours X \$60 = \$1200

Conduct ELD Instructional Round - (October, January) by: teachers/SPED, program specialist, instructional coach, counselors, admin) 8 teachers must include 2 SPED teachers x 2 days x \$200= \$3200

Provide training in SPED curriculum x 4 teachers x 2 days at \$60. \$480

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.

School Plan for Student Achievement|

Amount(s)	Source(s)
\$23,357 21101 (.6250 FTE Bilingual Assistant) \$28,462 3000 (Benefits)	LCFF - 23020
\$ 3,200 11700 (Teacher Sub)	LCFF - 23030
\$ 2,000 43110 (SPED Curriculum Materials)	Title 1 -50643
\$1680 11500 (ELAH Teacher Additional Comp)	Title 1 50643
\$480 11500 (SPED Training Additional Teacher Comp)	Title 1 50643

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

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

Teachers will enhance NGSS (science) curriculum and CCSS (Math) through hands-on-science experiments integrating PLTW and STEM projects to include PLTW/STEM project materials. Teachers will integrate Number Talks into the Math lessons to enhance critical thinking skills.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, lab books for K-8, writing tools- write boards, chart paper, STEM specific materials related to PLTW, TOPs.

Instructional Materials to support fine motor skill development \$3114

1. TOPs Consultant \$1400

2. Training:

PLTW (November December) Additional Hourly Pay 8 teachers X 2 days X \$60= Additional Hourly Pay 1 Instructional Coach; 1 Program Specialist \$1200

Number Talks Professional Development up to 12 teachers x 1 day X 3 times a year X \$60 = \$2,160

Support college and career readiness mindset, exposing students to real world experiences through the participation in SkillsUSA. Teachers will be supported to upon training and attend state / national competitions. \$2000

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)
\$1400 -58100 (TOPS Consultant)	Title 1 50643
\$1200 -11500 PLTW Training (Teacher Additional Pay)	Title 1 50643
\$2,160 -11500 Number Talks Trainings	Title 1 50643
\$2000 -11700 SKillsUSA Support (Teacher Subs)	LCFF 23030
\$3114 -43110 Instructional Materials (PE)	Title 1 50643
\$5000 -43110 Instructional Materials (PLTW)	Title 1 50643

Strategy/Activity 6

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 support programs such as AVID. Increase a love of reading through books and novels integrating multicultural awareness and content across the curriculum will be provided to teachers and students as supplemental material to encourage and expose students to a variety of genres both literary and expository.

Library Media Clerk will assist with the inventory of such material. Furthermore, the Library Media Clerk will assist teachers and students with checking out of materials and research how many students are accessing these materials.

Applicable supplemental instructional materials include AVID binder/organizers, writing tools- write boards, chart paper.

Continue supporting the license agreements to Lexia, Reading Plus, IXL and Newsela \$28,500

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)
Dollar General Donation \$5000	0.00
\$5,000 43110 Instructional Materials (AVID)	Title 1 56043
\$15,213 - 24101 (0.4375 Library Media Clerk)	LCFF- 23030
\$28,500 -58450 (License Agreements)	LCFF-23030

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 Professional Development was provided:

Teachers attended ELD Institute training throughout the 2017-18 school year.

Some teachers were trained in Lexia and Reading Plus in 2016-17.

Teachers were provided consultation in TOPs in grades 3, 4, & 6.

2 teachers attended the AVID Summer Institute in 2016-17.

5 teachers attended the AVID Summer Institute 2017-18.

In November, 6 (different) teachers attended the AVID 2 Day training.

1.2 Supplemental Materials & Resources or Programs that provided support:

Supplemental online programs were purchased to target reading: IXL, Newsela, Lexia and Reading Plus.

Other supplemental programs were also purchased: Go Formative.

Program Specialist was hired to support teacher and site implementation of programs, analysis or reports and assessments, etc.

Library Media Clerk organized and maintained the school library.

AVID school-wide, binders, calendars/planners, and organizational materials such as dividers, tabs, pencil cases were purchased for all students in grades K-8.

Approximately 50 students attended the AVID Education Day at UOP.

1.3 Opportunities to implement reading, writing and math proficiency:

Latino Literacy was implemented in January 2018.

Two teachers were trained in Latino Literacy.

1 teacher fully conducted the Latino Literacy program to parents and their children.

PTSA sponsored 2 Reading Nights.

Every other Monday, a community Book Mobile visits Henry.

1.4 Additional ELL & Instructional Focus:

1 Bilingual Assist provided academic support to ELLs, with CELDT levels 1-2 (Beginning and Early Intermediate) in grades K-5 and 7.

Instructional Coach provided support in lesson design and implementation to all teachers.

1 full cycle of instructional rounds were conducted.

1 full round of academic conferences were held in 2017-18.

Effectiveness:

23/39 (59%) teachers were trained through the ELD Standards Institute. EFFECTIVE

3 teachers provided ELL Extended Ed opportunities during the summer of 2018 to practice strategies learned from training. EFFECTIVE

TOPs implemented 10-13 science lessons in various classrooms. EFFECTIVE

Library Clerk maintains and organizes texts. EFFECTIVE

Bilingual Assist services 60 students in grades K-5 and 7th.EFFECTIVE

Program Specialist oversees and manages all site programs. EFFECTIVE

25 parents completed Latino Literacy exit assignment with their take home album. EFFECTIVE

About 50 students attended the AVID Education Day at UOP.EFFECTIVE

Approximately 125 students and parents attended the 3 literacy nights. EFFECTIVE

Although, there was an increase of 3 teachers going to AVID summer training, only 5/39 (15%) teachers attended the AVID Institute INEFFECTIVE

10 teachers implemented Lexia and Reading Plus. INEFFECTIVE

Through classroom observations, it has been evident that 6 teachers started using the EL strategies after being trained. INEFFECTIVE

Additional Compensation time and monies are essential to offer trainings during the day because most teachers will not attend them after school. INEFFECTIVE

Only 1 full cycle of instructional rounds or academic conferences were held. INEFFECTIVE.

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 Professional Development:

- Increased professional development opportunities for all site members.
- A total of 5 teachers have attended the AVID Summer Institute forum 2017-18.
- There is no projected participation rate of Henry's students attending AVID Educational Day.
- 2/4 teachers attended the Kinder Conference in the summer of 2018.
- Adjusted 1 staff meeting/3 TCTs to 2 staff meetings a month allowing us to offer more PD in: AVID, ELD, Instructional strategies, and other topics such as report cards, REMs, PBIS components and other addressing the licenses we purchased.
- If a focus of ELD Standards and strategies was the focus last year, what can we do to assure teachers who were not trained, to be trained.

- 71 teachers have attended different learning opportunities at the district PD dates; They attended 46 courses and clocked in 91.5 total hours.

On an ongoing basis, approximately or an average of 25/40 (63%) teachers have attended more onsite PD based on sign in information

1.2 Supplemental Materials & Resources or Programs that provided support:

- We lost our instructional coach and have 7 “new or new to site” teachers on board.
- 4/7 are in the Impact Program.
- 3/7 have requested district support and they are working with an offsite instructional coach.
- 5 teachers have been provided one site day to review important topics with our program specialist.
- Biweekly observations of all classes have been conducted by the A-Team.
- This year, no instructional rounds were conducted via grade levels, instructional rounds were offered to the new teachers to the site. Academic conferences were 1:1 in September. There will be a grade level one held in January/February.
- Implement 3 to 3 Leadership Days.
- Increase classroom visitations to study trends from 100 total last year to an average of 25 per month by the A-Team.
- Implement some kind of tracking system to regulate the reports that are already components of each program.
- Create a survey to track how many times students are visiting the library.
- Implement a survey to determine which computer-assisted program is preferred by students.

1.3 Opportunities to implement reading, writing and math proficiency.

- Confirm and begin Latino Literacy.

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

- Provide additional AVID training in grades K-8 as to implement specific, organization (collective agreements) on how to use the planners/binders. Other WICOR strategies such as writing will begin in year 3.
- Continue implementing and monitoring ELL Strategies training and the use of: Collaborative Sentence Reconstruction, Joint Construction, Sentence Unpacking, Cloze Joint Construction.

- Include instructional rounds or classroom visits from all stakeholders to examine the EL strategies utilized in classrooms.
- Provide PLTW and SkillsUSA training in grades K-6, or where applicable through these specific program components or through Career Readiness Exploration: Spark (K-5) and Xello (6-8). Compare data of TOPs to PLTW. Do we continue with TOPs? What activities can we provide to motivate and align standards in preparing students for SkillsUSA participation in 7 and 8th?

1.2

- A-Z Coaching Best Instructional practices needs to be revamped IMMEDIATELY. Approximately \$25000 is needed to secure trainers: 510-303-6080. The Leadership Team would like to hear from teachers about their experiences with A-Z. Diaz will create an online survey for August teachers to fill out as feedback.
- Replacement of Instructional Coach to EL Specialist or Intervention Teacher instead. Previous data needs to be provided. Leadership, including Admin are a little skeptical about hiring an intervention teacher when training for new curriculum hasn't been provided. Furthermore, new curriculum might address differentiation at the classroom level.
- Research Librarian instead of Library Clerk. Diaz is creating a library sign in to determine student use of the library.
- Removal of computer online program depending on student survey (Lexia, Reading Plus, Newsela, IXL).
- Support STEMS programs: TOPs & PLTW through the replenishment of materials/equipment.
- Provide sub coverage and teacher participation to meet camp chaperone requirement of 1:30 ratio.
- Support SkillsUSA through the replenishment of materials/equipment and competition expenses to include advisory/staff chaperoning and traveling to state and national competitions.

1.3

- Change wording to include math.
- Conduct Latino Literacy sooner in the school year; October.
- Begin to research and investigate ways to implement Student Led Conferences.
- Continue with a Video Production Club
- Increase recreational books for classroom use.

1.4

- ELL Specialist/Coach to deliver ELD instruction in 7 & 8 grade; conduct on site ELAC through Parent Liaison, coordinator and; monitor EL programs K-8.
- Continue with 1 3.5-hour Bilingual Assist.

Support teacher administration of ELPAC 1:1 with substitutes

Goal 2 – School Climate

By June 2020, Henry Elementary will promote a safe and healthy learning environment to strengthen social emotional and academic learning. Henry Elementary School students will demonstrate behaviors that reflect a Respectful, Responsible and Safe School Climate; this will be measured by a reduction in discipline referrals and student suspensions by 2%, a reduction in student bullying behaviors, a decline in tardiness and absences by 10% of the population.

A comprehensive system will be established to address the barriers of learning and teaching and re-engage students who have become disengaged.

Identified Need

Suspension –

Student behavior referrals last year were 354, since then they have declined to 280. The number of suspensions from 2018 show 5.8% of 961 students suspended at least once.

Sub group focus to decrease suspensions:

EL suspensions show 4.7% of 425 students suspended; by June 2020 the goal is to reduce this number by 1%

Students with Disabilities suspensions show 6.1% of 98 students suspended; by June 2020 the goal is to reduce this number by 2%.

White suspensions show 11.4% of 35 students suspended; by June 2020 the goal is to reduce this number by 2%.

Attendance/Chronic Truancy –

15.5% of our student population is still chronically absent.

Sub group focus to increase attendance:

EL show 14.3% of 414 students chronically absent; by June 2020 the goal is to decline by 10% on truancy.

Students with Disabilities show 29.5% of 98 students chronically absent; by June 2020 the goal is to decline by 10% on truancy.

White show 31.3% of 32 students chronically absent; by June 2020 the goal is to decline by 10% on the truancy.

CWA rep works with our site once a week.

School Climate –

Data:

4-5th graders

Increase in bullying in last 30 days (1% increase from 10% to 11%)

Feeling safe at school (decreased by 8% from 83% to 75%)

Knowing there is an adult to talk to for help (decreased by 1% from 92% to 91%)

Feeling apart of the school (maintained at 84%)

6-8th graders

Increase in bullying in last 30 days (2% increase)

Feeling safe at school (decreased by 8% from 84% to 76%)

Knowing there is an adult to talk to for help (decreased by 4% from 85% to 81%)

Feeling apart of the school (decreased 5% from 85% to 80%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions: Students Disabilities ELLs White	Declined 7% Maintained .1% Decline 9.4%	Decline by 2% or 9% Decline by 1% or 1.1% Decline by 2% or 11.4%
Chronic Absenteeism Students Disabilities ELLs White	29.5% are chronically absent 14.3% are chronically absent 31.3% are chronically absent	Decline absentee rate to 19.5% Decline absentee rate to 4.3% Decline absentee rate to 21.3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Henry will benefit from these strategies.

Strategy/Activity

Provide staff development and opportunities to collaborate in order to develop students' social and emotional well-being through supportive resources and programs that positively impacts student learning via: Trauma & the brain, PBIS, PLUS program, counseling, Sow A Seed Mentoring, structured student engagement activities (restorative practices) and others that focus on attendance and discipline. Professional Development for the staff at Henry to reduce the number of student referrals, reduce suspension rates, and reduce incidents of bullying. The Collaboration will allow teachers, counselors, and others to discuss and practice these strategies:

MTSS-discussions

De-escalation strategies

PBIS strategies (Stoic)

Trauma & the Brain-Classroom management strategies

SAP process

1. One 2 Day Trauma & the Brain Training- in August 2019 (Additional Hourly Pay) up to 5 teachers x \$60= \$600; Additional Hourly Pay 5 classified x \$50= \$500

2. PBIS/PLC Opportunity - (4 Sessions TBD)

Additional Hourly Pay 5 Teachers x 4 days x \$60 \$1200

Additional Hourly Pay 1 Program Specialist x 4 days x \$60 \$240

Additional Hourly Pay 1 Instructional Coach x 4 days x \$60 \$240

Additional Hourly Pay 2 Counselors x 4 days x \$60 \$480

Additional Hourly Pay 5 Classified x 4 days x \$50 \$1000

3. Release Time for Teachers to support SkillsUSA 3 teachers X 2 days X \$200 =\$1200

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)
\$600 -11500 Trauma & Brain Training (Teacher Additional Comp)	Title 1 50671
\$500 -11500 Trauma & Brain Training Staff Additional Comp	Title 1 50671
\$3160-11500 PBIS/ PLC Work (Teacher & Staff Additional Comp)	Title 1 50671

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Chronic Absenteeism

1. School Wide-Monthly Attendance Challenges- All Students
2. Weekly Check ins/ Rewards -Chronic Truant Students
3. Implement Why Try Curriculum Lessons-All Students
4. Conduct topics of School Attendance at Back to School Night, Parent Coffee Hours & ELAC

Strategy/Activity

1. Henry Elementary wants to reward every student who has perfect attendance at the end of the month with a Super recess. The students have to be at school on time, all day & every day. Classified staff will be used to help supervise these recesses after their normal shift. Up to 4 Noon Duty personnel will be selected to assist with the supervision. $4ND \times 10 \text{ events/days} \times \$50 = \$2,000$
2. CWA, counselors and support staff will check-in on a weekly basis with students who are on the chronic truancy list; to celebrate the students' success and encourage them to be present at school, on time, everyday. Home Visits to communicate the importance of attendance will be conducted every trimester by a team of school stakeholders: CWA, Parent Liaison, Counselors. In the event more translators are needed during the visits, we will be able to utilize Noon Duty personnel to assist with that endeavor. $3 ND \times 3 \text{ events/days} \times \$50 = \$450$
3. Counselors will teach the "Why Try Curriculum" to student to reduce truancy.
4. Counselor's will attend Parent Coffee Hour to discuss with parents the importance of attendance

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)

\$2000 - 11500 Student Supervision (Additional Hour Pay Classified)

Title 1 50671

\$ 450 - 11500 Home Visit/Translations (Additional Hour Pay Classified)

Title 1 50671

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Henry will be involved in these strategies/activities.

Strategy/Activity

Counselors:

Counselors will provide students and teachers with social and emotional learning support and training that positively impacts students learning through programs such as:

Kelso’s choice, Second Step, Why Try, Xello, Restorative Circles, PLUS support, Leadership support, Renaissance academic assemblies, Individual and group counseling, PBIS, Classroom presentations (anti-bullying, coping skills, A-G requirements, friendship skills, anger management, social skills, mindfulness, grief/loss, decision making, self-control, classroom behavior management, conflict resolution, dealing with stress).

Resources and materials (basic supplies for presentations and lessons) to sustain these SEL activities will be needed.

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 (Counselors)	Title 1 50671
\$2000 43110 Resources and Materials	Title 1 50671

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student at Henry will be involved in these activities.

Strategy/Activity

Provide all stakeholders with the opportunity to hear from, and engage in assembly like forums, with guest speakers and consultants. Members of the community, at large, will be invited to speak with students and parents to encourage utilization of beneficial community resources to enrich their lives.

Outside Consultants

- Implemented another Challenge Day for current 7th graders.
- Provide motivational assemblies prior to testing; Stockton Kings, Dr. Blake Brandes (Hip Hop).

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 -58320 Challenge Day Consultants (Non Instructional)	LCFF- 23034
\$2,000 -58320 Dr. Blake Brandes (Growth Mindset)	LCFF -23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

1.1 Evaluation not provided. (Email to copy and paste in.).

Effectiveness

1.1 Evaluation not provided. (Email to copy and paste in.).

Implementation- Number of students participating, number of staff participating, number of surveys and forums.

2.1 Provide Social Emotional Learning Opportunities and Supports

- Conducted 3 awards assemblies for all grade levels.
- Created a distinction between Shark Bite, Hammerhead, and Great White
- Hired 1 full-time counselor.
- Kids on the Block Puppeteer presentation to all 3rd grade classrooms.
- Point Break Bullying presentation to 3-5th and 6-8th grade classrooms.
- Career Cruising was presented to all 6th grade classrooms
- SMART Choices curriculum was presented to some Kinder classrooms
- AP attended most district PBIS meetings.
- 2 Challenge Days were held in May.
- Offered Staff Challenge Day.
- 15 students participated in PLUS.
- 1 PLUS field trip was attended.
- Henry Leadership held approximately 20 school wide activities last year.
- 4-5th grade implemented PLTW lessons (which ones?)
- 7/8th graders attended and completed in various local and national tournaments pertaining to PLTW & SkillsUSA.
- Approximately 65 5th graders attended and completed in Math Olympiad.

Effectiveness

2.1 Provide Social Emotional Learning Opportunities and Supports

- Conducted 3 awards assemblies per grade level with certificates. EFFECTIVE

- Counselor was trained in ASIST, Restorative Practices/Circles, and PLUS. EFFECTIVE
- 39 SSTs and 37 CARE ELAT meetings were held. EFFECTIVE
- Kelso's Choice was conducted in all 4 Kinder classrooms twice last year. EFFECTIVE
- Kelso's Choice was conducted in all 4 First Grade classrooms twice last year. EFFECTIVE
- Kids on the Block Puppeteer presentation to 3rd grade. EFFECTIVE
- 176 students in 7th and 8th grade attended Challenge Day. EFFECTIVE
- Total of 16 Kelso's Choice was presented in 8 classrooms. EFFECTIVE
- 19 staff members (including classified and certificated) attended and teachers were compensated (prep period) for 2 student Challenge Days. EFFECTIVE
- Approximately 100 7/8th graders attended and completed in SkillsUSA regionals division. EFFECTIVE
- 50 7/8th graders attended SkillsUSA state competition in Ontario, CA. EFFECTIVE
- 5 7/8th graders attended SkillsUSA National competition in Kentucky. EFFECTIVE
- 2 Restorative Circles were conducted in Kinder. INEFFECTIVE
- Point Break Bullying presentation to 3-5th grade and 6-8th grade students. INEFFECTIVE; negative feedback
-
- 0 staff members attended the Staff Challenge Day. INEFFECTIVE
- 15/300 (.05%) students participated in PLUS as PLUS members. INEFFECTIVE
- 25 students attended PLUS field trips. INEFFECTIVE
- 0 7-8 graders won several VEX Robotics league awards throughout the year. INEFFECTIVE
- SMART Choices was conducted in some First Grade classrooms. INEFFECTIVE

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

2.1 Provide Social Emotional Learning Opportunities and Supports

- Hired another full-time counselor.
- Counselor was trained in the SAP process, Asist, BIP, XELLO and Hatching Results- ASCA model.
- 4 XELLO lessons have been conducted in 8th and 7th grade classes.
- Attendance groups are being facilitated for 2nd-8th grades
- 32 PLUS members
- Provided 2 SAP process overviews.
- 51 CARE/ELAT and 25 SSTs have been held.
- 4 Kelso's Choice presentations have been conducted in Kinder classrooms

- Improved awards assemblies delivery.
- Provided incentives for award recipients (In & Out, Dominos coupons).
- Increased School wide Leadership activities this year to incorporate reading, speaking and writing domains – The Dot, 100th Day, Holiday Grams.
- Implemented College and Career Readiness activities: Local high school registration, JROTC and specialized school presentations.
- Increased college wear on Thursdays.
- Conducted another PLUS field trip.
- Increased Restorative Circles implementation.
- Began Video Production Club. Leadership students began creating and designing video podcasts.
- Provided professional development opportunities for teachers and staff in Angela Beyers training on Trauma and the Brain.
- Implemented another Challenge Day for current 7th graders.
- Implement a follow up Challenge Day for current 8th graders. TBD
- Provide motivational assemblies prior to testing; Stockton Kings, Dr. Blake Brandes (Hip Hop)

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

2.1 Provide Social Emotional Learning Opportunities and Supports

- Continue to provide sub coverage days for CARE/ELATs and SSTs.
- Create Challenge Day Survey (pre-post)
- Continue to provide Challenge Days for grades 7 and 8.
- Provide Attendance Incentives (coordinated through counselors, cwa and APs)
- Provide Award Assemblies Incentives (coordinated through counselors, cwa, and APs)
- Restructure PLUS Implementation and Training.
- Provide follow up opportunities for teachers through Angela Beyers training on Trauma and the Brain.
- Provide Leadership Days focusing on PBIS and REMs.
- Sessions to support students with the application process for specialized high schools.
- Provide SAP and Restorative Practices/Circles Implementation & Training
- Continue with Video Production Club. Leadership students will create and design video podcasts to generate morning announcements. Topics being included are school wide events, college/career focus, and a celebration of students who are achieving their academic goals, attendance and other elements of their lives.
- Research and implement other SEL & College Career Readiness opportunities: xello, video production, etc.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships - by June 2020 Henry Elementary expects to see an increase in parent/community member participation. We want a point increase in parent participation rate in all activities: parent teacher conferences, community attendance at special events, parents involved in PTSA, and parent / community member volunteerism.

Identified Need

As a K-8 school, we continue to explore opportunities that engage students and allow them to become decision makers. Research shows that when all stakeholders are involved in all aspects of student achievement a culture of openness and trust will evolve and advance the engagement and unity of all vested in the success of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent teacher conference attendance	52%	62%
Parent participation in SSC, Coffee hour, PTSA, Latino Literacy program	PTSA - 15 members ELAC - 25 members Latino Literacy program - 25 families ESL class - 88 students Spanish GED - 76 students	PTSA - 25 members ELAC - 35 members Latino Literacy program - 35 families ESL class - 98 students Spanish GED - 86 students
Parent Liaison	Facilitated 4 ELAC - meetings Assisted and Supported 10 Latino Literacy meetings Parent Coffee Hour - 4 meetings Parent Academic Walks - 2 Walks Organized ESL program Home visits - 3 Organized and assisted with Translations for staff/parents Setting up parent teacher contact Food Bank 10 site visits	Facilitated 4 ELAC - meetings Assisted and Support 10 Latino Literacy meetings (times 2) Parent Coffee Hour - 4 meetings Parent Academic Walks - 3 Walks Organized ESL program Home visits - 3 Organized and assisted with Translations for staff/parents Setting up parent teacher contact Food Bank 10 site visits

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Transporting parents to appointments Parent Resource Center	Transporting parents to appointments Parent Resource Center
Community Recruitment	Police presentations to parents 1 Community Resource Fair Dollar General YMCA After School Program	Police presentations to students 1 Police presentations to parents 1 Community Resource Fair Emergency Services Presentations to Students

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and parents

Strategy/Activity

Continue to facilitate parent and community education, engagement, and involvement with Henry Elementary. Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and parents. The Parent Liaison will continue to model ethical behavior and integrity as the norm for the school culture and continue to create an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically.

Parent Liaison will conduct home visits to provide outreach to parents of students who have been identified as chronically absent. The parent liaison will coordinate parent meetings and focus on increasing parent engagement through workshops, trainings, and other similar meetings.

The parent liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, at CARE/SSTs and IEPs.

As workshops and trainings are offered to our parents, additional monies are set aside to provide to support families and student siblings. This way parents can concentrate on topics being discussed. Furthermore, monies will be used to offset cost of duplication needs, materials, resources and other meeting necessities. Approximately, 1% of Title1 funds are allocated towards these endeavors \$3336

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)
\$49,274 - 29101 (1.0 FTE Parent Liaison) \$36,192 -3000 (Benefits)	Title 1 50643
\$1,000 11500 (Addition Classified Support)	Title 1 50647
\$3,336 43400 (Parent Meetings)	Title 1 50647

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

KDT Kindergarten Data Team - At the beginning of each trimester the kindergarten staff provides parents with data on their child's academic achievements and goal setting for the upcoming trimester. These teams preview with the parents the upcoming curriculum and give parents strategies and materials to support classroom learning at home and involve the parents in brainstorming ideas in how to improve the learning of all student.

Additional Hourly Pay for 4 teachers to implement up to 3 times (2019-20). \$720

Additional Hourly Pay for 4 teachers to plan for KDT implementation 3 hours or \$720

Additional support will be provided to ensure parents are able to participate and be engaged throughout the meeting. Additional Hourly Pay Calculation: 1 staff X 10 hours X \$50 rate of pay = \$500

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)
\$1440 - 11500 KDT Implementation (Teacher Additional Hourly)	Title 1 -50672
\$500.00 - 11500 KDT Support (Classified Additional Hourly)	Title I - 50672
\$500.00 - 43400 (Parent Meetings)	Title 1 -50672

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Language Learner Families

Strategy/Activity

Latino Literacy Program assists K-2 families in connecting with their students while increasing the reading level of their children in listening, fluency, and comprehension, by reviewing the story, expanding story plot, exploring story theme, targeting vocabulary and phonemic awareness by reading together at home with their children. (Increase two 10 week sessions).

Additional Hourly Pay for 1 teacher to implement x 20 sessions x 4 afternoons to prep x\$60. \$1440

Additional support will be provided to ensure parents are able to participate and be engaged throughout the meeting. Additional Hourly Pay Calculation: 1 staff X 20 hours X \$50 rate of pay = \$1,000

Non-instructional materials include family album project.

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)
\$1440 -11500 Latino Literacy (Teacher Additional)	Title 1 50672
\$1,000 -11500 Additional Time Classified Support)	Title I - 50672
\$ 500 - 43200 (Non-instructional materials)	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

Continued with Parent Liaison position.

35 PTSA membership.

Provided PTSA Sports

Provided KDT (Kinder Data Team Nights)

Conducted parent / teacher/ student conferences.

On-site personnel provided babysitting and translating services so parents could attend KDT and conferences.

Held 4 ELAC meetings with newly elected officers.

Approximately 25 ELAC members met on a continuous basis.

Held 7 SSC meetings.

Conducted 10 sessions of Latino Literacy.

Conducted weekly ESL classes (day/night).

Provided VCC services.

Provided after school services through Step Up

We will use sign in sheets in SSC meetings; PTSA membership; ELAC sign in sheets; Sign in sheets from Latino Literacy Program; ESL sign in sheets; Spanish GED class sign in sheets; Parent Coffee sign in sheets; KDT sign in sheets.

MAP Data; Parent survey data

Effectiveness

Parent Liaison coordinated and or assisted in conducting Back to School, Kinder Orientation, Coffee Hours, English classes, Community Resource Fair, Farmer's Market events and other workshops. EFFECTIVE

PTSA conducted monthly school wide events: Book Fairs, Fall Carnival, Reading Night, Parent Appreciation Banquet. EFFECTIVE

PTSA membership has dropped to 15 INEFFECTIVE

PTSA raised \$XXXX for school use. EFFECTIVE

16 parents attended KDT (Kinder Data Team Nights) EFFECTIVE

Over 740 hours were provided for parents/teachers/ students to meet. EFFECTIVE

Approximately \$500 were used to provide babysitting and translating services so parents could attend KDT and conferences. EFFECTIVE

Held 4 ELAC meetings with newly elected officers. EFFECTIVE

Approximately 25 ELAC members met on a continuous basis. EFFECTIVE/INEFFECTIVE

Held 7 SSC meetings. EFFECTIVE

25 parents/families participated in the 10-week Latino Literacy program. EFFECTIVE

Increase parent attendance in ESL classes EFFECTIVE.

20 students received counseling through VCC. EFFECTIVE

120 students are serviced through extended ed. EFFECTIVE

PTSA membership will increase to 22 members; ELAC members will increase to 28 members; Latino Literacy program (28 members) will increase to 2 - 10 week sessions. ESL classes will increase to 98 students; Spanish GED classes will increase to 84 students; Parent Coffee hour members will increase to 30 members. Latino Literacy Project will see ELL K-2 reading levels will increase by 10% from previous year MAP data. KDT- will see Kindergarten MAP scores increase by 10% in both reading and math.

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

- Overall budget increase of 10% or more, i.e., Carryover, reduction of funds
- The overall total of line item adjustments totaling 10% or more, regardless of the number of small dollar amount transfers.
- The addition or removal of strategies.
- The addition, replacement, or removal of resources, i.e., intervention programs, equipment purchases, etc.
- Loss Parent Liaison personnel in Sept due to promotion in district.
- PTSA holds monthly meetings, but due to unforeseen circumstances canceled Fall Harvest Carnival.
- PTSA membership has dropped this year to 15.
- ELAC & SSC committee continues to meet. Each committee reports to the other.
- Skills USA and PLTW students presented at ELAC.
- Celebrate Latino Literacy in February instead of April in hopes of pushing in 2 cycles or 20 sessions.
- 37 parents attend ESL in the morning; 10 parents are enrolled in the early afternoon and 35 parents are enrolled in the evenings.
- Provide VCC with a location and some equipment (file cabinet).
- 120 students are serviced through extended ed.

Began GED courses for parents in Spanish.

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

- Continue Parent Liaison services for the school community.
- Support and celebrate completion of Latino Literacy; provide parent appreciation luncheon.
- Find ways to fuse PTSA and ELAC parents; provide 3 meet/greet sessions and 1 culminating event for them to work on together; (promotions).
- Increase PTSA membership to 675 (71%); enlist PTSA to work with liaison to collaborate and devise a plan.
- Conduct classroom visits with parents every trimester.
- Increase ELAC membership by 10%; evidence collected through sign ins.
- Increase and offer other courses of study for parents; GED in Spanish.
- Maintain membership in ESL classes.
- Provide student presentations at ELAC.
- Conduct Data Team Nights in other grade levels.
- Increase and support funding for onsite babysitters/translators.

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	\$223,366
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	\$527,264

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	\$223,366

Subtotal of additional federal funds included for this school: \$223,366

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	\$308,234

Subtotal of state or local funds included for this school: \$308,234

Total of federal, state, and/or local funds for this school: \$527,264