



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

RIO CALAVERAS 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
Rio Calaveras Elementary	39686766115422	Original – 06/18/2018 Revision – 06/03/2019	Original – 06/26/2018 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)

Rio Calaveras Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rio Calaveras 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

Rio Calaveras 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 June 18, 2018 and obtained board approval on June 26, 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.

Rio Calaveras 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.

In school year 2018-2019, also Year 2, Pulliam Elementary initiated a specific an assessment process called the Fidelity Integrity Assessment (FIA) with the school’s leadership team.

Both assessments concluded that the area of behavioral management is strong with sustaining implementation of PBIS strategies across grade-levels. We also felt that we strong in developing relationships with our students. Our area to improve upon was providing students with extra opportunities to have help in their areas of unfinished learning. We felt it was best to focus on all grade levels that we could teachers for and decided on 0 period and 7th period. The Program Specialist also focused on 3rd and 4th grade with some 5th grade that were in the bottom MAP scores for their grade level. We focused on Math as it has been an area where we have experienced declining scores on SBAC. We also purchased materials for our SAI teacher to use for Math with our students with learning disabilities as this is an area of critical need. Spring 2019 MAP scores showed growth in this area.

As a result of the stakeholder involvement and data reviews, Rio Calaveras Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Stakeholders concluded that Rio Calaveras would benefit from continuing these efforts to focus on our students with the most unfinished learning as a result of update MAP Spring Scores and CAASPP (SBAC) Spring 2019 scores. The DMM specifically outlined the need for extra support in mathematics specifically with our students with disabilities subgroup.

Resource Inequities

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

The FIA outlined that resource inequities the students with the most unfinished learning and students with disabilities in mathematics. The amount of time made available was not sufficient to support these students.

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 May 2020, all students will decrease their Distance from Level 3 by 3 points.

By May 2020, students with disabilities will decrease their Distance from Level 3 by 46 points.

Math SMART Goal:

By May of 2020, all students will decrease their distance from Level 3 by 6 points.

By May of 2020, Students with Disabilities will decrease their distance from 3 by 46 points.

Identified Need

ELA/ELD:

CAASPP Spring 2018 is Yellow - we maintained, but went down on our distance from 3 by 1.2

46% of all students met proficiency

on MAP we are on 50% so if that is correlated well we should increase our proficiency level in Spring of 2019

Students with Disabilities

Red - - these students decline by 23.2% in ELA, Distance from 3 for Reading is 138

All Students We are losing ground with our SWD and this is causing issues with students overall.

My foster youth/homeless students are low as well.

We need to close this achievement gap with several strategies based on student needs

Students are entering the next grade level with unfinished learning so we will be working on professional development to help our teachers be able to scaffold to teach the unfinished learning and the grade level curriculum at the same time.

Math:

Winter MAP Math: 52%

Math CAASPP Distance from 3 overall is -22.1

By Spring overall students in MAP Math will be 58%

For the 2019 CAASPP we will decrease our Distance from 3 to -18

Students with Disabilities

Red - - Distance from 3 for Math is 116

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	4 points below	0 points below
Distance from Standard - ELA (Students with Disabilities)	115.6 points below	69.6 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (Students with Disabilities)	22.1 points below	16.1 points below
Distance from Standard - Math (Students with Disabilities)	137.5 points below	91.7 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Subgroup: Students with disabilities

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning.

Administration will be doing regular weekly walkthroughs along with Low Inference walkthroughs and timely feedback to teachers based on these classroom visits.

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

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. Rio Calaveras will have three 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)— 38 Teachers X 6 hours X \$60 per hour= \$13,680

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)— 11 hours for supporting teachers with planning and collaboration after school. 11 hours X \$60 = \$660

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--\$51,665 LCFF--\$77,498 Title I—FTE (19101)

Program Specialist—additional time (19500)—11 hours for supporting teachers with planning and collaboration after school. 11 hours X \$60 = \$660

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—15 days X \$200=\$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)
\$35,166 - 19101 (.4 FTE Program Specialist) \$16,499 - 30000 (Statutory Benefits)	Title I - 50643 Title I - 50643
\$52,749 - 19101 (.6 FTE Program Specialist) \$24,749 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$6,000 - 11700 (Substitutes)	Title I - 50643
\$13,680 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$660 - 19500 (Program Spec Additional Hourly)	Title I - 50643
\$660 - 19500 (Instr. Coach Additional Hourly)	Title I - 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, Subgroup: Students with Disabilities, English Learners

Strategy/Activity

Additional Time and Support:

Struggling primary students will receive additional support before and after school to focus on reading foundational skills and math fluency.

Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills, in grades 3-8 the focus will be on reading comprehension and literacy intervention and math fluency.

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 before/after school tutoring program. 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.

Teachers will provide support to students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills in flexible groups to support comprehension in upper grade levels.

Classroom diagnostic assessments from the Lexia, Reading Plus, and STAR pre-test as well as summative assessment data will be used to identify student needs and monitor student progress. Specific subgroups will also be identified for intervention services using the data.

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 before/after school.

At minimum of 9 teachers offer tutoring twice per week for 9 weeks to students before/after school. Assessments listed above will determine students invited to join to the program.

9 Teachers X 9 weeks (18 sessions) X \$60 per hour = \$9,720

The bilingual assistant works with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also works after school to translate for parent conferences and/or meetings.

Bilingual Spanish Assistant (21101)—3.5 hr.--\$22,497

Additional Hourly Pay Calculation for Bilingual Assistant:

30 hours X \$50 = \$1,500

Instructional Materials/Supplies include writing project supplies, chart paper, markers, whiteboards, highlighters, letter recognition manipulatives, math manipulatives.

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)
\$9,720 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$14,277 - 21101 (.4375 FTE Bilingual Assist)	LCFF - 23020
\$4,547 - 30000 (Statutory Benefits)	LCFF - 23020
\$1,500 - (Classified Additional Hourly)	LCFF - 23020
\$3,000 - 43110 (Instructional Materials/Supplies)	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Subgroups: Students with Disabilities, English Learners, Foster Youth

Strategy/Activity

To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g., Baseball by the Books)

Students in grade 2 - 8 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. New books will be selected and purchased to offer students opportunities to read a wide variety of genres.

Accelerated Reader Student License (58450) --\$13,000

Books (42000) --\$10,000

The library media clerk will assist students with appropriate book selection based on Lexile levels. Library Media Clerk 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 including modeling reading with inflection with read alouds.

Library Media Clerk (24101)— 5 hr.--\$33,621--LCFF

Lexia (K-5 grades) and Reading Plus (6-8 grades) is a computer based assessment that pre-tests students to determine their level and provide support for enhanced direct instruction to focus on areas of improvement.

Lexia and Reading Plus (58450) --\$20,000

No Read Ink is a grammar program for grades 6-8 to improve their writing skills.

No Red Ink (58450) - \$5,100

Discovery Streaming provides videos to teachers to enhance their lessons to increase student understanding of the concepts being presented in science, ELA, math, etc.

Discovery Streaming (58450) - \$1,600

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)
\$39,700 - 58450 (License Agreements)	Title I - 50643
\$19,221 - 22601 (.625 FTE Library Media Clerk)	LCFF - 23030
\$14,400 - 30000 (Statutory Benefits)	LCFF - 23030
\$3,000 - 42000 (Books)	Title I - 50643
\$3,000 - 42000 (Books)	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student, Subgroup: Students with Disabilities

Strategy/Activity

Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Rio Calaveras 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.

Rio Calaveras continues its focus 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. Providing the resources and materials required for students to be successful in the organizational component of the program and college visits.

Rio Calaveras has a team of 14 teachers, 2 administrators, 1 counselor, 1 program specialist attending the AVID Summer Institute in Sacramento this summer. Next year Rio Calaveras may be funding the AVID Summer Institute in southern California due to the Sacramento location not being an option. The goal is for all Rio Calaveras teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

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

Equipment projectors with ceiling mount installation, documents cameras, classroom printers.

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

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

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)
\$13,569 - 43110 (Instructional Materials/Supplies)	LCFF - 23030
\$13,671 - 44000 (Equipment)	Title I - 50643
\$5,000 - 56590 (Maintenance Agreements)	Title I - 50643
\$45,000 - 52150 (Conferences)	Title I - 50643
\$2,000 - 57150 (Duplicating)	LCFF - 23030

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 through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials such as slides, 3D printers and plastic filament, and Project Lead the Way specific project materials.

Equipment would include laptops that runs PLTW and STEM required software.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000 - 43110 (Instructional Materials/Supplies)	Title I - 50643
\$5,000 - 44000 (Equipment)	Title I - 50643

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Effectiveness

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

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

Goal 2 – School Climate

Suspension –

By May of 2020, reduce suspensions for all students by 3% to 3.4%.

Attendance/Chronic Truancy –

By May of 2020, reduce chronic absenteeism for all students by 1% to 7.2%.

Identified Need

Suspension –

2018: 6.4% with a change of 1.8% - Yellow.

We are in yellow because we maintained and actually decline last year, but I feel like this year we are not on track to continue declining

Yellow on the Dashboard

It is the same students year after year that cause the bulk of the issues. The issues for suspension are major - everyone else gets Friday School repeatedly.

I want to get to the point where our suspensions are dropping continuously until we reach blue on the dashboard

Attendance/Chronic Truancy –

2018: 8.2% chronically absent students with a change of .8% - Orange.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.4%	3.4%
Chronic Absenteeism (All Students)	8.2%	7.2%

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

Implement restorative practices for students in lieu of suspension for non-aggressive or low-aggressive offenses.

The Counselor and teachers work with students after school for 2 hours on restorative practices. The first hour will focus on student reflection and the second hour students will transition to completing community service.

Additional Hourly Pay Calculation classified: 32 hours X \$50 rate of pay = \$1,600

Additional Hourly Pay Calculation for teachers: 32 hours X \$50 rate of pay = \$1,920

Assistant Principal (.5 FTE) will assist in facilitating restorative practice circles in an alternative setting.

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)
\$1,920 - 11500 (Teacher Additional Hourly)	Title I - 50671
\$1,600 - (Classified Additional Hourly)	Title I - 50671

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will teach PBIS lessons in the classrooms followed by teacher and student walkthrough with Counselors for demonstration of strategies and practices. Implementation will be monitored by Counselors and Administration.

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

Effectiveness

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

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

Goal 3 – Meaningful Partnerships

Meaningful Partnerships SMART goal:

By May of 2020, increase reports of bullying at level 1.

Identified Need

Bullying incidents that included, but not limited through social media that infiltrated school causing fights, verbal altercations, and causing students to feel unsafe.

Delayed reporting of bullying incidents during the level 1 stage.

Increased inappropriate parent contact with students due to bullying incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Incidents Reported on Anonymous Alerts System	Establish baseline	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.)

Technology Night to provide parents (and students) knowledge digital citizenship to avoid online and social media bullying and predatory activities.

Anonymous Alerts System is an online anonymous reporting application tool for students and parent to report bullying and predatory activities, including threats of fighting and jumping. Site/student licensing and set-up/training.

Anonymous Alerts Systems (58450) \$1,254

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)
\$1,000 - 43400 (Parent Meeting)	Title I - 50647
\$1,652 - 43200 (Non-Instructional Materials)	Title I - 50647
\$1,254 - 58450 (License Agreement)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Effectiveness

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

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

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	\$201,182
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	\$426,194

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	\$201,182

Subtotal of additional federal funds included for this school: \$201,182

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	\$225,012

Subtotal of state or local funds included for this school: \$225,012

Total of federal, state, and/or local funds for this school: \$426,194