



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
Alpha Elementary School	20652436107122	5-16-19	6-11-19

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)

Schoolwide Program

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

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Name

Alpha Elementary

School Mission Statement

Alpha Elementary School is a Professional Learning Community where "We Believe" all students will learn at high levels.

School Vision Statement

Alpha Elementary School provides a rigorous and focused curriculum aligned closely to the Common Core State Standards in a safe, supportive, and encouraging environment. Alpha is dedicated to continuous improvement using data from student performance and high-quality research-based instructional practices and expanding the student use of powerful technology to guide our development. Students who have not yet achieved grade level skills will be provided appropriate focused intervention opportunities, based on their needs. Parents are recognized as key elements in a quality education, and we are committed to involving them in their child's progress.

17-20 Plan Summary

While our plan has three academic areas that are our focus, the end result is to have students met or exceed the standard on the Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics and to to be redesignated if they are English Language Learners.

We know that to show continual growth, growth has to happen at each grade level.

Our C&I will provide direct support in a variety of strategies, including but not limited to, Kagan, Math Talks, Academic Talk, Thinking Maps, Write From the Beginning, and more. The C/I TSA will also help teachers with lesson design, CFAs, COI, working as a PLC, and designated and Integrated ELD. We will continue to strive to increase parent involvement and increase the use of technology across all grade levels as well as provide a device for each student.

We will support students by having the PLSS TSA work first with primary teachers to build capacity. The PLSS TSA will also work with the primary teachers in helping them with balanced literacy instruction. The two part time TSAs will support struggling students in 2nd through 6th grade that meet the criteria. The C/I TSA will work with teachers in improving classroom instruction by providing professional development and coaching.

As a school, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. Teachers will receive support during bi-monthly grade level time, grade level planning days, in-class demonstration and follow up, and individual planning sessions.

We will focus on improving our understanding of and working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know and use that information to determine our next steps and drive our instruction.

We will focus on making sure that teachers provide students with Guided Reading, Writing through the use of Thinking Maps, Daily 5, Designated/Integrated ELD, and strategies for teaching and understanding Mathematics. We also want to make an intentional effort in using the NWEA Learning Continuum for Mathematics and Reading.

SPSA Highlight

The Teacher on Special Assignment (TSA) 46% worked in the reading lab with students for 3.5 hours per day. The TSA worked with teachers to identify students needing additional support in reading. Once students were identified and assessed by the TSA appropriate instructional groups were created based on identified needs and gaps. The TSA worked with second and third grade students the entire school year and monitored and assessed the progress of students.

During the school year 2018-2019 the Teacher on Special Assignment for Response to Intervention (TSA for RtI) 46% was hired to work with Tier III students. The cost was covered by the district. The TSA for RtI monitored and assessed student progress throughout the year and met and collaborated with teachers and administrators regarding the progress or lack of progress students made during the school year.

K-6 teachers work with students in small groups during their English Language Arts (ELA) Block. The main purpose of working with small groups is to help those students needing additional support in ELA.

Professional development was provided to teachers in Guided Reading, Close Reading, Thinking Maps, and Mathematics.

Teachers had opportunities to attend workshops, seminars, and conferences, that addressed the common core and ELD in and out of the district.

Newsweek subscriptions were ordered for students in grades 2-6 to increase student's reading comprehension and exposure to non-fiction text with the use of close reading strategies.

Little books, English Language Arts Materials were sent to the print shop.

Brainpop Jr. was purchased for teachers to use with their students.

Guided Reading books were purchased to match the Next Guided Reading Assessment levels.

Next Step Guided Reading Assessment Kits were also purchased for grades 3-6.

K-6 Teachers were provided release time during the school day with substitutes to plan and prepare materials as well as collaborate on how students were performing on common formative

assessments and district assessments. Teachers adjusted pacing guides and planned instruction. Teachers were also given planning time to plan for their 15 Day Planning in Mathematics.

Release was also provided for teachers to attend meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.

Teachers were also paid to provide after-school tutoring 3 days a week for 1 hour each day. 2 teachers provided after-school tutoring during the school year with approximately 30 students. The focus for teachers was in English Language Arts and Mathematics.

The Curriculum and Instruction - Teacher on Special Assignment (C/I-TSA) worked collaboratively with teachers to plan and prepare lessons.

She provided professional development to assist teachers in English Language Arts as well as demonstrate lessons for classroom teachers. She worked with staff to design lessons with more rigor into the Depths of Knowledge. The C/I-TSA worked with the Instructional Technology Coach to provide professional development with the ELA adoption and specifically the digital pieces of the series. She provided teachers with professional development on Thinking Maps and how to incorporate them across the curriculum. The C/I TSA helped teachers get into the California Assessment of Student Performance and Progress (CAASPP) Portal and use the Smarter Balanced Interim Assessment. The TSA made sure that teachers knew how to log into the system and assign assessments to students. She modeled how to use the assessments with students.

The Primary Literacy Support Specialist assigned to Alpha Elementary School for the 2018-2019 school year worked with students and teachers in grades K-6. He worked collaboratively with teachers to identify students needing additional support using their most current reading assessment.

Once students were identified the Primary Literacy Support Specialist pulled students and worked with them 4-5 days a week. Most students were provided support the entire school year.

The Primary Literacy Support Specialist provided professional development to teachers to develop best practices for literacy. She worked with the teachers in the areas of Guided Reading, Daily 5, and Assessment.

As a school district, we routinely monitor and assess the reading levels and progress of individual students. The Primary Literacy Support Specialist collaborated with classroom teachers on how to use assessment results to plan and implement an appropriate reading program for their students.

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

Stakeholder Involvement

The School Site Council met on May 16, 2019, to review the goals, actions planned, and budget for the 2019-2020 SPSA. Several parent meetings were held prior to the SSC for input and feedback. Data was reviewed and classroom visited twice during the school year with other site principals, district administration, and board members.

A part-time Rtl/TSA was approved as well as funding for technology. Most if not all community members understand the need for students to have devices to use on a daily basis and that reading is a fundamental skill that students must master if they are to be successful.

Resource Inequities

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

GREATEST PROGRESS

The projection shows that our greatest progress will be in the area of ELA where we are projected to have 29.3% of our students meeting or exceeding the standard. This is an increase of 7% over the previous school year. We will continue to fund materials and resources for ELA will modifications of services provided by the TSAs. We will work on Balanced Literacy instruction for our primary teachers.

GREATEST NEEDS

Our greatest need is with our English Language Learners across all subject areas. This is a significant subgroup that is making minimal growth. Mathematics is also an area of need for our school population in grades 3-6 according to the NWEA and CAASPP.

PERFORMANCE GAPS

Two subgroups, Students with Disabilities and Black or African American, in English Language Arts are two or more performance levels below the “all student” performance. We will focus on providing students with Balanced Literacy Instruction and continue to support the SPED teachers in best meeting the needs of our SPED students.

One subgroup, Black or African American, in Mathematics is two or more performance levels below the “all student” performance. We will focus on developing conceptual understanding and fluency in mathematics. We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics.

INCREASED OR IMPROVED SERVICES

We will be focusing on Balanced Literacy Instruction and Mathematics Instruction. Our Primary Literacy Support Specialist will be working with the Kindergarten Teachers during the 2019-2020 school year. We will also work on deconstructing the Essential Standards that have been chosen in Math and ELA by Grade Level Teams.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.1%	0.13%	2	1	1
African American	2.2%	2.2%	3.09%	17	17	24
Asian	0.4%	0.4%	0.77%	3	3	6
Filipino	0.3%	0.4%	0.26%	2	3	2
Hispanic/Latino	90.8%	90.7%	89.70%	699	696	697
Pacific Islander	%	%	%			
White	6.1%	5.7%	5.41%	47	44	42
Multiple/No Response	%	%	0.13%			1
Total Enrollment				770	767	777

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	150	149	133
Grade 1	105	119	118
Grade 2	83	102	111
Grade3	107	83	104
Grade 4	128	106	85
Grade 5	95	121	112
Grade 6	102	87	114
Total Enrollment	770	767	777

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	252	237	224	32.7%	30.9%	28.8%
Fluent English Proficient (FEP)	87	77	88	11.3%	10.0%	11.3%
Reclassified Fluent English Proficient (RFEP)	33	28	35	12.6%	11.1%	14.8%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	76	102	108	76	101	108	76	101	99.1	100	99
Grade 4	129	105	83	129	104	83	129	104	83	100	99	100
Grade 5	94	112	107	94	112	107	94	112	107	100	100	100
Grade 6	103	89	112	103	87	111	103	87	111	100	97.8	99.1
All Grades	435	382	404	434	379	402	434	379	402	99.8	99.2	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2365.	2368.	2372.	2	3.95	7.92	14	11.84	10.89	29	38.16	27.72	56	46.05	53.47
Grade 4	2392.	2399.	2429.	3	3.85	12.05	11	15.38	14.46	23	22.12	26.51	63	58.65	46.99
Grade 5	2429.	2433.	2424.	5	0.89	3.74	14	24.11	14.02	22	17.86	24.30	59	57.14	57.94
Grade 6	2460.	2501.	2483.	4	4.60	5.41	8	26.44	26.13	39	42.53	30.63	50	26.44	37.84
All Grades	N/A	N/A	N/A	3	3.17	6.97	12	19.79	16.67	28	28.76	27.36	57	48.28	49.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	3.95	7.92	41	34.21	39.60	53	61.84	52.48
Grade 4	4	6.73	8.43	38	40.38	46.99	58	52.88	44.58
Grade 5	9	8.04	7.55	30	39.29	37.74	62	52.68	54.72
Grade 6	3	11.49	9.91	32	49.43	41.44	65	39.08	48.65
All Grades	5	7.65	8.48	35	40.90	41.15	59	51.45	50.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	5.26	6.93	33	48.68	35.64	59	46.05	57.43
Grade 4	5	6.73	13.25	38	40.38	43.37	57	52.88	43.37
Grade 5	5	8.04	6.60	44	43.75	32.08	51	48.21	61.32
Grade 6	9	5.75	8.11	43	62.07	46.85	48	32.18	45.05
All Grades	6	6.60	8.48	39	48.02	39.40	54	45.38	52.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	5.26	7.92	65	67.11	68.32	30	27.63	23.76
Grade 4	6	7.69	4.82	60	47.12	74.70	34	45.19	20.48
Grade 5	2	4.46	2.86	56	62.50	52.38	41	33.04	44.76
Grade 6	4	11.49	3.60	65	71.26	63.96	31	17.24	32.43
All Grades	5	7.12	4.75	62	61.21	64.25	34	31.66	31.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	5.26	7.92	56	52.63	54.46	39	42.11	37.62
Grade 4	2	6.73	14.46	53	49.04	56.63	45	44.23	28.92
Grade 5	12	9.82	9.43	54	41.96	45.28	34	48.21	45.28
Grade 6	7	14.94	17.12	63	63.22	57.66	30	21.84	25.23
All Grades	6	9.23	12.22	57	50.92	53.37	38	39.84	34.41

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	77	102	109	77	101	109	77	101	100	100	99
Grade 4	129	105	83	129	105	83	129	105	83	100	100	100
Grade 5	94	112	107	94	112	107	94	112	107	100	100	100
Grade 6	103	89	112	103	87	111	103	87	111	100	97.8	99.1
All Grades	435	383	404	435	381	402	435	381	402	100	99.5	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2377.	2381.	2385.	0	1.30	2.97	20	22.08	16.83	23	28.57	31.68	57	48.05	48.51
Grade 4	2417.	2413.	2432.	2	0.95	2.41	15	15.24	18.07	39	33.33	42.17	45	50.48	37.35
Grade 5	2422.	2428.	2419.	4	0.00	1.87	6	7.14	5.61	19	29.46	23.36	70	63.39	69.16
Grade 6	2431.	2481.	2468.	4	6.90	2.70	6	9.20	18.02	16	36.78	28.83	75	47.13	50.45
All Grades	N/A	N/A	N/A	2	2.10	2.49	12	12.86	14.43	25	32.02	30.85	60	53.02	52.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.39	10.89	29	28.57	34.65	62	61.04	54.46
Grade 4	5	5.71	10.84	26	28.57	36.14	69	65.71	53.01
Grade 5	7	1.79	4.72	15	17.86	18.87	78	80.36	76.42
Grade 6	7	11.49	10.81	16	28.74	24.32	78	59.77	64.86
All Grades	7	6.82	9.23	22	25.46	27.93	71	67.72	62.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	5.19	9.90	49	50.65	43.56	49	44.16	46.53
Grade 4	2	2.86	7.23	41	38.10	45.78	57	59.05	46.99
Grade 5	3	0.89	3.74	21	37.50	28.04	76	61.61	68.22
Grade 6	4	3.45	2.70	15	43.68	46.85	82	52.87	50.45
All Grades	3	2.89	5.72	32	41.73	40.80	65	55.38	53.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	2.60	6.93	64	55.84	51.49	34	41.56	41.58
Grade 4	4	5.71	1.20	45	33.33	53.01	51	60.95	45.78
Grade 5	4	1.79	0.94	30	35.71	30.19	66	62.50	68.87
Grade 6	3	8.05	6.31	42	42.53	40.54	55	49.43	53.15
All Grades	3	4.46	3.99	46	40.68	43.14	51	54.86	52.87

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1423.4	1431.7	1404.0	43
Grade 1	1473.1	1466.3	1479.5	38
Grade 2	1493.1	1489.5	1496.1	34
Grade 3	1489.5	1478.4	1500.0	35
Grade 4	1525.6	1517.3	1533.6	30
Grade 5	1513.6	1514.3	1512.5	27
Grade 6	1509.4	1494.9	1523.3	21
All Grades				228

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	27.91	14	32.56	*	*	*	*	43
Grade 1	15	39.47	17	44.74	*	*	*	*	38
Grade 2	17	50.00	11	32.35	*	*	*	*	34
Grade 3	*	*	14	40.00	17	48.57	*	*	35
Grade 4	12	40.00	14	46.67	*	*			30
Grade 5	*	*	11	40.74	*	*	*	*	27
Grade 6	*	*	*	*	*	*	*	*	21
All Grades	67	29.39	89	39.04	54	23.68	18	7.89	228

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	16	37.21	12	27.91	*	*	*	*	43
Grade 1	20	52.63	14	36.84	*	*	*	*	38
Grade 2	19	55.88	*	*	*	*			34
Grade 3	*	*	17	48.57	*	*	*	*	35
Grade 4	18	60.00	*	*	*	*			30
Grade 5	17	62.96	*	*	*	*	*	*	27
Grade 6	*	*	*	*	*	*	*	*	21
All Grades	101	44.30	71	31.14	38	16.67	18	7.89	228

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	11	25.58	*	*	15	34.88	*	*	43
Grade 1	13	34.21	16	42.11	*	*	*	*	38
Grade 2	12	35.29	12	35.29	*	*	*	*	34
Grade 3			*	*	21	60.00	*	*	35
Grade 4	*	*	16	53.33	*	*	*	*	30
Grade 5	*	*	13	48.15	*	*	*	*	27
Grade 6	*	*	*	*	13	61.90	*	*	21
All Grades	44	19.30	74	32.46	74	32.46	36	15.79	228

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	44.19	18	41.86	*	*	43
Grade 1	19	50.00	17	44.74	*	*	38
Grade 2	25	73.53	*	*	*	*	34
Grade 3	*	*	28	80.00	*	*	35
Grade 4	14	46.67	15	50.00	*	*	30
Grade 5	11	40.74	13	48.15	*	*	27
Grade 6	*	*	15	71.43	*	*	21
All Grades	98	42.98	113	49.56	17	7.46	228

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	41.86	18	41.86	*	*	43
Grade 1	27	71.05	*	*	*	*	38
Grade 2	20	58.82	11	32.35	*	*	34
Grade 3	*	*	20	57.14	*	*	35
Grade 4	18	60.00	12	40.00			30
Grade 5	20	74.07	*	*	*	*	27
Grade 6	11	52.38	*	*	*	*	21
All Grades	124	54.39	82	35.96	22	9.65	228

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	29	67.44	*	*	43
Grade 1	23	60.53	11	28.95	*	*	38
Grade 2	17	50.00	11	32.35	*	*	34
Grade 3	*	*	22	62.86	12	34.29	35
Grade 4	*	*	17	56.67	*	*	30
Grade 5			18	66.67	*	*	27
Grade 6	*	*	*	*	17	80.95	21
All Grades	57	25.00	110	48.25	61	26.75	228

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	41.86	15	34.88	*	*	43
Grade 1	11	28.95	26	68.42	*	*	38
Grade 2	*	*	23	67.65	*	*	34
Grade 3	*	*	28	80.00	*	*	35
Grade 4	17	56.67	11	36.67	*	*	30
Grade 5	*	*	19	70.37	*	*	27
Grade 6	*	*	18	85.71			21
All Grades	70	30.70	140	61.40	18	7.89	228

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
777	89.6%	28.8%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	28.8%
Foster Youth	4	0.5%
Homeless	20	2.6%
Socioeconomically Disadvantaged	696	89.6%
Students with Disabilities	43	5.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.1%
American Indian	1	0.1%
Asian	6	0.8%
Filipino	2	0.3%
Hispanic	697	89.7%
Two or More Races	4	0.5%
White	42	5.4%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

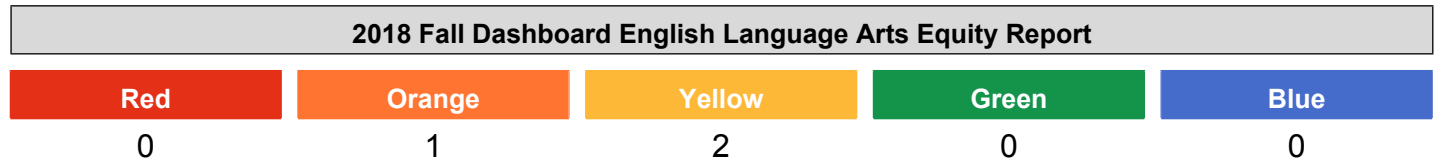
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 57 points below standard Maintained 2.4 points 374 students	English Learners  Yellow 59.5 points below standard Increased 5.4 points 170 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 73.1 points below standard Declined -13.8 points 16 students	Socioeconomically Disadvantaged  Orange 60.1 points below standard Maintained 2.4 points 333 students	Students with Disabilities  No Performance Color 85.3 points below standard Increased 24 points 31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 57.4 points below standard Increased 4 points 337 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.4 points below standard Declined -8.2 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 106.4 points below standard Maintained 2.2 points 86 students	Reclassified English Learners 11.4 points below standard Maintained 2.2 points 84 students	English Only 56.2 points below standard Maintained -1.5 points 200 students
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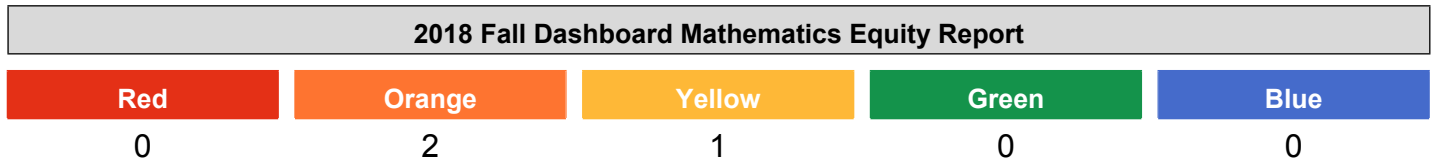
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 74.5 points below standard Maintained 0.9 points 374 students		 Orange 75.5 points below standard Maintained 1.1 points 170 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 77.1 points below standard Maintained 2.8 points 16 students		 Yellow 76.9 points below standard Increased 3.2 points 333 students		 No Performance Color 111.8 points below standard Maintained -0.4 points 31 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 75.6 points below standard Maintained 1.5 points 337 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 62.5 points below standard Declined -11.8 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 109 points below standard Declined -5.5 points 86 students	Reclassified English Learners 41.2 points below standard Increased 3.9 points 84 students	English Only 74.6 points below standard Maintained -0.3 points 200 students
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School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
228	29.4%	39%	23.7%	7.9%

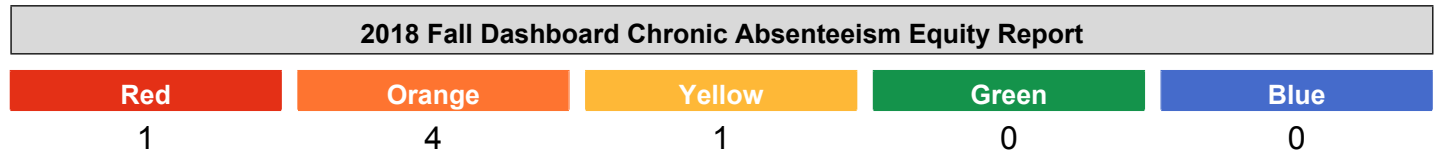
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 13.9% chronically absent Increased 2.3% 825 students	English Learners  Orange 6.9% chronically absent Increased 0.9% 245 students	Foster Youth  No Performance Color 40% chronically absent Increased 4.3% 15 students
Homeless  Yellow 18.8% chronically absent Declined 1.3% 32 students	Socioeconomically Disadvantaged  Orange 14.4% chronically absent Increased 2.9% 743 students	Students with Disabilities  Orange 12.3% chronically absent Increased 6.7% 57 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 15.4% chronically absent Declined 14.6% 26 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Orange 13.5% chronically absent Increased 3% 740 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Red 23.9% chronically absent Increased 1.7% 46 students

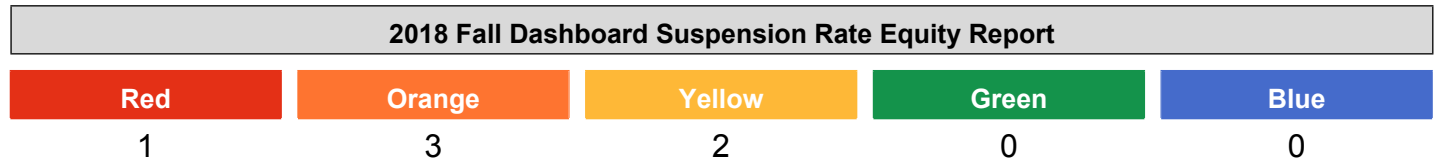
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4.9% suspended at least once Declined -0.6% 852 students	English Learners  Orange 2.7% suspended at least once Increased 0.3% 261 students	Foster Youth  No Performance Color 26.7% suspended at least once Increased 14.9% 15 students
Homeless  Yellow 5.9% suspended at least once Declined -3.3% 34 students	Socioeconomically Disadvantaged  Orange 5.2% suspended at least once Maintained -0.1% 769 students	Students with Disabilities  Red 6.9% suspended at least once Maintained 0.1% 58 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 11.5% suspended at least once Declined -2.7% 26 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  No Performance Color Less than 11 Students - Data 6 students	Filipino  No Performance Color Less than 11 Students - Data 2 students
Hispanic  Yellow 4.2% suspended at least once Declined -0.4% 766 students	Two or More Races  No Performance Color Less than 11 Students - Data 5 students	Pacific Islander  No Performance Color 0 Students	White  Orange 15.2% suspended at least once Declined -2.2% 46 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.8% suspended at least once	5.5% suspended at least once	4.9% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

State Priorities X 1 X 2 3 X 4 5 6 X 7 X 8

Local Priorities *ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card

Identified Need 1. Build and sustain a standards-aligned ELA, ELA, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year School Specific Goal: Alpha Elementary will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Alpha Elementary will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Alpha elementary will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

Alpha is currently at a medium (yellow). The medium level is designated for schools that have 67%-75% of their EL population who have shown one year's growth as measured by the annual CELDT test or recently were reclassified to fluent English

Identified Need

Build and sustain a standards-aligned ELA, ELA, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBA ELA Distance from Level 3 (DF3)	Color (Projected):YELLOW DF3: -56.9	Color: (Green): DF3:-25
Local Interim Assessment ELA	29% of students met or exceeded standard in ELA	59% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	30% of students are projected to read at or above grade level.	60% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	27% of students are projected to read at or above grade level.	60% of students will be reading at or above grade level.
CAASPP SBA Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -69.7	Color: (Yellow): DF3:-45

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math	28% of students met or exceeded standard in math	58% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA
Reclassification Rate	11.1%	25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Teacher(s) on Special Assignment will:

- * Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.
- * Work collaboratively with teachers to analyze data and identify students needing additional support.
- * Identify academic need and create appropriate instructional groups for our Literacy Lab.
- * Provide intervention, targeting student's identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * During the 18-19 school year we had (1) 46% Teachers on Special Assignment in Literacy Lab to work with students and we will not be moving to 1 Full Time TSA Rtl to provide intervention for Tier III students in grades 4-6.

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)

49,552.00

Source(s)

RTI TSA

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

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Printshop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own 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)
20,000.00	Books and Ref.
6,500.00	Duplicating / Printshop
19,120.00	Instructional Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after-school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	Certificated Subs
8,000.00	Certificated Extra Time
16,000.00	Travel and Conference
2,500.00	Travel and Conference

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy/Activity 1

RTI TSA:

- * Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.
- * Identify the academic need and create appropriate instructional groups for our Literacy Lab.
- * Provide intervention, targeting student's identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * During the 18-19 school year we had (1) 46% Teachers on Special Assignment in Literacy Lab to work with students and we will not be moving to 1 Full-Time TSA Rtl to provide intervention for Tier III students in grades 4-6

What was not implemented that was in the 2018-19 site plan?

Because of time constraints, the TSA was not able to work collaboratively with all teachers to analyze data and identify students needing additional support.

How effective was this activity to achieve the articulated goal?

The student success indicator predicts that our distance from level 3 will be at -33 moving us from -53. Our guided reading assessment shows us with more students meeting grade-level standards at the second benchmark than last school year.

Strategy/Activity 2

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Printshop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Not implemented in this activity were materials and supplies to support programs such as Lego Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. We were not able to find staff members who had the time and energy to commit to this endeavor. For the 19-20 school year, we have partnered with the Parent Resource Center to provide STEM activities.

The student success indicator predicts that our distance from level 3 will be at -33 moving us from -53. Our guided reading assessment shows us with more students meeting grade-level standards at the second benchmark than last school year. The Reading Inventory shows that we have increased the number of students at proficient and above to only 29%. Our distance from level 3 for 3rd grade changed significantly from the first assessment at the beginning of the school year from -137 to -51. 4th grade changed from -288 to -16+2. 5th grade changed from -188 to -129. 6th Grade from -249 to -157.

Strategy/Activity 3

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after-school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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

Strategy/Activity 1

*Budgeted: \$49,552.00 Estimated Actuals: \$49,552.00

*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities. The data from the California Dashboard and District Dashboard does not identify students being serviced by the TSA's. TSA's are currently working on testing students to determine growth from the beginning of the school year.

Strategy/Activity 2

* Budgeted \$45,620.00 Estimated Actuals: \$57,900.00

We had carryover that we used to increase our Books and Reference Materials account therefore allowing us to purchase additional materials for Guided Reading.

The student success indicator predicts that our distance from level 3 will be at -33 moving us from -53. Our guided reading assessment shows us with more students meeting grade-level standards at the second benchmark than last school year. The Reading Inventory shows that we have increased the number of students at proficient and above to only 29%. Our distance from level 3 for 3rd grade changed significantly from the first assessment at the beginning of the school year from -137 to -51. 4th grade changed from -288 to -16+2. 5th grade changed from -188 to -129. 6th Grade from -249 to -157.

Strategy/Activity 3

*Budgeted \$34,500.00 Estimated Actuals:\$30,500.00

The major differences in our budget for this activity were in Substitutes for Teachers and Teacher Extra Time. We will go over the budget in each area by approximately \$1,500.00 each. We used more teacher time for planning of our 15 days plans in mathematics which resulted in a bigger need for substitutes. We also extended our after-school tutoring until the end of May resulting in an increase in expenditures in that account. We were under budget in our Travel and Conference account by approximately \$5,000.00.

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.

Strategy/Activity 1

One major difference for the 2019-2020 school year is that we will have 1 Full-Time TSA for Rtl working with students in grades 4-6 at Tier III. The TSA will receive 9 weeks of specific training in English Language Arts and also be trained with specific assessments that will be used to enter and exit students from Tier III. Our TSA for PLSS will work with the Kindergarten Aides and train them on how to work with students during ELA. As a whole, we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning. We are identifying guided reading logs to be used to keep records of progress and levels for all students and using rubrics to measure student success in writing.

Strategy/Activity 2

We have purchased more non-fiction materials and short reads to use with our students in small group instruction this coming school year.

Strategy/Activity 3

During the 2019-2020 school year, the teaching staff will be reviewing the Common Core Power Standards and also build their capacity on important concepts and learning progressions based upon the Making Sense of Mathematics for Teaching Series.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score in comparison to the previous school year.

State Priorities 1 2 X 3 4 5 6 7 8

Local Priorities

Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year School Specific Goal: Alpha elementary will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score in comparison to the previous school year.

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2.3% (35 students were suspended one or more times.)	1.25%
5th Grade School Climate Favorable Index Score	58% (107 student Responses)	73%
6th Grade School Climate Favorable Index Score	70% (85 student Responses)	85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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 teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Provide after-school tutoring for students.
- * Attend training and professional development, including, but not limited to, PBIS.

Cost: See Goal 1 Action 3

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)

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

PBIS team will:

- * Analyze current practices.
- * Develop Tier 2 and Tier 3 interventions.
- * Refine processes to use for Rtl behavior.
- * Support professional development – such asbut not limited to....
- * Restorative Justice
- * Conflict Resolution
- * Peer Mediation
- * PBIS

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)

Unfunded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support character education and PBIS.

Cost: See Goal 1 Action 2

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)
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Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy/Activity 1

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Provide after-school tutoring for students.
- * Attend training and professional development, including, but not limited to, PBIS.

Cost: See Goal 1 Action 3

Strategy/Activity 2

PBIS team will:

- * Analyze current practices.
- * Develop Tier 2 and Tier 3 interventions.
- * Refine processes to use for Rtl behavior.
- * Support professional development – such as....but not limited to....
- * Restorative Justice
- * Conflict Resolution
- * Peer Mediation
- * PBIS

Strategy/Activity 3

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support character education and PBIS.

Cost: See Goal 1 Action 2

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

Cost: See Goal 1 Action 3

Cost: See Goal 1 Action 2

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.

One of the changes we would like to implement next school year is to provide the students with 20 lessons from Second Step during the first two weeks of school. A lesson with activities would be given in the morning and then a lesson with activities would be given in the afternoon. It is our belief that doing this will build upon a better foundation for students as they begin the year. Teachers will also be able to go more in-depth with the lessons the second time around. Our plans are to have Second Step Lessons taught on the first day of the school week and at 8:00 a.m. across the school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

State Priorities 1 2 3 4 X 5 X 6 7 8

Local Priorities

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year School Specific Goal: Alpha elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC	3	20
School Site Council	7	20
Title I Parent Meetings	5	20
Back-to-school Attendance	500	650
Active Parent Portal Users	443	600

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Parent Involvement Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights
- * Parent meetings will be scheduled that provide parents with a variety of information.
- * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- * Parent meetings will be scheduled to discuss individual student progress.
- * Phone calls and notes home to inform parents of the meetings.
- * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

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)

500.00

400.00

Source(s)

Certificated Extra Time Parent ED

Clerk/Office Extra Time Parent ED

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

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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)

1,692.00

200.00

Source(s)

Supplies Parent ED

Duplicating / Print shop Parent ED

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy/Activity 1

Parent Involvement Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights
- * Parent meetings will be scheduled that provide parents with a variety of information.
- * Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home.
- * Parent meetings will be scheduled to discuss individual student progress.
- * Phone calls and notes home to inform parents of the meetings.
- * Translation services and oral interpretation services to support our parents’ understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

Strategy/Activity 2

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district’s print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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

Strategy/Activity 1

Budgeted: \$900.00

Estimated Actuals: \$200.000

Our last parent math night was postponed until the next school year.

Strategy/Activity 2

Budgeted: \$1,892.00

Estimated Actuals: \$1,892.00

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.

We have purchased reading materials for parents to check out from the Parent Resource Center to read with their children for the remainder of this but plans are to fully implement it for the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.

3-Year School Specific Goal: Alpha elementary will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily threshold.	75.0% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.0 hours per day	1.75 hours per day

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.

- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

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)

Unfunded

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

Purchase technology and supplemental materials:

- * Purchase technology to support technology goal.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning 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)

2,000.00

Computer Hardware

7,000.00

Computer Hardware/Software Maintenance & License

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy/Activity 1

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Strategy/Activity 2

Purchase technology and supplemental materials:

- * Purchase technology to support technology goal.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

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

Strategy/Activity 1

*Budgeted: \$0.00

Strategy/Activity 2

*Budgeted: \$9,000.00	Estimated Actuals: \$3,000.00	*Difference:
\$6,000.00	Why: Some of our needs for hardware were covered by the district.	

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.

The only changes being made next school year is that we will be using Kahn Academy for 15 minutes per day in grades 3-6.

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	\$141,464.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,464.00

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 (\$)
------------------	-----------------

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

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 (\$)
Books and Ref.	\$20,000.00
Certificated Extra Time	\$8,000.00
Certificated Extra Time Parent ED	\$500.00
Certificated Subs	\$8,000.00
Clerk/Office Extra Time Parent ED	\$400.00
Computer Hardware	\$2,000.00
Computer Hardware/Software Maintenance & License	\$7,000.00
Duplicating / Print shop Parent ED	\$200.00
Duplicating / Printshop	\$6,500.00
Instructional Supplies	\$19,120.00
RTI TSA	\$49,552.00
RTI TSA	\$49,552.00
Supplies Parent ED	\$1,692.00

Travel and Conference

\$18,500.00

Subtotal of state or local funds included for this school: \$141,464.00

Total of federal, state, and/or local funds for this school: \$141,464.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jeff Bessey	Classroom Teacher
Rachel Church	Classroom Teacher
Almira Rubalcaba	Other School Staff
Amanda Wade	Classroom Teacher
Thomas Chagoya	Principal
Cecelia Castro	Parent or Community Member
Ana Rosa Alvarez	Parent or Community Member
Olga Hernandez	Parent or Community Member
Veronica Gonzalez	Parent or Community Member
Corina Tinoco	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Tom Chagoya on
SSC Chairperson, Silvia Baez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Alpha Elementary School

Funding Source: Books and Ref.

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$20,000.00		<p>Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Printshop.</p> <ul style="list-style-type: none">* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.* Purchase materials to improve performance on Smarter Balanced assessment.* Utilize the district's print shop service to provide materials for student use as well as for parent education.* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

Books and Ref. Total Expenditures: \$20,000.00

Books and Ref. Allocation Balance: \$0.00

Alpha Elementary School

Funding Source: Certificated Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,000.00		Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after-school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Certificated Extra Time Total Expenditures: \$8,000.00

Certificated Extra Time Allocation Balance: \$0.00

Funding Source: Certificated Extra Time Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$500.00

Parent Involvement Provide teacher/classified release time and extra time:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

Certificated Extra Time Parent ED Total Expenditures: \$500.00

Certificated Extra Time Parent ED Allocation Balance: \$0.00

Funding Source: Certificated Subs

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$8,000.00

Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after-school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Certificated Subs Total Expenditures: \$8,000.00

Certificated Subs Allocation Balance: \$0.00

Funding Source: Clerk/Office Extra Time Parent ED \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$400.00

Parent Involvement Provide teacher/classified release time and extra time:
 * Provide parent translation – oral and written.
 * Provide preparation time for parent support.
 * Provide parent education nights
 * Parent meetings will be scheduled that provide parents with a variety of information.
 * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
 * Parent meetings will be scheduled to discuss individual student progress.
 * Phone calls and notes home to inform parents of the meetings.
 * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
 * Provide refreshments for attendees
 * Provide childcare for parents attending meetings.

Clerk/Office Extra Time Parent ED Total Expenditures: \$400.00

Clerk/Office Extra Time Parent ED Allocation Balance: \$0.00

Funding Source: Computer Hardware

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Alpha Elementary School

Computer Hardware Total Expenditures: \$2,000.00

Computer Hardware Allocation Balance: \$0.00

Funding Source: Computer Hardware/Software Maintenance & License

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$7,000.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Computer Hardware/Software Maintenance & License Total Expenditures: \$7,000.00

Computer Hardware/Software Maintenance & License Allocation Balance: \$0.00

Funding Source: Duplicating / Print shop Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$200.00

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Duplicating / Print shop Parent ED Total Expenditures: \$200.00

Duplicating / Print shop Parent ED Allocation Balance: \$0.00

Funding Source: Duplicating / Printshop

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$6,500.00

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Printshop.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Duplicating / Printshop Total Expenditures: \$6,500.00

Duplicating / Printshop Allocation Balance: \$0.00

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$19,120.00

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Printshop.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies Total Expenditures: \$19,120.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$49,552.00

Teacher(s) on Special Assignment will:

- * Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.
- * Work collaboratively with teachers to analyze data and identify students needing additional support.
- * Identify academic need and create appropriate instructional groups for our Literacy Lab.
- * Provide intervention, targeting student's identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * During the 18-19 school year we had (1) 46% Teachers on Special Assignment in Literacy Lab to work with students and we will not be moving to 1 Full Time TSA RtI to provide intervention for Tier III students in grades 4-6.

RTI TSA Total Expenditures: \$49,552.00

RTI TSA Allocation Balance: \$0.00

Funding Source: Supplies Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,692.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: <ul style="list-style-type: none"> * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Alpha Elementary School

Supplies Parent ED Total Expenditures: \$1,692.00

Supplies Parent ED Allocation Balance: \$0.00

Funding Source: Travel and Conference

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$16,000.00		<p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none">* Observe high impact CCCS lessons.* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.* Time for testing, scheduling, and compiling information about students.* Provide after-school tutoring for students.* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Alpha Elementary School

\$2,500.00

Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after-school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Travel and Conference Total Expenditures: \$18,500.00

Travel and Conference Allocation Balance: \$0.00

Alpha Elementary School Total Expenditures: \$141,464.00