School Year: **2019-20**

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
Dixieland Elementary	2065243602394	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 & School Vision Statement

Where the futures of children are driven by their aspirations, and inspired by their circumstances.

School Mission Statement

Dixieland builds COUGARS!

C- Community Minded

O- Outstanding Life-Long Learners

U- Upstanding Citizenship

G- Global Leadership & Goal-Getters

A- Achievers

R- Respectful & Responsible

S- STEAM World- Science, Technology, Engineering, Arts, and Math

Dixieland Provides … real experiences that inspire learners to lead, through the cultivation of students' talents and passions.

2017-20 Plan Summary

Dixieland's focus moving forward will be to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, and improve student achievement and outcomes on local site assessments, district assessments, and state standardized tests.

Core

For the 2017-2020 school years administration will use focus walks to monitor the Core strategies that have been introduced to the staff through staff development training. These strategies include the usage of higher order questioning strategies, Number talks, Close Reading, Thinking maps, Write from the Beginning, Kagan strategies, and academic vocabulary.

Three 'R's - Reading, wRiting, and aRithmetic

With support from our PLSS/RTI: Kindergarten -1st will focus on phonemic awareness, on letter/sound instruction, word work, and word imaging during the whole, guided reading, and small group instruction.

Our PLSS/RTI and C&I will work together to support second and third grade. We will work on increasing student stamina and authenticity in reading and writing. They will provide direct support to all grade levels in a variety of strategies, including but not limited to, Kagan, Math Talks, Academic Talk, Thinking Maps, Write From the Beginning, and more. RtI TSA will be pulling targeted students from second through eighth for small group instruction to help intervene and work on specific deficiencies.

As a staff, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. To enhance our intervention time, Tier 2 time, teachers will get support in continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies. Data from a variety of tests and informal assessments will be used to drive reflective conversations during grade level collaboration time, using the cycle of inquiry process. 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.

Continue to work on maintaining our strengths:

- TSA Curriculum & Instruction
- TSA PLSS/RTI
- SMART Goals for teachers & students
- Student & Teacher Cougar Chats
- Outline year calendar for Test Prep
- Clear Academic Goals K-8 for Math, ELA, & attendance
- Continue Professional Development Plan- Thinking Maps and Write From the Beginning Training & PD - 2 onsite Trainer of Trainers
- PBIS training school-wide implementation & PD for all staff
- Continue on year 3-5 on our school site’s technology plan

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year’s SPSA.

We will be aligning our SPSA and our

1. Strong Implementation of Balanced Literacy program TK-8

2. Strong Implementation of Thinking Maps and Write From the Beginning Training

3. Strong Implementation of PLCs

Parent involvement improved this year with the establishment of the Dixieland Parent Club. Community building started in the Fall with the 1st annual Holiday Family Dinner where parents and teachers were served a free Turkey dinner with all the fixings. This allowed the parents and the teachers to mix, converse, and come together as a community. In the Spring another community building activity was organized by the parents and teachers, our Cinco de Mayo Celebration. The celebration was complete with student performances, student and parent recognition and many different Mexican dishes to choose from as parents, students enjoyed a beautiful Spring evening together. Parents were also offered 8 weeks of Parenting Classes taught by Valley PBS in the

evenings and during Wednesday mornings the Madera League of Rural voters also offered classes to parents at Dixieland.

This year the library's book collection, which the average Copywrite is 1976, has begun to be updated. We purchased approximately $20,000 worth of books, including forty(40) K-3 grade titles in Spanish as requested by our SSC. The Library also received a 25 Chromebooks and a Smartboard. In the classrooms, the teachers and students utilized many different computer programs/licenses. Some examples are Renaissance Learning, Learning A-Z,and Moby Max.

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

The Dixieland School Site Council had 4 meetings to analyze student data and update all stakeholders. The ELAC committee met on the same day before the SSC meeting so that they could give their recommendations to the SSC. The leadership team met weekly to review local data SRI, NWEA, STAR, and ROLA assessments to measure students monthly progress. The leadership team participated at the district SAP meetings to review out state and local data, as a result, we developed a Strategic Academic Plan for the 2018-2019 school year.

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?
The impact was tremendous as it gave us the opportunity to analysis student data and see what changes need to be made. In our case, as a group, we decided to keep our similar programs in place since our students are showing growth. We did come to the conclusion that we did need to continue to receive more professional development in our reading strategies and to continue with our after-school academies. As per Ed Code 64001, our school site council was instrumental in planning, monitoring, and evaluating the activities and expenditures for all consolidated application programs operated at Dixieland to improve student achievement. English Language Advisory Committee (ELAC) is also consulted based on information provided at SSC, as well as items identified in the initial meeting parent survey. Thereafter, feedback is reported back to SSC.

Resource Inequities

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

While we made progress in math and are projected to make slight growth this year, this is a big need. There are prerequisite skills that some intervention can target to help scaffold our growth to meets or exceed math standards.

Our Challenges:

- No Vice-Principal
- Part-time (1-day staff) school psychologist, counselor. Monday is their scheduled day, but they are called away from the site and many holidays fall on Mondays.
- Part-time RSP teacher

- Itinerant Math and Spanish teachers

What will be done to ensure improvements are made?

- August Priority Standards Training. Every teacher has K-8 Priority Standard in their PLC Binder
- Dixieland K-8 Reading Targets-- Training before school in August & All teachers have a copy in their PLC Binder
- ELA Profile for each student- Training and Access given to all teachers Aug-Sept, 2019
- Structured PLCs
- 3rd-8th "Cougar Chats" Week of September 16th-21nd, 2019 one on one meeting to review last year goals in ELA, Math, & Attendance (met/not met)
- 3rd-8th "Cougar Chats" Week of September 23th-28th, 2019 one on one meeting to set NEW goals for ELA, ELD, Math, & Attendance
- K-8 & Support Staff (16 teachers) take ownership of all students

INCREASED OR IMPROVED SERVICES

Although previously stated, we are going to be more intentional with "good first instruction". We will continue to look closely at each student as an individual. We have school-wide student & teacher "Cougar Chats" where each teacher K-8th mentors 15 to 20 students throughout the year. They meet with them every six weeks and review their attendance, ELA, and Math goals for the school year. Together student and teacher will look closely at the student's growth when SBAC scores are received and build on strengths while creating intervention plans to address the needs of areas that show the greatest weakness. This will be our 4th year implementing our "Cougar Chats" and we have been improving our delivery each time we meet. We at Dixieland believe that we need to work in partnership with our students and their families this means we educate them on what goals are and how we obtain them. This year we piloted the Districts new Me2Be goal setting website and held parent conferences to set goals for their students. Our parents liked the glossy multi-paged pamphlet that included all of their student's data and goals they set for themselves. Our main three goals settings for the next year will be in the area of attendance, ELA, and Math.

Raising Student Attendance:

- Incentives for Attendance
- Activity Day K-8 every 6 weeks to reward all students who are doing the "right" thing
- Sports
- Cougar Cash- Cougar Store
- Award Assemblies for academics & community service (Relay for Life)
- Student Council officers & Reps 2nd-8th grade
- Schoolwide field trips K-8 (Homecoming parade, & grizzly game) & grade level trips
- Schoolwide activities Red Ribbon Week, Spelling Bee, Almond Blossom, activities & contests
- Other school-wide contests- boxtops, pull tabs.....

Raising Student Achievement in ELA & Math:

K/1 Deployment Block for ELA:

We have divided our Kinder and 1st Grade students into deployment groups base on reading levels to concentrate on Guided Reading and increasing student achievement.

Data had shown both in Scholastic and ROLA assessments that students were not progressing sufficiently to achieve grade-level reading targets. Our Kinder and 1st Grade students will be deployed during 2nd semester for an 80-minute block (4, 20 minute stations) to focus on guided reading. The PLSS TSA and the Kinder aides will also be doing guided reading and literacy support during these stations.

2nd-8th-grade After-school Academies:

This year we did not have the staff available to run our After-School Academies, but the SBAC data showed great growth in ELA and Math. In the 2019-2020 school year, we will have 5 different sessions of Academies ELA, Advanced ELA, Math, Advanced Math, and Science. The academies run from 3:15-5:15 Monday, Tuesday, or Wednesday, depending on the academy. Students have to apply and will be selected for the academies based on their SBAC scores, other local assessments, and their need for extra intervention based on teacher recommendation. Students will be given Pre-tests when the academies began and will be given Post-tests at the end so we have data to track progress.

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	%	0.4%	1.17%		1	3
African American	1.1%	0.4%	0.78%	3	1	2
Asian	1.8%	1.9%	1.95%	5	5	5
Filipino	0.4%	%	%	1		
Hispanic/Latino	87.9%	89.4%	92.22%	248	237	237
Pacific Islander	0.4%	0.4%	%	1	1	
White	8.5%	7.6%	3.89%	24	20	10
Multiple/No Response	%	%	%			
			Total Enrollment	282	265	257

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	39	33	25
Grade 1	34	30	27
Grade 2	27	32	27
Grade3	24	23	36
Grade 4	42	26	25
Grade 5	25	38	29
Grade 6	28	19	36
Grade 7	39	29	21
Grade 8	24	35	31
Total Enrollment	282	265	257

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	111	102	121	39.4%	38.5%	47.1%
Fluent English Proficient (FEP)	57	55	38	20.2%	20.8%	14.8%
Reclassified Fluent English Proficient (RFEP)	6	17		5.5%	15.3%	0

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	24	22	38	23	21	38	23	21	38	95.8	95.5	100
Grade 4	41	27	26	40	27	25	39	27	25	97.6	100	96.2
Grade 5	24	37	30	24	37	30	24	37	30	100	100	100
Grade 6	28	18	37	26	18	37	26	18	37	92.9	100	100
Grade 7	38	27	25	38	27	24	38	27	24	100	100	96
Grade 8	22	33	28	22	33	28	22	33	28	100	100	100
All Grades	177	164	184	173	163	182	172	163	182	97.7	99.4	98.9

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	2400.	2368.	2428.	9	9.52	13.16	17	9.52	39.47	43	23.81	28.95	30	57.14	18.42
Grade 4	2409.	2437.	2422.	10	7.41	20.00	13	29.63	16.00	21	25.93	16.00	56	37.04	48.00
Grade 5	2497.	2459.	2485.	4	8.11	6.67	50	18.92	33.33	33	35.14	33.33	13	37.84	26.67
Grade 6	2489.	2515.	2503.	0	0.00	5.41	27	38.89	29.73	35	50.00	35.14	38	11.11	29.73
Grade 7	2539.	2535.	2530.	11	3.70	0.00	32	44.44	37.50	37	33.33	50.00	21	18.52	12.50
Grade 8	2555.	2534.	2549.	0	6.06	7.14	36	21.21	32.14	50	54.55	35.71	14	18.18	25.00
All Grades	N/A	N/A	N/A	6	6.13	8.79	28	26.38	31.87	35	37.42	32.97	31	30.06	26.37

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	17	4.76	15.79	43	38.10	57.89	39	57.14	26.32
Grade 4	13	0.00	12.00	36	62.96	40.00	51	37.04	48.00
Grade 5	13	16.22	6.67	58	43.24	60.00	29	40.54	33.33
Grade 6	0	5.56	8.11	54	66.67	45.95	46	27.78	45.95
Grade 7	16	14.81	16.67	47	51.85	45.83	37	33.33	37.50
Grade 8	23	12.12	14.29	55	51.52	50.00	23	36.36	35.71
All Grades	13	9.82	12.09	48	51.53	50.55	39	38.65	37.36

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	4	14.29	26.32	65	33.33	44.74	30	52.38	28.95
Grade 4	13	22.22	8.00	38	40.74	44.00	49	37.04	48.00
Grade 5	4	13.51	16.67	88	45.95	53.33	8	40.54	30.00
Grade 6	4	11.11	13.51	58	66.67	54.05	38	22.22	32.43
Grade 7	21	11.11	8.33	55	66.67	79.17	24	22.22	12.50
Grade 8	18	12.12	17.86	68	60.61	53.57	14	27.27	28.57
All Grades	12	14.11	15.93	59	52.15	53.85	29	33.74	30.22

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	17	14.29	10.53	65	47.62	84.21	17	38.10	5.26
Grade 4	8	7.41	16.00	74	66.67	68.00	18	25.93	16.00
Grade 5	13	10.81	16.67	67	43.24	70.00	21	45.95	13.33
Grade 6	12	0.00	2.70	73	77.78	75.68	15	22.22	21.62
Grade 7	13	7.41	0.00	76	70.37	75.00	11	22.22	25.00
Grade 8	5	3.03	7.14	68	75.76	78.57	27	21.21	14.29
All Grades	11	7.36	8.79	72	62.58	75.82	17	30.06	15.38

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	9	4.76	23.68	70	38.10	60.53	22	57.14	15.79
Grade 4	10	18.52	24.00	41	62.96	36.00	49	18.52	40.00
Grade 5	29	8.11	26.67	71	51.35	50.00	0	40.54	23.33
Grade 6	19	22.22	18.92	62	72.22	67.57	19	5.56	13.51
Grade 7	16	22.22	16.67	55	62.96	66.67	29	14.81	16.67
Grade 8	14	9.09	32.14	77	60.61	50.00	9	30.30	17.86
All Grades	16	13.50	23.63	60	57.67	56.04	24	28.83	20.33

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	23	22	38	22	21	38	22	21	38	95.7	95.5	100
Grade 4	41	27	26	39	27	26	39	27	26	95.1	100	100
Grade 5	24	37	30	24	37	30	23	37	30	100	100	100
Grade 6	28	18	36	26	18	36	26	18	36	92.9	100	100
Grade 7	38	27	25	38	27	25	38	27	25	100	100	100
Grade 8	22	33	29	22	33	29	22	33	29	100	100	100
All Grades	176	164	184	171	163	184	170	163	184	97.2	99.4	100

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	2418.	2403.	2429.	9	14.29	13.16	27	14.29	36.84	32	28.57	28.95	32	42.86	21.05
Grade 4	2419.	2467.	2446.	8	18.52	11.54	10	11.11	23.08	31	55.56	30.77	51	14.81	34.62
Grade 5	2457.	2467.	2457.	0	8.11	3.33	9	10.81	10.00	43	35.14	36.67	48	45.95	50.00
Grade 6	2484.	2526.	2500.	8	5.56	13.89	15	22.22	8.33	31	61.11	27.78	46	11.11	50.00
Grade 7	2519.	2507.	2514.	11	3.70	8.00	13	14.81	16.00	47	40.74	44.00	29	40.74	32.00
Grade 8	2555.	2521.	2512.	5	6.06	10.34	36	15.15	13.79	32	33.33	27.59	27	45.45	48.28
All Grades	N/A	N/A	N/A	7	9.20	10.33	17	14.11	18.48	36	41.10	32.07	39	35.58	39.13

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	23	28.57	26.32	32	28.57	39.47	45	42.86	34.21
Grade 4	8	22.22	15.38	15	33.33	34.62	77	44.44	50.00
Grade 5	0	8.11	6.67	26	29.73	40.00	74	62.16	53.33
Grade 6	12	16.67	19.44	27	66.67	22.22	62	16.67	58.33
Grade 7	11	7.41	12.00	37	44.44	48.00	53	48.15	40.00
Grade 8	27	12.12	17.24	32	30.30	27.59	41	57.58	55.17
All Grades	12	14.72	16.85	28	36.81	34.78	60	48.47	48.37

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	18	14.29	21.05	45	38.10	55.26	36	47.62	23.68
Grade 4	10	11.11	11.54	31	51.85	53.85	59	37.04	34.62
Grade 5	0	5.41	6.67	52	48.65	46.67	48	45.95	46.67
Grade 6	0	0.00	8.33	42	38.89	44.44	58	61.11	47.22
Grade 7	11	7.41	8.00	61	51.85	48.00	29	40.74	44.00
Grade 8	9	9.09	20.69	50	48.48	44.83	41	42.42	34.48
All Grades	8	7.98	13.04	46	47.24	48.91	45	44.79	38.04

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	18	14.29	21.05	64	42.86	63.16	18	42.86	15.79
Grade 4	8	11.11	26.92	38	62.96	19.23	54	25.93	53.85
Grade 5	4	8.11	10.00	48	40.54	36.67	48	51.35	53.33
Grade 6	8	5.56	13.89	62	55.56	47.22	31	38.89	38.89
Grade 7	13	3.70	8.00	66	59.26	68.00	21	37.04	24.00
Grade 8	0	6.06	10.34	86	51.52	44.83	14	42.42	44.83
All Grades	9	7.98	15.22	59	51.53	47.28	32	40.49	37.50

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	1432.5	1441.3	1412.4	15
Grade 1	1479.7	1478.9	1479.8	16
Grade 2	1490.6	1484.0	1496.8	14
Grade 3	1490.6	1486.4	1494.5	16
Grade 4	1480.7	1480.9	1479.8	11
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				98

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	*	*	*	*	*	*			15
Grade 1	*	*	*	*	*	*			16
Grade 2	*	*	*	*	*	*			14
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*			*
All Grades	29	29.59	33	33.67	28	28.57	*	*	98

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	*	*	*	*	*	*			15
Grade 1	13	81.25	*	*	*	*			16
Grade 2	*	*	*	*					14
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*					*
All Grades	43	43.88	38	38.78	13	13.27	*	*	98

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	*	*	*	*	*	*			15
Grade 1	*	*	*	*	*	*			16
Grade 2	*	*	*	*	*	*	*	*	14
Grade 3			*	*	*	*	*	*	16
Grade 4	*	*			*	*	*	*	11
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*			*	*			*
All Grades	22	22.45	22	22.45	36	36.73	18	18.37	98

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	*	*	*	*	*	*	15
Grade 1	13	81.25	*	*			16
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	50	51.02	43	43.88	*	*	98

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	*	*	*	*	*	*	15
Grade 1	11	68.75	*	*			16
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	45	45.92	44	44.90	*	*	98

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	*	*	11	73.33			15
Grade 1	11	68.75	*	*	*	*	16
Grade 2	*	*	*	*	*	*	14
Grade 3			*	*	*	*	16
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
Grade 7			*	*	*	*	*
Grade 8	*	*			*	*	*
All Grades	26	26.53	39	39.80	33	33.67	98

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	*	*	*	*			15
Grade 1	*	*	13	81.25			16
Grade 2	*	*	*	*			14
Grade 3			14	87.50	*	*	16
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 7			*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	21	21.43	71	72.45	*	*	98

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**
257	**91.8%**	**47.1%**	**1.9%**
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	121	47.1%
Foster Youth	5	1.9%
Homeless	10	3.9%
Socioeconomically Disadvantaged	236	91.8%
Students with Disabilities	13	5.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.8%
American Indian	3	1.2%
Asian	5	1.9%
Hispanic	237	92.2%
White	10	3.9%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress No Performance Color		

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
20.8 points below standard	41.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 13.8 points	Increased 20 points	2 students
167 students	91 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	23.1 points below standard	83.8 points below standard
3 students	Increased 16.4 points	Increased 5.3 points
	154 students	12 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 23.5 points below standard Increased 15.5 points 154 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 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	**Reclassified English Learners**	**English Only**
67.8 points below standard Increased 18.7 points 45 students	16.6 points below standard Increased 14.2 points 46 students	3.5 points below standard Increased 10.3 points 62 students

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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	Orange	No Performance Color
46 points below standard	70 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2 points	Maintained 0.5 points	2 students
167 students	91 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	50.7 points below standard	92.8 points below standard
3 students	Maintained 2.9 points	Declined -31.2 points
	154 students	12 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	1 students	4 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
49.4 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1 points			7 students
154 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	**Reclassified English Learners**	**English Only**
89.6 points below standard	50.7 points below standard	21.5 points below standard
Declined -9.4 points	Increased 7.4 points	Increased 4.6 points
45 students	46 students	62 students

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**
98	29.6%	33.7%	28.6%	8.2%

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
7.4% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 3.5%	Declined 3.8%	10 students
285 students	129 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
0% chronically absent	6.2% chronically absent	15.4% chronically absent
14 students	Declined 3.7%	Declined 8.1%
	258 students	13 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3 students	3 students	5 students	0 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
6.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.2% chronically absent
Declined 3.1%	0 students	0 students	Declined 2.8%
256 students			18 students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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	English Learners	Foster Youth
Yellow	Green	No Performance Color
5% suspended at least once	2.2% suspended at least once	0% suspended at least once
Declined -0.8%	Declined -4.4%	11 students
300 students	137 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0% suspended at least once	5.5% suspended at least once	0% suspended at least once
16 students	Declined -0.8%	Maintained 0%
	273 students	14 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 3 students	Less than 11 Students - Data 3 students	Less than 11 Students - Data 6 students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
5.2% suspended at least once	0 Students	0 Students	4.8% suspended at least once
Declined -1.2% 267 students			Increased 4.8% 21 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
5.2% suspended at least once	5.8% suspended at least once	5% 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

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

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1. Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, 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. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Goal 1

3-Year School Specific Goal: Dixieland elementary will obtain an ELA academic score of [high (blue), medium-high (green), medium (yellow), medium-low (orange), or low (red)] performance for all students as measured by the California Dashboard.
Dixieland elementary will obtain an mathematics academic score of [high (blue), medium-high (green), medium (yellow), medium-low (orange), or low (red)] performance for all students as measured by the California Dashboard.
Dixieland elementary will obtain an English Learner progress score of [high (blue), medium-high (green), medium (yellow), medium-low (orange), or low (red)] performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, 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. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): ORANGE DF3: - 34.77	Color: (Projected): Yellow DF3: -17

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Assessment ELA	33% of students met or exceeded standard in ELA	39% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	13% of students are projected to read at or above grade level.	34% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	30% of students are projected to read at or above grade level.	40% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -46.48	Color: (Projected): Yellow DF3: -27
SBAC Assessment Math	23% of students met or exceeded standard in math	40% 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	15.3%	20%

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 Student groups

Strategy/Activity

Planned:

Weekly PLCs
*Teachers will fill out a PLC form each time they collaborate with the teaching standard that they cover, the actions they complete & next steps.
*Curriculum and lesson design time for planning – Certificated

Sub/Teacher Extra Time
* Review and analyze data student achievement data through common Site & district formative assessments to identify student needs.
* Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being taught in the classroom.

* Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies.
* Provide professional development to assist teachers in understanding and using data to increase student achievement. Several PDs on the dashboard data to guide classroom instruction.
* Provide professional development (Travel and Conference) to assist teachers in the transition to the common core, in lesson planning and design, with effective instructional strategies, etc.
*Provide professional development in the Science, Technology, Engineering, Arts, & Math (STEAM) program
* Provide demonstration lessons and facilitate teacher observations of Peers. Subs were contracted on several occasion so that teachers were able to do peer observation on the classroom environment and teaching strategies.
* Provide cognitive coaching/feedback on instructional effectiveness.
* Collaboration time for K-8 to meet with the other 3 K-8 school's teachers at least 4xs a year. Review & analyze student (data site & district). Review teacher & teacher strategies to raise student Achievement. We meet 3xs a year.

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by
scholastic, SRI, and ROLA

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	Certificated Release Time (subs)
17,000.00	Certificated Extra Time
2,000.00	TSA
1,100.00	Travel and Conference

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Student groups

Strategy/Activity
Instructional Supplies, Reference materials, and Printshop:

* Purchase materials and supplies that supplement the core program. Scholastic News, Rigby Readers, Starfall, Moby Max,Reading A-Z, Ren-Learn (AR) etc.,.
* Library resource books for students to support our AR program.

* Sent printable resources to be copied at Printshop

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)
16,546.00	Instructional Supplies
2,500.00	Duplicating / Printshop

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student groups

Strategy/Activity

Leadership Team Professional Learning Communities:

* Professional development based on pedagogy and current best practices.
* Assess and align current practices at school for school reform and improvement.
* Training for school leadership.
*Extra-Time for the Leadership team to meet after school.
*Extra-Time for the Leadership team to coordinate science and robotics program after school.

Cost:
See goal 1 action 1

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 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student groups

Strategy/Activity

Before, during lunch, & after School Intervention – TeacherExtra Time:

* Provide tutoring to targeted students needing extra support in English language arts.

* Provide materials and supplies for after-school tutoring instruction

Cost:
See goal 1 action 1

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student groups

Strategy/Activity

Extracurricular academic learning (field trips) and competition opportunities for EL and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination, Peach Blossom, Robotics & Science Bowl).

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)
0	Entry Fees

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
Substitute/teacher extra time
* Review and analyze data student achievement data through common Site & district formative assessments to identify student needs.

* Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being taught in the classroom.
* Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies.

K- 68% are on grade level based on ESGI
1st- 61% of first grade met NSGR target in Aug. 2018. 38% met the target in Dec. 2018
Winter NWEA - Mean RIT Math 163 (Goal 174)
2nd- 43% of second grade met NSGR target in Aug. 2018. 42% met the target in Dec. 2018.
Winter NWEA - Mean RIT Math 184 (Goal 187) ELA 177 (Goal 185)
3rd- 59% of students are on grade level on SRI. 72% of the students made growth on SRI
Winter NEWA - Mean RIT Math 194 (Goal 199) ELA 188 (Goal 196)
4th- 46% of students are on grade level on SRI 59% of the students made growth on SRI
Winter NEWA - Mean RIT Math 199 (Goal 209) ELA 196 (Goal 204)
5th- 24% of students are on grade level on SRI 67% of the students made growth on SRI
Winter NEWA - Mean RIT Math 207 (Goal 218) ELA 199 (Goal 210)
6th- 34% of students are on grade level on SRI 76% of the students made growth on SRI
Winter NEWA - Mean RIT Math 216 (Goal 223) ELA 210 (Goal 215)
7th- 16% of students are on grade level on SRI 59% of the students made growth on SRI
Winter NEWA - Mean RIT Math 216 (Goal 227) ELA 209 (Goal 217)
8th- 39% of students are on grade level on SRI 59% of the students made growth on SRI
Winter NEWA - Mean RIT Math 216 (Goal 230) ELA 208 (Goal 220)

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by NWEA,
scholastic, SRI, and ROLA

Based on the data we will continue to fund the items listed with modifications on the services and Professional development we provide the primary grade teachers. We will work on Balanced Literacy instruction for all our K-8 teachers. We will continue to fund supplemental materials, provide release time for teachers to work as a Professional Learning Communities, and fund professional development in Mathematics and English Language Arts. We will continue to work on being a Professional Learning Community as well as focus in on writing using our Thinking Map

TSA
* Provide professional development to assist teachers in understanding and using data to increase student achievement. Several PDs on the dashboard data to guide classroom instruction.
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.

We will continue to fund extra time for the C&I TSA to build the school-wide Data google sheet that all teachers can access data from previous years and the current year of their students.

Travel and Conference
* Provide professional development (Travel and Conference) to assist teachers in the transition to the common core, in lesson planning and design, with effective instructional strategies, etc.

Based on the data we will continue to fund outside Professional development opportunities for teachers, PLSS and C & I TSA. this year the RSP teacher, PLSS, and C& I TSA's all attended conferences and presented the information to
the entire Staff on PLC Days. We will work on Balanced Literacy instruction for all our K-8 teachers.

Strategy/Activity 2

Instructional Supplies, Reference materials, and Printshop:
* Purchase materials and supplies that supplement the core program. Scholastic News, Rigby Readers, Starfall, Moby Max, Reading A-Z, Ren-Learn (AR) etc.,.
* Library resource books for students to support our AR program.

Strategy/Activity 3
See Goal 1 Action 1
* Professional development based on pedagogy and current best practices.
* Assess and align current practices at school for school reform and improvement.
* Training for school leadership.
*Extra-Time for the Leadership team to meet after school.
*Extra-Time for the Leadership team to coordinate science and robotics program after school.

Strategy/Activity 4
See Goal 1 Action 1
* Provide tutoring to targeted students needing extra support in English language arts.
* Provide materials and supplies for after-school tutoring instruction

Strategy/Activity 5
Entry Fees
Extracurricular academic learning (field trips) and competition opportunities for EL and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination,
Peach Blossom, Robotics & Science Bowl).

K-3 attended the Almond Blossom no entrance fees were required. 4th grade attended the Peach Blossom and received Superior rating.

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 - Substitute/teacher extra time/TSA Extra Time

*Budgeted: $35,747 Estimated Actuals: $7,064
*Difference: $ 28,683
Why: The 18-19 plan was to have teachers tutor after school like during the 17-18 school year where they saw tremendous growth in ELA and Math. Teacher's personal schedules did not allow for tutoring after school this year. Teachers
have now finished their schooling, and have added to their families, etc so next year looks to be that we will be able to continue after school Tutoring Academies.

Travel and conference:
*Budgeted: $ Estimated Actuals: $550
*Difference: - $550
Why: Our focus was on Balanced Literacy. We sent our C & I and our new SpEd teacher to conferences.

*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
The MUSD Student Indicator predicts that 44.2 will met or exceed Standard In ELA. This time last year the MUSD Student Indicator predicted that 41.9 will meet or exceed Standard in ELA and 41% did.
The MUSD Student Indicator predicts that 31.2 will met or exceed Standard in Math. This time last year the MUSD Student Indicator predicted that 30.4 will meet or exceed Standard in ELA and only 29% did.
Dixieland is predicted to grow but not see the tremendous growth that they experienced last year. That growth was credited to the teachers tutoring after school in the 17-18 school year.

Strategy/Activity 2- Instructional Supplies, Reference materials, Computer Software License and Printshop:

*Budgeted: $14,087 Estimated Actuals: $17,452
*Difference: - $3,365
Why: NSGR Kits were purchased for the 3-8th-grade teachers and training was given so that all students could be assessed with the same measurement. The Library was updated and received books, Smart Board and 25 Chromebooks.
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
The MUSD Student Indicator predicts that 44.2 will met or exceed Standard In ELA. This time last year the MUSD Student Indicator predicted that 41.9 will meet or exceed Standard in ELA and 41% did.
The MUSD Student Indicator predicts that 31.2 will met or exceed Standard in Math. This time last year the MUSD Student Indicator predicted that 30.4 will meet or exceed Standard in ELA and only 29% did.
The NWEA data also indicates poor reading scores and the need to encourage our students to read. Teachers need to understand the mistakes their students are making and encourage them to read.

Strategy/Activity 3
See Goal 1 Action 1

Strategy/Activity 4

See Goal 1 Action 1

Strategy/Activity 5
Entry Fees
*Budgeted:$212 Estimated Actuals:$0
*Difference $212
Why: No fees for Almond Blossom.
*Data: The students competed and received Excellent and Superior on their performances at the Peach Blossom and Almond Blossom Competitions.

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
*Changes: Keep
*Why are you keeping the Goal? The teachers saw tremendous growth when they were able to run the Academies after school for our students. This past year many teachers had personal commitments that made running the academies impossible. It is because of the growth that they experienced last year that we are planning our Academies for the Fall.

Strategy/Activity 2
*Changes: Keep
*Why are you keeping the Goal? A Balanced Literacy program is our main focus and replacing our 1976 Library books with new titles has our students interested in reading. The teachers also use computer programs as a tool in assessing, assigning assignments and assigning intervention groups. The teachers will continue to use the computer programs to reach and push our students to succeed beyond grade level. Printshop will continue to print parent newsletters that parents find very helpful.

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 each year.

State Priorities: 3

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. 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: Dixieland elementary will obtain an Suspension score of [low, medium-low, medium, medium-high, or high] 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 NO MONEY WILL BE ALLOCATED TO THIS GOAL FROM TITLE I

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension		
5th Grade School Climate Favorable Index Score		
6th-10th Grade School Climate Favorable Index Score		

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

Instructional and Educational Materials
- PBIS Behavior Expectation Posters
- BPIS Behavior Expectation Banners
-

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)
0.00	Instructional Supplies
0.00	Materials
0.00	Outside Contracted Services

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.

Action not funded

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

Action not funded

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.

Action not funded

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: 5, 6

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: Dixieland 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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent-Teacher Conferences	50% of our parents will attend conferences	70% of our parents will attend conferences
Back-to-school Attendance	110	210
Active Parent Portal Users	137	167
Open House	200	310
School Site Council	4	6

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 Student groups

Strategy/Activity

Homeschool Translations
Translate school documents to Spanish to assure home-school communication.

Classified additional pay for interpreting and translating for communicating with non-English speaking parents for supplemental activities including, but not limited to parent teacher conferences. School site council meetings, ELAC meetings, and other parent meetings. Technical support from tech. Person if needed to help with parent portal

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

Amount(s)	Source(s)
1,000	Clerk/Office Extra Time Parent ED
30	Supplies 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 1-Action 1
Home-school Translations and Parent supplies
Translate school documents to Spanish to assure home-school communication.

What were the activities implemented? Agendas, meeting minutes and handbooks were translated for parents.
What was not implemented that was in the 2018-19 site plan? We did not send home the Parent Newsletters this year. Refreshments were not served at ELAC and SSC meetings.
How effective were these activities to achieve the articulated goal?
The SSC and ELAC meetings always had a quorum. the parenting classes had 19 parents attend the 6 weeks. The same number as Nishimoto Elementary.

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 1-Action 1
Homes-chool Translations and Parent supplies
Translate school documents to Spanish to assure home-school communication.

*Budgeted: $ 2,088 Estimated Actuals: $ 664
*Difference: $1,424
Why: We did not send home the Parent Newsletters this year. Refreshments were not served at ELAC and SSC meetings.
*Data
The SSC and ELAC meetings always had a quorum. Award Assemblies and parent conferences are well attended. The parenting classes had 19 parents attend the 6 weeks course every Wednesday night.

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 1-Action 1
Homes-chool Translations and Parent supplies
Translate school documents to Spanish to assure home-school communication.

*Changes: Keep
*Why are you keeping this Action and or Goal? Our parents need to understand information being send home, at award assemblies and at parent meeting/conferences. Refreshments will be served at ELAC and SSC meetings.

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 2-hour a day for each school year.

State Priorities: 1

Local Priorities None

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: Dixieland elementary will maintain an average daily student device usage of 2-hour a day for each school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	58.8% of Chromebook devices met 75% of 2-hour daily threshold.	80% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.9 hours per day	2.5 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

Computer Hardware
- Head
- Speakers
- Printers
- Flatbed Scanners

- Chromebooks
- iPads

Software Maintenance and License
- Renaissance Learning - AR and STAR Reading/STAR Math
- Learning A-Z
- Moby Max.

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)
10,000	Computer Hardware/Software Maintenance & License
0.00	Computer Hardware

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 1-Action 1
Computer Hardware
Software Maintenance and License

No funds allocated. District took care of the technology.

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 1-Action 1
Computer Hardware
Software Maintenance and License

*Budgeted: $ 0 Estimated Actuals: $ 0
*Difference: $ 0
Why: $ 0
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities

No funds allocated. District took care of the technology.

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 1-Action 1
Computer Hardware
Software Maintenance and License

*Changes: Keep, Delete, or Modify?
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
No funds allocated. District took care of the technology.

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	$52,176
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$52,176.00

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 ($)
Certificated Extra Time	$17,000.00
Certificated Release Time (subs)	$2,000.00
Clerk/Office Extra Time Parent ED	$1,000.00
Computer Hardware	$0.00
Computer Hardware/Software Maintenance & License	$10,000.00
Duplicating / Printshop	$2,500.00
Entry Fees	$0.00
Instructional Supplies	$16,546.00
Materials	$0.00
Outside Contracted Services	$0.00
Supplies Parent ED	$30.00
Supplies Parent ED	$30.00
Travel and Conference	$1,100.00

TSA	$2,000.00

Subtotal of state or local funds included for this school: $52,176.00

Total of federal, state, and/or local funds for this school: $52,176.00

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

2 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

Name of Members	Role
Kimberly Bitter	Principal
Stefanie Shilling	Other School Staff
Stephanie Janzen	Other School Staff
Jennifer Jimenez	Other School Staff
Elinora Apodaca	Classroom Teacher
Michael Woods	Classroom Teacher
Melody Mouton	Parent or Community Member
Maria del Carmen Almaraz	Parent or Community Member
Kolbi Mancebo	Parent or Community Member
Liliana Echevarria	Parent or Community Member
Maria de Jesus	Parent or Community Member
Rosanna. Zabel	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

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, Kimberly Bitter on 5-16-19

SSC Chairperson, Melody Mouton on 5-16-19

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Dixieland Elementary School

Funding Source: Certificated Extra Time **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$17,000.00		Planned: Weekly PLCs *Teachers will fill out a PLC form each time they collaborate with the teaching standard that they cover, the actions they complete & next steps. *Curriculum and lesson design time for planning – Certificated Sub/Teacher Extra Time * Review and analyze data student achievement data through common Site & district formative assessments to identify student needs. * Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being taught in the classroom. * Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies. * Provide professional development to assist teachers in understanding and using data to increase student achievement. Several PDs on the dashboard data to guide classroom instruction. * Provide professional development (Travel and Conference) to assist teachers in the transition to the common core, in lesson planning and design, with effective instructional strategies, etc. *Provide professional development in the Science, Technology, Engineering, Arts, & Math (STEAM) program * Provide demonstration lessons and facilitate teacher observations of Peers. Subs were contracted on several occasion so that teachers were able to do peer observation on the classroom environment and teaching strategies. * Provide cognitive coaching/feedback on instructional

effectiveness.
* Collaboration time for K-8 to meet with the other 3 K-8 school's teachers at least 4xs a year. Review & analyze student (data site & district). Review teacher & teacher strategies to raise student Achievement. We meet 3xs a year.

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by scholastic, SRI, and ROLA

Certificated Extra Time Total Expenditures: $17,000.00

Certificated Extra Time Allocation Balance: $0.00

Funding Source: Certificated Release Time (subs) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Planned: Weekly PLCs *Teachers will fill out a PLC form each time they collaborate with the teaching standard that they cover, the actions they complete & next steps. *Curriculum and lesson design time for planning – Certificated Sub/Teacher Extra Time * Review and analyze data student achievement data through common Site & district formative assessments to identify student needs. * Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being

taught in the classroom.
* Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies.
* Provide professional development to assist teachers in understanding and using data to increase student achievement. Several PDs on the dashboard data to guide classroom instruction.
* Provide professional development (Travel and Conference) to assist teachers in the transition to the common core, in lesson planning and design, with effective instructional strategies, etc.
*Provide professional development in the Science, Technology, Engineering, Arts, & Math (STEAM) program
* Provide demonstration lessons and facilitate teacher observations of Peers. Subs were contracted on several occasion so that teachers were able to do peer observation on the classroom environment and teaching strategies.
* Provide cognitive coaching/feedback on instructional effectiveness.
* Collaboration time for K-8 to meet with the other 3 K-8 school's teachers at least 4xs a year. Review & analyze student (data site & district). Review teacher & teacher strategies to raise student Achievement. We meet 3xs a year.

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by scholastic, SRI, and ROLA

Certificated Release Time (subs) Total Expenditures:	$2,000.00
Certificated Release Time (subs) Allocation Balance:	$0.00

Dixieland Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,000.00		Homeschool Translations Translate school documents to Spanish to assure home-school communication. Classified additional pay for interpreting and translating for communicating with non-English speaking parents for supplemental activities including, but not limited to parent teacher conferences. School site council meetings, ELAC meetings, and other parent meetings. Technical support from tech. Person if needed to help with parent portal

Clerk/Office Extra Time Parent ED Total Expenditures:	$1,000.00
Clerk/Office Extra Time Parent ED Allocation Balance:	$0.00

Funding Source: Computer Hardware **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Computer Hardware • Head • Speakers • Printers • Flatbed Scanners • Chromebooks • iPads Software Maintenance and License • Renaissance Learning - AR and STAR Reading/STAR Math • Learning A-Z • Moby Max.

Computer Hardware Total Expenditures:	$0.00
Computer Hardware Allocation Balance:	$0.00

Dixieland Elementary School

Funding Source: Computer Hardware/Software Maintenance & License — **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		Computer Hardware • Head • Speakers • Printers • Flatbed Scanners • Chromebooks • iPads Software Maintenance and License • Renaissance Learning - AR and STAR Reading/STAR Math • Learning A-Z • Moby Max.

Computer Hardware/Software Maintenance & License Total Expenditures:	$10,000.00
Computer Hardware/Software Maintenance & License Allocation Balance:	$0.00

Funding Source: Duplicating / Printshop — **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		Instructional Supplies, Reference materials, and Printshop: * Purchase materials and supplies that supplement the core program. Scholastic News, Rigby Readers, Starfall, Moby Max,Reading A-Z, Ren-Learn (AR) etc.,. * Library resource books for students to support our AR program. * Sent printable resources to be copied at Printshop

Duplicating / Printshop Total Expenditures:	$2,500.00
Duplicating / Printshop Allocation Balance:	$0.00

Dixieland Elementary School

Funding Source: Entry Fees **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Extracurricular academic learning (field trips) and competition opportunities for EL and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination, Peach Blossom, Robotics & Science Bowl).

Entry Fees Total Expenditures:	$0.00
Entry Fees Allocation Balance:	$0.00

Funding Source: Instructional Supplies **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Instructional and Educational Materials • PBIS Behavior Expectation Posters • BPIS Behavior Expectation Banners •
		$16,546.00		Instructional Supplies, Reference materials, and Printshop: * Purchase materials and supplies that supplement the core program. Scholastic News, Rigby Readers, Starfall, Moby Max,Reading A-Z, Ren-Learn (AR) etc.,. * Library resource books for students to support our AR program. * Sent printable resources to be copied at Printshop

Instructional Supplies Total Expenditures:	$16,546.00
Instructional Supplies Allocation Balance:	$0.00

Dixieland Elementary School

Funding Source: Materials **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Instructional and Educational Materials • PBIS Behavior Expectation Posters • BPIS Behavior Expectation Banners •

Materials Total Expenditures:	$0.00
Materials Allocation Balance:	$0.00

Funding Source: Outside Contracted Services **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Instructional and Educational Materials • PBIS Behavior Expectation Posters • BPIS Behavior Expectation Banners •

Outside Contracted Services Total Expenditures:	$0.00
Outside Contracted Services Allocation Balance:	$0.00

Funding Source: Supplies Parent ED **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$30.00	Homeschool Translations Translate school documents to Spanish to assure home-school communication. Classified additional pay for interpreting and translating for communicating with non-English speaking parents for supplemental activities including, but not limited to parent teacher conferences. School site council meetings, ELAC meetings, and other parent meetings. Technical support from tech. Person if needed to help with parent portal

Supplies Parent ED Total Expenditures:	$30.00
Supplies Parent ED Allocation Balance:	$0.00

Funding Source: Travel and Conference **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,100.00		Planned: Weekly PLCs *Teachers will fill out a PLC form each time they collaborate with the teaching standard that they cover, the actions they complete & next steps. *Curriculum and lesson design time for planning – Certificated Sub/Teacher Extra Time * Review and analyze data student achievement data through common Site & district formative assessments to identify student needs. * Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being taught in the classroom. * Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies. * Provide professional development to assist teachers in understanding and using data to increase student achievement.

Several PDs on the dashboard data to guide classroom instruction.
* Provide professional development (Travel and Conference) to assist teachers in the transition to the common core, in lesson planning and design, with effective instructional strategies, etc.
*Provide professional development in the Science, Technology, Engineering, Arts, & Math (STEAM) program
* Provide demonstration lessons and facilitate teacher observations of Peers. Subs were contracted on several occasion so that teachers were able to do peer observation on the classroom environment and teaching strategies.
* Provide cognitive coaching/feedback on instructional effectiveness.
* Collaboration time for K-8 to meet with the other 3 K-8 school's teachers at least 4xs a year. Review & analyze student (data site & district). Review teacher & teacher strategies to raise student Achievement. We meet 3xs a year.

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by scholastic, SRI, and ROLA

Travel and Conference Total Expenditures:	$1,100.00
Travel and Conference Allocation Balance:	$0.00

Funding Source: TSA **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Planned: Weekly PLCs

*Teachers will fill out a PLC form each time they collaborate with the teaching standard that they cover, the actions they complete & next steps.
*Curriculum and lesson design time for planning – Certificated

Sub/Teacher Extra Time
* Review and analyze data student achievement data through common Site & district formative assessments to identify student needs.
* Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction. Reviewed the priority common core standards & the actual standard that was being taught in the classroom.
* Work collaboratively with teachers to identify materials and high leverage strategies to utilize during instruction. We had several Thinking Maps PD & Kagan strategies.
* Provide professional development to assist teachers in understanding and using data to increase student achievement. Several PDs on the dashboard data to guide classroom instruction.
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* Provide cognitive coaching/feedback on instructional effectiveness.
* Collaboration time for K-8 to meet with the other 3 K-8 school's teachers at least 4xs a year. Review & analyze student (data site & district). Review teacher & teacher strategies to raise student Achievement. We meet 3xs a year.

Teacher Extra Time
* Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement

data and create a plan of action. The teacher had to create a plan of attack for all at-risk students in their classroom who were reading below grade level as measured by scholastic, SRI, and ROLA

TSA Total Expenditures:	$2,000.00
TSA Allocation Balance:	$0.00
Dixieland Elementary School Total Expenditures:	$52,176.00