



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
Parkwood Elementary School	20-65243-0116970	4/25/19	6-11-19

Purpose and Description

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

Schoolwide Program

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

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

District Vision Statement: Where the futures of children are driven by their aspirations, and inspired by their circumstances.

School Mission: Parkwood Elementary School is to provide all students with a superior education so they will realize their potential, pursue their dreams, and become productive community members with high moral character.

School Vision: Parkwood Elementary School will be distinguished for high levels of achievement by all. Staff, families, and students will work together in a safe and engaging environment.

For additional information on school programs and how you may become involved, please contact the following person:

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CDS Code: 20-65243-0116970

Parkwood Elementary's priority is to fully implement professional learning community with highly effective collaborative teams to assure a guaranteed and viable curriculum to all students. This will assure continue program improvement with the outcome being higher student achievement on standardized tests. Teacher efficacy is vital, particularly the ability to deconstruct and provide access to grade level appropriate test and on demand writing that students engage in in all disciplines.

In order to assure equitable access to all, it is critical to provide grade level planning time during the school day in the content areas of Reading and Mathematics. Teachers receive a certificated substitute to allow them to meet with site Curriculum and Instruction Teacher on Special Assignment. Essential standards are selected and are then deconstructed in its progression from concrete skills to complex knowledge and application. Common formative assessments are created collectively and calendared based on time to teach each skill in progressive order. Time after the unit/progression is given following the assessment to assure students are provided the time to be retaught discrete skills or extend their knowledge within the same standard. Planning time is provided each month at half a day per grade level to plan each unit students will encounter.

Additionally, students that have been identified as Tier 3 as part of our Response to intervention Academic process meet with our Intervention Teacher on Special Assignment each day at forty-five minutes per session. Depending on their reading level, students encounter phonemic awareness, phonics, and application within guided reading and Close reading.

Additional Title 1 funds are utilized in instructional materials and supplies to support discovery learning in mathematics, incentives for reading through Accelerated Reader, and instructional supplies to support core program initiatives such as Daily 5, Write from the Beginning and Positive Behavior Intervention and Supports.

Parkwood Elementary staff with the collaboration of district personnel will focus on the high leverage strategies that are identified within this plan. Staff will have ongoing professional development in Balanced Literacy, Thinking Maps Training, Write from the Beginning, Positive Behavior Intervention and Supports, Math Fluency, Scholastic Reading Assessment, Instructional rounds, English Language Development, classroom management (Daily 5), and incorporating technology in the classroom. Differentiated instruction in the general education classrooms is vital as this creates accessibility to grade level common core standards at the individual student need. In addition, new technology has been purchased for the primary grades in our efforts to reach a 1:1 ratio with student devices.

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 school's stakeholders on the Leadership team, ELAC, and School Site Council (SSC) were consulted as part of the annual review, data analysis, and planning process for the SPSA on the following dates:

Leadership team - Monday, 5/2/19

SSC - 4/25/19

ELAC - 4/2/19

Administration will follow up with stakeholders as part of the planning process for the SPSA on the following dates:

Leadership team - 5/20/18

SSC - 5/16/19

ELAC - 5/7/19

We engage stakeholders in discussions for strategic planning to the greatest extent possible. During leadership, ELAC, and SSC meetings, our efforts are mission-oriented and data-driven. When engaging in dialogue with stakeholders as part of the planning process for the SPSA, information is communicated in a purposeful and consistent way. All key stakeholders are informed of our mission, vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through surveys and open dialogue. We provide data and other information stakeholders need to be productive partners around student achievement. We make sure achievement data is clear, accurate, and meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term, big picture) and the tactical (day-to-day) work with which they are most familiar. We make sure all stakeholders know what the plan is, where they fit in it, and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

Resource Inequities

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

GREATEST PROGRESS

ELA Indicator:

- 2018 SBAC ELA 31% Met/Exceed
- All grades are over 31%, but 4th grade who had 30% Met/Exceeded and 6th grade who had 28% Met/Exceeded
- 5th grade had the highest Met/Exceeded with 34%
- Parkwood Elementary 5 X 5 Grid Status: Yellow
- Fall 2018 Academic Indicator showed a 14.9 point growth
- ELL saw a 4.6 point growth
- On the District SPSA Dashboard, we are projected to have approximately 1.5% growth of students in ELA Met/Exceed level or 31.4% of our students.

Math Indicator:

- 2018 SBAC Math 25% Met/Exceeded
- All grades are over 25%, but 5th grade who had 21% Met/Exceeded and 6th grade who had 17% Met/Exceeded.
- 3rd grade had the highest Met/Exceeded with 39%
- Parkwood Elementary 5 X 5 Grid Status: Yellow
- Fall 2018 Academic Indicator showed 9.5 growth
- ELL saw a 27 point growth
- On the District SPSA Dashboard, we are projected to have approximately 2% growth of students in Math Met/Exceed level or 27% of our students.

Reclassified Students

- 1st Grade - 10 students
- 2nd Grade - 24 students
- 3rd Grade - 11 students
- 4th Grade - 6 students
- 5th Grade - 4 students
- 6th Grade - 2 students
- Total Students: 57 students

Suspension Indicator:

- 2017-18 Parkwood Elementary 5 X 5 Grid Status California Dashboard: Yellow, with our ELLs in Orange.

PERFORMANCE GAPS

Parkwood Elementary School does not have any student sub-groups two or more performance levels below the “all student” performance level in both ELA and Math.

INCREASED OR IMPROVED SERVICES

We will target our efforts on improving classroom instruction for both first instruction as well as for differentiation. We will continue to focus on building teacher capacity in regards to lesson design and delivery, enhance collaboration amongst grade level teams, and reinforce the importance of intentionality in planning and provide ongoing professional development in relation to:

- Identification of Essential Standards in English Language Arts and Mathematics
- Unpacking Essential Standards and sequencing from concrete to complex knowledge.
- 15 Day Teaching cycles for both language arts and mathematics.
- Creation of Common Formative Assessments that align with standard expectations of what students should be able to do when achieving mastery.
- Differentiating instruction to provide access to grade level learning for both reteaching and extended learning opportunities.
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.40%	0.42%	4	3	3
African American	3.8%	3.17%	3.54%	30	24	25
Asian	1.7%	2.51%	1.84%	13	19	13
Filipino	0.5%	0.66%	0.71%	4	5	5
Hispanic/Latino	88.1%	87.60%	87.39%	695	664	617
Pacific Islander	%	%	%			
White	4.8%	5.01%	5.1%	38	38	36
Multiple/No Response	%	%	%			
Total Enrollment				789	758	706

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	135	123	116
Grade 1	109	100	99
Grade 2	97	114	96
Grade3	112	92	107
Grade 4	101	100	94
Grade 5	123	105	94
Grade 6	112	124	100
Total Enrollment	789	758	706

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	273	268	250	34.6%	35.4%	35.4%
Fluent English Proficient (FEP)	89	72	56	11.3%	9.5%	7.9%
Reclassified Fluent English Proficient (RFEP)	27	25	22	9.6%	9.2%	8.2%

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	94	109	112	93	109	112	93	109	100	98.9	100
Grade 4	104	101	96	104	100	94	104	100	94	100	99	97.9
Grade 5	125	105	96	125	105	95	125	105	95	100	100	99
Grade 6	112	121	104	112	120	103	112	120	103	100	99.2	99
All Grades	453	421	405	453	418	401	453	418	401	100	99.3	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2387.	2386.	8.93	7.53	13.76	16.96	23.66	14.68	33.04	27.96	29.36	41.07	40.86	42.20
Grade 4	2389.	2420.	2420.	8.65	14.00	8.51	10.58	16.00	19.15	10.58	18.00	25.53	70.19	52.00	46.81
Grade 5	2448.	2456.	2478.	5.60	12.38	14.74	17.60	21.90	27.37	32.80	19.05	22.11	44.00	46.67	35.79
Grade 6	2468.	2483.	2463.	3.57	3.33	8.74	23.21	24.17	13.59	26.79	38.33	28.16	46.43	34.17	49.51
All Grades	N/A	N/A	N/A	6.62	9.09	11.47	17.22	21.53	18.45	26.27	26.32	26.43	49.89	43.06	43.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.14	9.68	13.76	44.64	46.24	45.87	48.21	44.09	40.37
Grade 4	9.62	13.00	10.64	36.54	41.00	47.87	53.85	46.00	41.49
Grade 5	7.20	14.29	20.00	52.00	42.86	45.26	40.80	42.86	34.74
Grade 6	10.71	6.67	11.65	40.18	45.83	37.86	49.11	47.50	50.49
All Grades	8.61	10.77	13.97	43.71	44.02	44.14	47.68	45.22	41.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	8.60	8.26	44.64	49.46	48.62	43.75	41.94	43.12
Grade 4	8.74	7.00	3.19	34.95	44.00	55.32	56.31	49.00	41.49
Grade 5	11.20	17.14	14.74	47.20	37.14	53.68	41.60	45.71	31.58
Grade 6	10.71	6.67	9.71	35.71	47.50	37.86	53.57	45.83	52.43
All Grades	10.62	9.81	8.98	40.93	44.50	48.63	48.45	45.69	42.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	5.38	8.26	66.07	70.97	58.72	22.32	23.66	33.03
Grade 4	3.85	13.00	9.57	49.04	63.00	65.96	47.12	24.00	24.47
Grade 5	5.60	7.62	10.53	56.80	56.19	61.05	37.60	36.19	28.42
Grade 6	7.14	5.00	8.74	59.82	69.17	50.49	33.04	25.83	40.78
All Grades	7.06	7.66	9.23	58.06	64.83	58.85	34.88	27.51	31.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.82	17.20	10.09	46.43	50.54	49.54	43.75	32.26	40.37
Grade 4	10.58	19.00	12.77	31.73	39.00	45.74	57.69	42.00	41.49
Grade 5	12.00	20.95	16.84	49.60	36.19	50.53	38.40	42.86	32.63
Grade 6	13.39	23.33	13.59	45.54	45.00	36.89	41.07	31.67	49.51
All Grades	11.48	20.33	13.22	43.71	42.58	45.64	44.81	37.08	41.15

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	113	94	109	113	94	109	113	94	109	100	100	100
Grade 4	104	101	96	104	100	95	104	100	95	100	99	99
Grade 5	125	105	96	125	105	95	125	105	95	100	100	99
Grade 6	112	121	104	112	120	103	112	120	103	100	99.2	99
All Grades	454	421	405	454	419	402	454	419	402	100	99.5	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2412.	2408.	15.93	12.77	9.17	22.12	25.53	33.94	17.70	28.72	22.02	44.25	32.98	34.86
Grade 4	2414.	2432.	2428.	4.81	6.00	5.26	9.62	20.00	13.68	35.58	31.00	37.89	50.00	43.00	43.16
Grade 5	2446.	2463.	2455.	3.20	8.57	5.26	8.80	12.38	13.68	28.00	28.57	27.37	60.00	50.48	53.68
Grade 6	2440.	2469.	2437.	0.89	1.67	0.97	7.14	15.00	9.71	32.14	33.33	29.13	59.82	50.00	60.19
All Grades	N/A	N/A	N/A	6.17	6.92	5.22	11.89	17.90	18.16	28.19	30.55	28.86	53.74	44.63	47.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.55	27.66	27.52	26.55	34.04	30.28	46.90	38.30	42.20
Grade 4	9.62	13.00	9.47	24.04	23.00	26.32	66.35	64.00	64.21
Grade 5	5.60	11.43	9.47	27.20	32.38	30.53	67.20	56.19	60.00
Grade 6	4.46	3.33	4.85	24.11	36.67	20.39	71.43	60.00	74.76
All Grades	11.45	13.13	13.18	25.55	31.74	26.87	63.00	55.13	59.95

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.47	13.83	14.68	39.82	50.00	45.87	40.71	36.17	39.45
Grade 4	8.65	14.00	12.63	33.65	49.00	40.00	57.69	37.00	47.37
Grade 5	3.20	5.71	9.47	37.60	37.14	33.68	59.20	57.14	56.84
Grade 6	0.89	2.50	3.88	29.46	39.17	33.01	69.64	58.33	63.11
All Grades	7.93	8.59	10.20	35.24	43.44	38.31	56.83	47.97	51.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.16	21.28	18.35	45.13	56.38	55.05	40.71	22.34	26.61
Grade 4	5.77	11.00	10.53	42.31	40.00	44.21	51.92	49.00	45.26
Grade 5	4.00	7.62	7.37	42.40	46.67	43.16	53.60	45.71	49.47
Grade 6	3.57	5.83	4.85	41.07	43.33	31.07	55.36	50.83	64.08
All Grades	6.83	10.98	10.45	42.73	46.30	43.53	50.44	42.72	46.02

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1439.4		1441.9		1433.4		54	
Grade 1	1469.3		1475.8		1462.2		49	
Grade 2	1479.7		1471.9		1487.0		43	
Grade 3	1488.7		1483.5		1493.3		35	
Grade 4	1501.1		1497.9		1503.7		36	
Grade 5	1493.3		1490.8		1495.4		24	
Grade 6	1514.0		1506.0		1521.5		34	
All Grades							275	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.89		35.19		*		*		54	
1	48.98		30.61		*		*		49	
2	32.56		51.16		*		*		43	
3	*		51.43		*		*		35	
4	*		55.56		*		*		36	
5	*		54.17		*		*		24	
6	*		41.18		*		*		34	
All Grades	26.55		44.00		19.27		10.18		275	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.85		24.07		*		*		54	
1	63.27		24.49		*		*		49	
2	44.19		51.16		*		*		43	
3	34.29		37.14		*		*		35	
4	36.11		44.44		*		*		36	
6	*		41.18		*		*		34	
All Grades	44.00		36.36		13.45		6.18		275	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.19		22.22		35.19		*		54	
1	32.65		34.69		*		*		49	
2	32.56		39.53		*		*		43	
3	*		*		42.86		*		35	
4	*		38.89		*		*		36	
6	*		*		52.94		*		34	
All Grades	20.36		30.55		30.18		18.91		275	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.41		35.19		*		54	
1	73.47		*		*		49	
2	53.49		46.51				43	
3	*		57.14		*		35	
4	36.11		55.56		*		36	
5	*		58.33		*		24	
6	35.29		50.00		*		34	
All Grades	47.64		43.64		8.73		275	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.59		42.59		*		54	
1	59.18		36.73		*		49	
2	46.51		53.49				43	
3	45.71		45.71		*		35	
4	52.78		41.67		*		36	
5	58.33		*		*		24	
6	44.12		50.00		*		34	
All Grades	49.45		44.00		6.55		275	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.48		62.96		*		54	
1	51.02		28.57		*		49	
2	39.53		39.53		*		43	
3	*		57.14		37.14		35	
4	*		52.78		36.11		36	
5	*		50.00		45.83		24	
6	*		35.29		61.76		34	
All Grades	24.36		46.55		29.09		275	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.15		42.59		*		54	
1	24.49		63.27		*		49	
2	30.23		67.44		*		43	
3	37.14		42.86		*		35	
4	*		69.44		*		36	
5	*		50.00		*		24	
6	*		88.24		*		34	
All Grades	28.00		60.00		12.00		275	

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
758	91.6%	35.4%	1.6%
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	268	35.4%
Foster Youth	12	1.6%
Homeless	28	3.7%
Socioeconomically Disadvantaged	694	91.6%
Students with Disabilities	51	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.2%
American Indian	3	0.4%
Asian	19	2.5%
Filipino	5	0.7%
Hispanic	664	87.6%
Two or More Races	5	0.7%
White	38	5.0%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Yellow

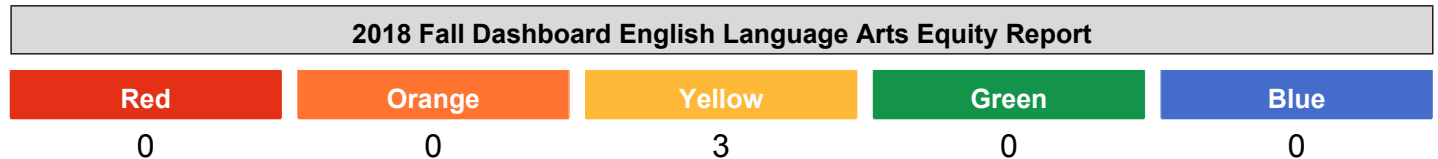
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
43.9 points below standard		48.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased 14 points		Increased 11 points		3 students	
384 students		169 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 No Performance Color	
55.5 points below standard		49.2 points below standard		103.5 points below standard	
Declined -20.2 points		Increased 11.2 points		Increased 36.1 points	
13 students		350 students		25 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 40.1 points below standard Increased 14.8 points 12 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Yellow 44.7 points below standard Increased 12.9 points 338 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 61.4 points below standard Increased 3.6 points 21 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 91.8 points below standard Increased 9.7 points 100 students	Reclassified English Learners 15.2 points above standard Increased 28.2 points 69 students	English Only 41 points below standard Increased 15.8 points 212 students
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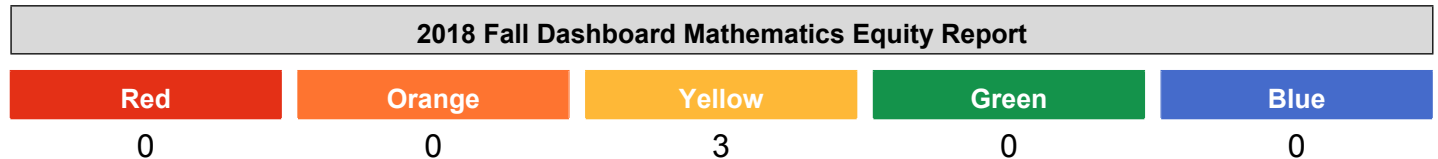
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 54.3 points below standard Increased 17.3 points 384 students	English Learners  Yellow 57.7 points below standard Increased 14.5 points 169 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless  No Performance Color 82.3 points below standard Declined -10.3 points 13 students	Socioeconomically Disadvantaged  Yellow 57.7 points below standard Increased 16.5 points 350 students	Students with Disabilities  No Performance Color 88 points below standard Increased 60.7 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 41.7 points below standard Increased 31.3 points 12 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Yellow 54.9 points below standard Increased 15.9 points 338 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 57 points below standard Increased 20.7 points 21 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 80.9 points below standard Increased 18.5 points 100 students	Reclassified English Learners 23.9 points below standard Increased 18.6 points 69 students	English Only 51.6 points below standard Increased 19.4 points 212 students
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School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
275	26.5%	44%	19.3%	10.2%

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

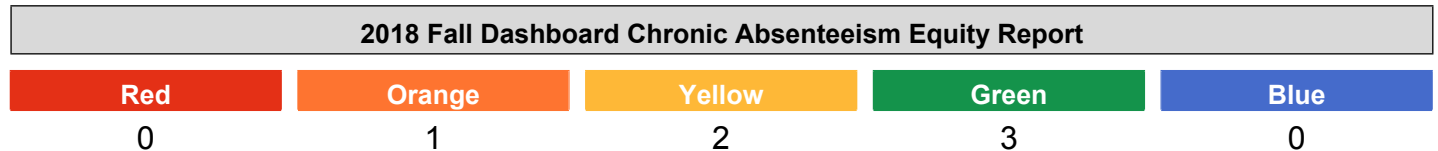
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 8.8% chronically absent Declined 1.5% 796 students	English Learners  Yellow 7% chronically absent Maintained 0.1% 286 students	Foster Youth  No Performance Color 0% chronically absent Declined 6.7% 12 students
Homeless  Yellow 15.9% chronically absent Declined 13.6% 44 students	Socioeconomically Disadvantaged  Green 9% chronically absent Declined 1.5% 732 students	Students with Disabilities  Green 7.5% chronically absent Declined 4.5% 53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 10.3% chronically absent Declined 3.9% 29 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 10.5% chronically absent Increased 3.4% 19 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Green 8.2% chronically absent Declined 0.9% 695 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Orange 17.9% chronically absent Increased 3.3% 39 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

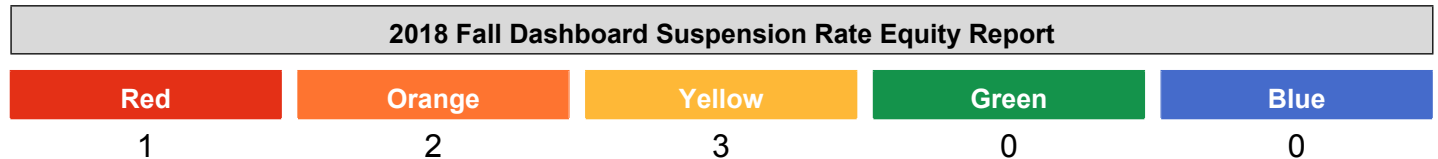
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4.7% suspended at least once Declined -1.1% 825 students	English Learners  Orange 3.1% suspended at least once Increased 0.5% 290 students	Foster Youth  No Performance Color 0% suspended at least once Declined -10.5% 13 students
Homeless  Yellow 3.9% suspended at least once Declined -5.3% 51 students	Socioeconomically Disadvantaged  Yellow 5% suspended at least once Declined -1% 760 students	Students with Disabilities  Orange 10.9% suspended at least once Declined -0.6% 55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 17.2% suspended at least once Increased 0.6% 29 students	American Indian  No Performance Color Less than 11 Students - Data 3 students	Asian  No Performance Color 0% suspended at least once Maintained 0% 19 students	Filipino  No Performance Color Less than 11 Students - Data 5 students
Hispanic  Yellow 4% suspended at least once Declined -1.3% 721 students	Two or More Races  No Performance Color Less than 11 Students - Data 7 students	Pacific Islander  No Performance Color 0 Students	White  Red 9.8% suspended at least once Maintained 0% 41 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.3% suspended at least once	5.9% suspended at least once	4.7% 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.

State Priorities X 1 X 2 X 4 X 7 X 8

Local Priorities 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 support, and leadership development for teachers, leaders and staff.

Goal 1

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.

3-Year School Specific Goal: ELA: Parkwood Elementary will obtain an ELA academic score of high/green based the 2019-20 SBA test. This will require a combined growth of at least 53 points. (The determining factor between high/blue and high/green will be the level of increase in the 2019-20 assessment: 15+ points will give us a high/green ranking.

Interim goals will require us to grow an average of 15 points a year to meet our 3 year goal.

3-Year School Specific Goal - Math: Parkwood Elementary will obtain a Math academic score of high/green based the 2019-20 SBA test. This will require a combined growth of at least 47 points. (The determining factor between high/blue and high/green will be the level of increase in the 2019-20 assessment: 15 + points will give us a high/green ranking. We are in year 3 of our 3 year goal, with 2016-17 as our base year.)

Interim goals will require us to grow an average of 16 points a year to meet our 3 year goal.

3-Year School Specific Goal - ELD: Parkwood Elementary will obtain an ELD academic score of high/yellow based on the 2019-20 ELPAC test. To obtain our goal of high/yellow or high/green we will need to increase the number of students who attain one level of growth a year and/or become reclassified to 67% or more in the reporting year of 2019-20. (We are in year 3 of our 3 year goal, with 2016-17 as our base year. We are also not sure how the data will transfer over as we move from the CELDT to the ELPAC assessment.)

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 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): YELLOW DF3: - 53.1	Color: (Blue or Green): Yellow DF3: -30
Local Interim Assessment ELA	29% of students met or exceeded standard in ELA	45% of students met or exceeded standard in ELA
K-2nd Grade Reading Assessment	24% of students are projected to read at or above grade level.	75% of students will be reading at or above grade level.
3rd to 6th Grade Reading Assessment	28% of students are projected to read at or above grade level.	50% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 63.5	Color: (Blue or Green): Yellow DF3: -35
Local Interim Assessment Math	35% of students met or exceeded standard in math	55% 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	9.6%	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 Students

Strategy/Activity

Planned:

Curriculum and lesson design time for planning –

Certificated Sub/Certificated extra time

- * review current student data
- * make lesson and instructional adjustments
- * plan for new teaching that assure Core instruction
- * assessments to provide knowledge of instructional effectiveness
- * analyze student work
- * identify groups of students to further support learners at all levels

Time is also utilized to calibrate instructional strategies through:

- * peer-observation
- * utilizing current initiatives that include Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction.

* Curriculum and Instruction (C&I TSA) provides ongoing cognitive coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching and observing to increase consistency in instruction and teacher efficacy.

Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

Certificated Subs

4,456

Certificated Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with Common Core expectations.

* Utilize the district's print shop service to provide materials for student use as well as for parent education.

* Purchase materials including, but not limited to: duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support character education and PBIS.

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)
10,240	Instructional Supplies
5,000	Book and reference materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Travel and Conference/Professional Learning Communities

Professional development based on pedagogy and current best practices (Common Core Implementation).

Assess and align current practices at school for school reform and improvement.

Attend PLC at Work Conference

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)
12,000	Travel and Conference

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Leadership Extra Time

Review and analyze ELA and Math 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.

See Goal 1 Strategy/Activity 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 Students

Strategy/Activity

Planned:

After School Intervention – Teacher Extra Time

Provide tutoring to targeted students needing extra support in English language arts and/or Math.

Provide materials and supplies for after school tutoring instruction.

See Goal 1 Strategy/Activity 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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Response to Intervention Teacher on Special Assignment (1 at 100% and 1 at 0.46%)

- * Support to increase student achievement as provided by TSA's and support staff
- * Collaborate, review, and analyze data with staff to identify academic needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on Rtl tracker, monitor progress, and support identified interventions indicated in the green intervention folder.
- * Provide researched-based intervention, targeting students' identified needs.
- * Organize, schedule, facilitate, and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- * Provide professional development to support effectively implementing intervention in the classroom.

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)

83,000

Source(s)

RTI TSA

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Clerical & Office Extra Time

- * Update student records
- * Provide parent translation, both oral and written
- * Provide preparation time for parent support

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)

3,260

Source(s)

Clerical Extra Time

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

Curriculum and lesson design time for planning –

- * Certificated Sub/Certificated extra time.
- * Coverage during the duty day
- * Certificated Extra Time
- * Paid Time before and after the duty day

Administration, Site Teacher on Special Assignment (TSAs), and grade level teams meet monthly to:

- * review current student data
- * make lesson and instructional adjustments
- * plan for new teaching that assure Core instruction
- * assessments to provide knowledge of instructional effectiveness
- * analyze student work
- * identify groups of students to further support learners at all levels.

Time is also utilized to calibrate instructional strategies through:

- * Peer-observation
- * utilizing current initiatives that include Daily 5, Thinking Maps, Write from the Beginning, 15 day plans, and differentiated instruction.
- * Curriculum and Instruction (C&I TSA) provides on-going cognitive coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching and observing to increase consistency in instruction and teacher efficacy.

Strategy/Activity 2

Instructional Supplies and materials

- * Purchase materials and supplies that supplement the core program including classroom books, leveled readers and library books.
- * Purchase new or replace existing technology hardware.

Through the use of ELA and Math Instructional Units, collaboration, pacing and planning, core instruction and materials will be used for first instruction, remediation and summative achievement. Through this process, supplementary materials are identified to support the core program.

Additionally, resources that are vital to instructional delivery may be identified to purchase new or replace.

Items Purchased:

- * Classroom Library Books
- * Leveled Readers
- * Daily 5 Literature
- * Write from the Beginning Teacher Editions: Expository Manuals

Strategy/Activity 3

Leadership Extra Time

- * Review and analyze ELA and Math 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.
- * Create sub-committees to address current needs e.g. technology, assessment, curriculum, etc. (i.e. Technology Committee, PBIS Committee).

Funding was primarily through Strategic Academic Plan (SAP) district funds; however, some funds were used to cover additional SAP members who weren't funded by district monies.

No Title 1 funding was utilized to create sub-committees. Sub-committee for PBIS met during duty-day. Technology sub-committee was not needed due to Instructional Technology support provided by district.

Strategy/Activity 4

Travel & Conference - Professional Learning Communities

- * Professional development based on pedagogy and current best practices (Common Core Implementation).
- * Assess and align current practices at school for school reform and improvement.
- * Attend PLC at Work Conference

Leadership staff attended the Professional Learning Communities Conference in San Jose, CA, July of 2018. From this professional development, the following was implemented or designed.

- * Identification of Essential Standards
- * Staff training on Learning Progressions of Standards
- * Creation of Common Formative Assessments
- * Development of "15-Day Plan" Units
- * Data Protocol tools to identify levels of learning and differentiated instruction to extend, remediate student achievement.

In addition, several staff members attended CGI professional development in Math in July of 2018 at Fresno State.

Strategy/Activity 5

After School Intervention – Teacher Extra Time

- * Provide tutoring to targeted students needing extra support in English Language Arts.
- * Provide materials and supplies for after school tutoring instruction.

Title 1 funds were not utilized for this purpose during the 2018-19 school year.

Strategy/Activity 6

Response to Intervention Teacher on Special Assignment (1 at 1.0 FTE, 1 at 0.46%)

- * Review and analyze data from CELDT scores, district assessments, and common formative assessments to identify academic needs.
- * Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of students At-Risk.
- * Provide intervention, targeting students' identified needs.

One Teacher on Special Assignment @46% provided Tier 3 intensive intervention to ?? identified students 45 minutes daily. Intensive intervention includes phonics, reading fluency, and comprehension strategies utilizing research based programs and guided reading strategies. We were unable to fill the 1.0 FTE due to no applicants meeting job requirement criteria.

Strategy/Activity 7

Maintenance & License

- * Purchase Accelerated Reader Cloud Site License for students Grade 1-6 as a reading incentive.
- * Purchase STAR reading assessment cloud site license to assess Independent Reading Level.

All students in grades first to sixth grade, and identified kindergarten students are assessed in the assessment portion of the program, STAR reading, to receive an independent reading level. This level allows students to set goals in their reading while reading books at their respective level. Students are assessed three times a year for this level, and as students read books assess on the comprehension of their current read to measure growth. Awards are presented to students achieving their goals quarterly.

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

Certificated Sub/Certificated extra time & Certificated Extra Time

Budgeted: \$23,000

Estimated Actual: \$11,500

Difference: \$11,500

Money was allocated for monthly planning days. Some grade levels didn't need monthly planning days but rather bi-monthly planning days.

Strategy/Activity 2

Instructional Supplies & Books and Reference Materials

Budgeted: \$14,985

Estimated Actuals: \$23,000

Difference: \$8,015

Carryover was placed in this area to fund additional instructional supplies and reference materials. See Strategy/Activity 2 for items purchased.

Strategy/Activity 3

Leadership Extra Time

Budgeted: \$6,000

Estimated Actuals: \$2,000

Difference: \$4,000

Funding was primarily through Strategic Academic Plan (SAP) district funds however some funds were used to cover additional SAP members who weren't funded by district monies.

No Title 1 funding was utilized to create sub-committees. Sub-committee for PBIS met during duty-day. Technology sub-committee was not needed due to Instructional Technology support provided by district.

Strategy/Activity 4

Travel & Conference

Budgeted: \$12,000

Estimated Actuals: \$10,000

Difference: \$2,000

We are planning on sending a team to the PLC conference in July 2019. Funding will pay for conference registration, lodging, food, and travel expenses.

Strategy/Activity 5
Teacher Extra Time
See Strategy/Activity 1

Strategy/Activity 6
Response to Intervention Teacher on Special Assignment (1 at 1.0 FTE, 1 at 0.46%)
Budgeted: \$76,235
Estimated Actuals: \$0
Difference: \$76,235
We were unable to fill the 1.0 FTE due to no applicants meeting job requirement criteria. District Title 1 funds paying for 0.46% personnel due to not having 1.0 FTE.

Strategy/Activity 7
Maintenance & License
Budgeted: \$0
Estimated Actuals: \$7,000
Difference: \$7,000
Money was transferred to fund computer hardware/software & maintenance and license

Parkwood Elementary had an increase in overall percentage of students at met/exceeds the standard from 23% to 31% as measured by the SBAC-ELA and 18% to 25% as measured by the SBAC-Math by June 2018. Actuals will be available summer of 2019.

State Assessment (CAASPP) ELA & Math

* 2015-16 ELA 17%

Math 15%

* 2016-17 ELA 23%

Math 18%

* 2017-18 ELA 25%

Math 25%

At this time, using the SPSA Dashboard, we are projected to grow 1.5% in ELA and 2% in Math.

Local Assessment NWEA % above the national norm

* Fall Reading 30.2%

* Fall Math 27.8%

* Winter Reading 24.8%

* Winter Math 21.8%

Local Assessment Next Step Guided Reading (NSGR) Met or Exceeded Reading Level Expectation

* NSGR #1

Kindergarten 48.4%

1st grade 45.1%

2nd grade 46.1%

* NSGR #2

1st grade 44.4%

2nd grade 57%

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.

Based on the data, all actions/strategies in Goal 1 will continue to be supported by Title 1 funds to support our SAP initiatives.

* Professional Learning Communities - Deliberate focus on PLC process which would include: identifying and prioritizing essential standards, planning time, CFAs, data analysis, sharing strategies, responding to intervention, implementation of adopted curriculum, and pertinent professional development.

For strategy/activity 5, we will provide tutoring to targeted students needing extra support in English Language Arts and/or Math. Materials and supplies will be provided for after school tutoring instruction.

For strategy/activity 6, we will add a 1.0 FTE Response to Intervention (RtI) and fund our 46% Response to Intervention (RtI) teacher to support our struggling readers...as part of our full MTSS that is supported by district personnel as well.

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: Safe and Healthy Environment for Learning and Work

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 X 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 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.

3-Year School Specific Goal: Parkwood Elementary will obtain a Suspension score of Very Low, performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

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	5.9% (52 students were suspended one or more times.) 2016-17	3.0%
5th Grade School Climate Favorable	61% (112 student responses)	70%
6th Grade School Climate Favorable	46% (98 student responses)	65%

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

Planned:

Coordination of Services Team (COST): Certificated Substitute

- * Provide academic and behavior intervention, targeting student's identified needs aligned to our Response to Intervention model.
- * COST services meetings are times to align necessary supports that will address specific student needs in regards to his/her behavior. The goal is to have a student eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each individual student, and is fluidly amendable as students progress or regress in their behavior.

Support to increase student achievement as provided by TSA's and support staff

- * Collaborate, review, and analyze data with staff to identify academic needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI tracker, monitor progress, and support identified interventions indicated in the green intervention folder.
- * Provide researched-based intervention, targeting students' identified needs.
- * Organize, schedule, facilitate, and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- * Provide professional development to support effectively implementing intervention in the classroom.

See Goal 1 Strategy/Action 1

See Goal 1 Strategy/Action 6

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Professional Development Opportunities

- * Provide professional development in School Conflict Resolution, Discipline That Restores, Peer Mediation Training.
- * Provide Positive Behavioral Interventions and Supports Cohort training for school-wide implementation. Training is provided by Madera County Office of Education.
- * BER: Disruptive Students Training
- * Professional development to support effectively implementing intervention in the classroom
- * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

School personnel need continual development in behavior management and behavior supports for students experiencing trauma, social or emotional hardships that prevent the student to self-regulate and inhibit learning. This includes positive interventions and redirections as well as de-escalation strategies to maintain an environment conducive to learning.

Parkwood attended year two of Positive Behavior Intervention and Support (PBIS) training.

Implementation of school-wide and classroom behavior matrix, discipline flowchart, and school-wide reinforcers was the focus of all staff.

See Goal 1 Strategy/Action 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Coordination of Services Team (COST): Certificated Substitute

- * Provide academic and behavior intervention, targeting student's identified needs aligned to our Response to Intervention model.
- * COST services meetings are times to align necessary supports that will address specific student needs in regards to his/her behavior. The goal is to have a student eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that

is tailored to each individual student, and is fluidly amendable as students progress or regress in their behavior.

Strategy/Activity 2

Professional Development - Travel & Conference

* School personnel need continual development in behavior management and behavior supports for students experiencing trauma, social or emotional hardships that prevent the student to self-regulate and inhibit learning. This includes positive interventions and redirections as well as de-escalation strategies to maintain an environment conducive to learning.

* Parkwood attended Year Two of Positive Behavior Intervention and Support (PBIS) training. Implementation of school-wide and classroom behavior matrix, discipline flowchart, and school-wide reinforcers was the focus of all staff.

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

Coordination of Services Team (COST): Certificated Substitutes

See Goal 1 Strategy/Activity 1

COST meeting were held to plan and develop an academic or behavior individual student action plan for students in need of support.

Strategy/Activity 2

Professional Development - Travel & Conference

See Goal 1 Activity/Strategy 4

At the end of the 2017-18 school year, we had 47 suspensions which results in a 4.73% suspension rate. This is a decrease by approximately 1.71% from the previous year.

At the end of the 2017-18 school year, we had a 96.1% year to date attendance rate. This in an increase by approximately 0.28%

See Goal 1 for data.

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.

See Goal 1

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: Improve parent involvement programs making it an essential component of our educational program.
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 X 5 X 6

Local Priorities None

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 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.

3-Year School Specific Goal: Parkwood 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

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
Title 1 meeting	70	120
Back-to-school Attendance	645	730
Active Parent Portal Users	531	550

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

Planned:

Parent Involvement Activities: Certificated and Classified Extra time

- * Parents will be surveyed to determine specific topics suggested for possible training.
- * Parent trainings will be made available to support their child's education at home. Training will include Language Arts and Math.
- * Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics.

We hold multiple meetings that provide parents with a variety of information.

- * SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets at a minimum, 5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA)
- * ELAC (English Language Acquisition Committee) meets approximately 5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our EL students.
- * Our Parkwood Parent Community Club (PPCC) is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways.
- * Parent/teacher conferences are held 2 to 4 times a year. This is a time to student academic achievement and progress are shared. This helps build the home/school connection.
- * SST (Student Study Team), IEP (Individualized Education Plan), and 504 meetings are held to in support of student success.
- * Back to School and Open House night are opportunities for our families to visit classrooms and see student expectations and learning outcomes from their teachers.
- * Parent nights are held that cover a variety of topics. This year we have held the following parent nights: Family Math, Family ELA, and Kinder orientation.
- * Parent Focus groups are held as an open forum for parents to share their perspectives on school improvement initiatives.

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)

620

580

Source(s)

Certificated Extra Time Parent ED

Clerk/Office Extra Time Parent ED

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Purchase supplemental instructional supplies, books and reference materials, and

Duplication/Printshop:

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

Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics. Leveled readers are also produced to send home as reads for students.

See Goal 1 Strategy/Activity 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

318

1,300

Source(s)

Duplicating / Print shop Parent ED

Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planned:

Teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

See Goal 3 Strategy/Activity 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)

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
Teacher/Classified Release Time & Extra Time:
* SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets at a minimum, 5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA)
* ELAC (English Language Acquisition Committee) meets approximately 5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our EL students.
* Our Parkwood Parent Community Club (PPCC) is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways.
* Parent/teacher conferences are held 2 to 4 times a year. This is a time to student academic achievement and progress are shared. This helps build the home/school connection.
* SST (Student Study Team), IEP (Individualized Education Plan), and 504 meetings are held to in support of student success.
* Back to School and Open House night are opportunities for our families to visit classrooms and see student expectations and learning outcomes from their teachers.
* Parent meetings with administration are held as an open forum for parents to share their perspectives on school improvement initiatives or questions they may have.

Strategy/Activity 2
Supplemental instructional supplies, books and reference materials, and Duplication/Printshop:
Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics.

Strategy/Activity 3

Teacher/Classified Release Time and Extra Time:

- * Provide parent translation – oral and written
- * Provide preparation time for parent support
- * Provide parent education nights

Oral translation services were provided at conferences and meetings.

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

Teacher/Classified Release Time & Extra Time:

Budgeted:\$2,900

Estimated Actuals:

Difference:

This year we didn't host any parent trainings. Next year we will host parent workshops. Last year we funded a family Zumba twice a week; however, this was funded by Parent Resource Center this school year.

Strategy/Activity 2

Supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

Budgeted: \$1,000

Estimated Actuals: \$1,209

Difference: \$209

Money move to this account to fund additional supplies, books and reference materials, and Duplication/Printshop.

Strategy/Activity 3

Teacher/Classified Release Time and Extra Time:

See Strategy/Activity 1

Back to School Nights (students represented): 500

ELAC (average attendance): 5

Open House (students represented): 450

Active Parent Portal Users:

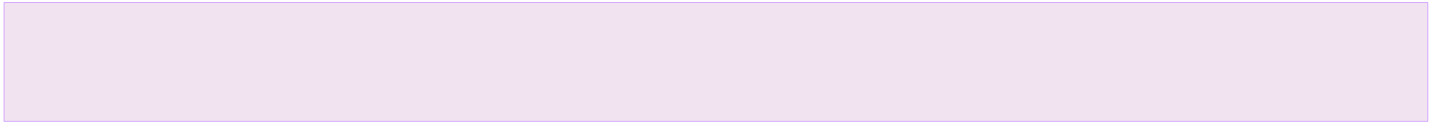
Title 1 Parent Meeting (total attendance): 10

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.

Based on the data, all strategies/activities in Goal 3 will continue to be supported by Title 1 funds to support our SAP initiatives.

Parent workshops will be held next year to support education at home. Needs will be determined by parent survey.

Teacher/Classified Release Time & Extra Time will be utilized to support parent involvement.



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: Increase and improve technology.

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

State Priorities X 1

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

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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	36.7% of Chromebook devices met 75% of 2-hour daily threshold.	70% of Chromebooks will meet 75% of 2-hour threshold.
Google API (average daily usage of devices)	1.4 hours per day	1.7 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

Planned:

Purchase and Maintain Technology and Supplemental Materials

- * Purchase hardware and/or software to support the core program implementation and technology goal.
- * Purchase materials including but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core curriculum support.
- * Purchase, replace, and utilize technology utilized for the classroom, including Starfall for primary and Accelerated Reader for grades 2-6.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,000

Computer Hardware/Software Maintenance & License

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)

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

Purchase Technology and Resources

- * Purchase hardware and/or software to support the core program implementation.
- * Purchase/Replace Technology utilized for the classroom, including Starfall for primary and Accelerated Reader for grades 2-6.
- * Utilize up-to-date technology programs that support the core program.

All students in grades first to sixth grade, and identified kindergarten students are assessed in the assessment portion of the program, STAR reading, to receive an independent reading level. This level allows students to set goals in their reading while reading books at their respective level. Students are assessed three times a year for this level, and as students read books assess on the comprehension of their current read to measure growth. Awards are presented to students achieving their goals quarterly.

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

Purchase Technology and Resources:

Budgeted: \$0

Estimated Actuals: \$8,131.19

Difference: \$8,131.19

Money was transferred to this account to fund the purchase of technology and resources.

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.

Based on the data, all actions/strategies in Goal 4 will continue to be supported by Title 1 funds to support our SAP initiatives.

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	\$142,774.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,774.00

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 (\$)
Book and reference materials	\$5,000.00
Certificated Extra Time	\$4,456.00
Certificated Extra Time Parent ED	\$620.00
Certificated Subs	\$15,000.00
Clerical Extra Time	\$3,260.00
Clerk/Office Extra Time Parent ED	\$580.00
Computer Hardware/Software Maintenance & License	\$7,000.00
Duplicating / Print shop Parent ED	\$318.00
Instructional Supplies	\$10,240.00
RTI TSA	\$83,000.00
Supplies	\$1,300.00
Supplies	\$1,300.00
Travel and Conference	\$12,000.00

Subtotal of state or local funds included for this school: \$142,774.00

Total of federal, state, and/or local funds for this school: \$142,774.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Denise Munoz	Principal
Jessica Salinas	Classroom Teacher
Martha Galindo	Classroom Teacher
Azza Gerringer	Classroom Teacher
Cynthia Moreno	Other School Staff
Arhea Adams	Parent or Community Member
Vanessa Madrigales	Parent or Community Member
Alondra Villanueva	Parent or Community Member
Laura Villalobos	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

Alondra Villanueva

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:

Denise Munoz

Principal, Denise Munoz on 4/25/19

Arhea Adams

SSC Chairperson, Arhea Adams on 4/25/19

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Parkwood Elementary School

Funding Source: Book and reference materials

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Planned: Purchase supplemental instructional supplies, books, and reference materials and Duplication/Print Shop * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with Common Core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to: duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS.

Book and reference materials Total Expenditures: \$5,000.00

Book and reference materials Allocation Balance: \$0.00

Funding Source: Certificated Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$4,456.00

Planned:

Curriculum and lesson design time for planning –
Certificated Sub/Certificated extra time

- * review current student data
- * make lesson and instructional adjustments
- * plan for new teaching that assure Core instruction
- * assessments to provide knowledge of instructional effectiveness
- * analyze student work
- * identify groups of students to further support learners at all levels

Time is also utilized to calibrate instructional strategies through:

- * peer-observation
- * utilizing current initiatives that include Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction.
- * Curriculum and Instruction (C&I TSA) provides ongoing cognitive coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching

and observing to increase consistency in instruction and teacher efficacy.

Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD.

Certificated Extra Time Total Expenditures: \$4,456.00

Certificated Extra Time Allocation Balance: \$0.00

Funding Source: Certificated Extra Time Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$620.00		<p>Planned:</p> <p>Parent Involvement Activities: Certificated and Classified Extra time</p> <ul style="list-style-type: none"> * Parents will be surveyed to determine specific topics suggested for possible training. * Parent trainings will be made available to support their child's education at home. Training will include Language Arts and

Math.

- * Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics.

We hold multiple meetings that provide parents with a variety of information.

- * SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets at a minimum, 5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA)

- * ELAC (English Language Acquisition Committee) meets approximately 5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our EL students.

- * Our Parkwood Parent Community Club (PPCC) is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways.

- * Parent/teacher conferences are held 2 to 4 times a year. This is a time to student academic achievement and progress are shared. This helps build the home/school connection.

- * SST (Student Study Team), IEP (Individualized Education Plan), and 504 meetings are held to in support of student success.

- * Back to School and Open House night are opportunities for our families to visit classrooms and see student expectations and learning outcomes from their teachers.

- * Parent nights are held that cover a variety of topics. This year we have held the following parent nights: Family Math, Family ELA, and Kinder orientation.

- * Parent Focus groups are held as an open forum for parents to share their perspectives on school improvement initiatives.

Parkwood Elementary School

Certificated Extra Time Parent ED Total Expenditures: \$620.00

Certificated Extra Time Parent ED Allocation Balance: \$0.00

Funding Source: Certificated Subs

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$15,000.00		<p>Planned:</p> <p>Curriculum and lesson design time for planning – Certificated Sub/Certificated extra time</p> <ul style="list-style-type: none">* review current student data* make lesson and instructional adjustments* plan for new teaching that assure Core instruction* assessments to provide knowledge of instructional effectiveness* analyze student work* identify groups of students to further support learners at all levels <p>Time is also utilized to calibrate instructional strategies through:</p> <ul style="list-style-type: none">* peer-observation* utilizing current initiatives that include Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction.* Curriculum and Instruction (C&I TSA) provides ongoing cognitive coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching <p>and observing to increase consistency in instruction and teacher efficacy.</p> <p>Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD.</p>

Certificated Subs Total Expenditures: \$15,000.00

Certificated Subs Allocation Balance: \$0.00

Parkwood Elementary School

Funding Source: Clerical Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,260.00		Planned: Clerical & Office Extra Time * Update student records * Provide parent translation, both oral and written * Provide preparation time for parent support
Clerical Extra Time Total Expenditures:		\$3,260.00		
Clerical Extra Time Allocation Balance:		\$0.00		

Funding Source: Clerk/Office Extra Time Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$580.00		Planned: Parent Involvement Activities: Certificated and Classified Extra time * Parents will be surveyed to determine specific topics suggested for possible training. * Parent trainings will be made available to support their child's education at home. Training will include Language Arts and Math. * Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics.
				We hold multiple meetings that provide parents with a variety of information. * SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets at a minimum, 5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA) * ELAC (English Language Acquisition Committee) meets

Parkwood Elementary School

approximately 5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our EL students.

* Our Parkwood Parent Community Club (PPCC) is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways.

* Parent/teacher conferences are held 2 to 4 times a year. This is a time to student academic achievement and progress are shared. This helps build the home/school connection.

* SST (Student Study Team), IEP (Individualized Education Plan), and 504 meetings are held to in support of student success.

* Back to School and Open House night are opportunities for our families to visit classrooms and see student expectations and learning outcomes from their teachers.

* Parent nights are held that cover a variety of topics. This year we have held the following parent nights: Family Math, Family ELA, and Kinder orientation.

* Parent Focus groups are held as an open forum for parents to share their perspectives on school improvement initiatives.

Clerk/Office Extra Time Parent ED Total Expenditures: \$580.00

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

Funding Source: Computer Hardware/Software Maintenance & License

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$7,000.00

Planned:

Purchase and Maintain Technology and Supplemental Materials

- * Purchase hardware and/or software to support the core program implementation and technology goal.

- * Purchase materials including but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

- * Provide for repairs as needed to keep equipment in working order.

- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core curriculum support.

- * Purchase, replace, and utilize technology utilized for the classroom, including Starfall for primary and Accelerated Reader for grades 2-6.

Computer Hardware/Software Maintenance & License Total Expenditures:	\$7,000.00
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Computer Hardware/Software Maintenance & License Allocation Balance:	\$0.00
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Funding Source: Duplicating / Print shop Parent ED \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$318.00

Planned:

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

- * Purchase materials to support parent involvement.

- * Utilize the district's print shop service to provide materials for parent communication.

- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics. Leveled readers are also produced to send home as reads for students.

See Goal 1 Strategy/Activity 2

Duplicating / Print shop Parent ED Total Expenditures: \$318.00

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

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$10,240.00

Planned:

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

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with Common Core expectations.

- * Utilize the district's print shop service to provide materials for student use as well as for parent education.

- * Purchase materials including, but not limited to: duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- * Purchase materials and supplies to support the implementation of advanced thinking skills.

- * Purchase materials and supplies to support character education and PBIS.

Instructional Supplies Total Expenditures: \$10,240.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$83,000.00

Planned:
Response to Intervention Teacher on Special Assignment (1 at 100% and 1 at 0.46%)
* Support to increase student achievement as provided by TSA's and support staff
* Collaborate, review, and analyze data with staff to identify academic needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI tracker, monitor progress, and support identified interventions indicated in the green intervention folder.
* Provide researched-based intervention, targeting students' identified needs.
* Organize, schedule, facilitate, and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* Provide professional development to support effectively implementing intervention in the classroom.

RTI TSA Total Expenditures: \$83,000.00

RTI TSA Allocation Balance: \$0.00

Funding Source: Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Parkwood Elementary School

\$1,300.00

Planned:

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

- * Purchase materials to support parent involvement.

- * Utilize the district's print shop service to provide materials for parent communication.

- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics. Leveled readers are also produced to send home as reads for students.

See Goal 1 Strategy/Activity 2

Supplies Total Expenditures: \$1,300.00

Supplies Allocation Balance: \$0.00

Funding Source: Travel and Conference

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$12,000.00		Planned: Travel and Conference/Professional Learning Communities Professional development based on pedagogy and current best practices (Common Core Implementation). Assess and align current practices at school for school reform and improvement. Attend PLC at Work Conference

Parkwood Elementary School

Travel and Conference Total Expenditures:	\$12,000.00
Travel and Conference Allocation Balance:	\$0.00
Parkwood Elementary School Total Expenditures:	\$142,774.00