

School Year: 2018-2019

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Dapplegray Elementary	19-64865-6116172	October 29, 2018	December 12, 2018

## Stakeholder Involvement

### Involvement Process for the SPSA and Annual Review and Update

Dapplegray School Site Council met to review, discuss, and update the components of the Single Plan for Student Achievement. During the discussion of the goals, strategies, and activities, the School Site Council, made up of all stakeholders, made suggestions and additions to the plan. The team is satisfied with the decisions made on the 2018-19 SPSA.

## Goals, Strategies, & Proposed Expenditures

### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

#### Basis for this Goal

Providing a highly skilled staff in a safe and maintained environment will provide an effective educational program for all students.

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
TK-2 teachers will complete professional development hours focused on the new ELA program.	Implement the new adoption of Wonders 100% of classrooms TK-2.	By the end of the 2018-19 school year, 100% of TK-2 teachers will have attended at least 20 hours of training to learn how to implement all components of the new ELA Wonder curriculum.
3-5 teachers will complete professional development hours focused on NGSS.	NGSS year 1 implementation for all teachers grade 3-5.	By the end of the 2018-19 school year, 100% of the third-fifth grade teachers will have attended 21 hours of professional development focused on NGSS.
Professional Development will be offered for teachers not yet trained in the CGI instructional strategies for math instruction.	6 teachers will receive 3 days of training in CGI methods to support differentiated math instruction.	100% of teachers, TK-5, will have completed introductory CGI training by June 2019.
Professional Development Effective Intervention- (small group and one-on-one focusing on Tier 2 and Tier 3 students)	Has been included generally, but not specifically or with intent	100% of teachers will participate in effective instruction training and reflection on instructional strategies that support student below grade level. 100% of teachers will document delivery and measure progress for identified students at regular grade-level meetings every 6-8 weeks.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

All students served TK - 2.

Strategy/Activity

Teachers will attend the District provided professional development trainings to support TK-2 ELA Wonders adoption. Wonders curriculum will be implemented daily.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

All students Grade 3 - 5

Strategy/Activity

Teachers in grades 3 – 5 will attend the District provided professional development trainings to support NGSS. Teachers will utilize district provided Amplify and StemScopes lessons to inform planned adoption next year.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

All students will be served.

Strategy/Activity

By June 2019, all teachers will be trained in Cognitively Guided Instructional strategies to support math instruction.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All students will be served

Strategy/Activity

To monitor implementation, to identify areas for professional development, and set expected parameters for fidelity measures, all teachers will complete a survey measuring understanding, utilization, and application of CGI strategies.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

All students served

Strategy/Activity

Teachers and RTI support staff will attend site provided Professional Development to identify and develop strategies to target and support students performing below grade level within the general education classroom setting. Teachers will develop

interventions and supports for students performing below grade level and review student progress at grade level meetings and RTI data review meetings every 6-8 weeks.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Supplemental site funds
Budget Reference(s)	Substitute costs for RTI data review and grade level meetings, printing costs, research based software programs

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

All students served in grade 3-5

### Strategy/Activity

100% of the teachers' grades 3-5 will deliver a minimum of 5 units of study based on NGSS and implement Amplify and StemScopes lessons to inform planned adoption for next year.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Supplemental site funds, site discretionary funds
Budget Reference(s)	Supplies needed for science lessons

## **Goal 2**

**Provide an instructional program which raises achievement for all students in all four core content areas**

### Basis for this Goal

Sustaining/Maintaining a strong instructional program raises the achievement of all students.

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018 Math CAASPP data	The percentage of students who met or exceeded grade level standards in 2017-18 are: 3 <sup>rd</sup> grade: 76% 4 <sup>th</sup> grade: 82% 5 <sup>th</sup> grade: 70%	The percentage of students in class of 2019 scoring standards met and standards exceeded will increase by at least 2%. Percentage of students scoring near and below will decrease by at least 2%.
2018 ELA CAASPP data	The percentage of students who met or exceeded grade level standards in 2017-18 are: 3 <sup>rd</sup> grade: 80% 4 <sup>th</sup> grade: 86% 5 <sup>th</sup> grade: 80%	The percentage of students in class of 2019 scoring standards met and standards exceeded will increase by at least 2%. Percentage of students scoring near and below will decrease by at least 2%.
AIMS Web data	7% of students tested K-5 qualified for Tier 3 ELA supports.	The percentage of students who qualified for Tier 3 reading supports will decrease by 2%.
AIMS Web math probe data and classroom MIF summative assessments	13% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students qualified for Tier 3 math supports	The percentage of students who qualified for Tier 3 math supports grades 3-5 will decrease by 2%.

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students will be served.

### Strategy/Activity

Dapplegray will continue to perform universal screenings for 100% of students (excluding TK) with a research-based assessment to identify student who are in need of extra academic support, principally directed to our unduplicated students. Using this data, our team will work to adjust teaching or groupings to serve students identified or more forward with appropriate support as determined by the site team.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All students considered, identified tier 3 students will be served

### Strategy/Activity

Using this data, the Dapplegray teachers and support staff will work to adjust teaching and groupings to target Tier 3 and Tier 2 students struggling in reading.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Supplemental site funds
Budget Reference(s)	Printed materials, hardware, software intervention programs, substitute costs

## Strategy/Activity 3

### **Students to be Served by this Strategy/Activity**

Students in 3<sup>rd</sup> grade

### **Strategy/Activity**

Grade level team members will attend Daily 5 workshop to be trained in how to support small group, scaffold reading intervention. After workshop training, they will plan to meet in the 2<sup>nd</sup> and 3<sup>rd</sup> trimester with other district teachers using this same program to monitor program fidelity.

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$3000
Source(s)	Supplemental site funds
Budget Reference(s)	2 day conference costs, substitute costs, leveled reading program materials

### **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

Identified Tier 3 students currently in 3<sup>rd</sup>-5<sup>th</sup> grade.

### **Strategy/Activity**

Using this data, the Dapplegray teachers and support staff will work to adjust teaching and groupings to target Tier 3 and Tier 2 students struggling in mathematics.

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$3000
Source(s)	Supplemental site funds
Budget Reference(s)	Materials, software costs, substitute cost for planning time, printing costs for extra support materials



## Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

### Basis for this Goal

Providing a strong instructional program for identified students will increase their academic performance.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores for identified EL	<p>55% of EL students in 3<sup>rd</sup> grade met or exceeded standards in ELA and 70% for Math</p> <p>54% of EL students in 4<sup>th</sup> grade met or exceeded standards in ELA and 73% for Math</p> <p>60% of EL students in 5<sup>th</sup> grade met or exceeded standard in ELA and 50% for Math</p>	<p>The percentage of EL students scoring standards met and exceeded will increase by 2%.</p> <p>The percentage of EL students scoring standards near and below standards will decrease by 2%.</p>
ELPAC scores for identified EL students	<p>19% at level 1</p> <p>17% at level 2</p> <p>42% at level 3</p> <p>15% at level 4</p> <p>8% at level 5</p>	<p>Students who are qualify for additional language support will be referred to appropriate leveled interventions.</p>
CAASPP scores for Special Education Students	<p>31% of SPED students in 3<sup>rd</sup> grade met or exceeded standards in ELA and 52% for Math</p> <p>78% of SPED students in 4<sup>th</sup> grade met or exceeded standards in ELA and 79% for Math</p> <p>13% of SPED students in 5<sup>th</sup> grade met or exceeded standard in ELA and 29% for Math</p>	<p>The percentage of SPED students scoring standards met and exceeded will increase by 2%.</p> <p>The percentage of SPED students scoring near and below standards will decrease by 2%.</p>

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

Identified students will be served.

Strategy/Activity

Dapplegray will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards and use the data as one of the measures in order to revise and develop IEP goals and evaluate the services available to students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

Students identified as ELL (including IFEP and RFEP) will be served.

Strategy/Activity

Dapplegray will continue to assess our English Learner program and provide support as needed such as but not limited to: identify a site lead to serve on a teacher English Learner committee; individual instructional sessions by classified instructional assistants for EL students using English Language Development (ELD) supplemental materials and manipulatives as needed for intervention instruction in order to maintain or increase the percent of English Learner (EL) students making progress toward English proficiency and standards mastery.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$26,700
Source(s)	Supplemental site funds
Budget Reference(s)	Classified aide salary, program materials, printing, technology (hardware and software)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

All identified EL students

Strategy/Activity

Reclassified students will be monitored and given supports as appropriate as determined by the Teacher on Special Assignment in partnership with the school site team.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All identified EL students

Strategy/Activity

Evaluate current English Learner instructional materials to ensure best practice teaching methods are implemented. Provide academic language intervention and other language interventions after reclassification, when necessary

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	See activity 2 for expense reference
Source(s)	See activity 2 for source reference
Budget Reference(s)	See activity 2 for budget reference

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

All identified GATE students

Strategy/Activity

Provide additional math and writing classes before and after school for identified GATE students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1500
Source(s)	Supplemental and site discretionary funds
Budget Reference(s)	Math enrichment and writing enrichment classes for GATE students

**Goal 4**

**Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

**Basis for this Goal**

Providing a welcoming and safe educational and emotional environment for students will enhance the conditions for students' academic and social-emotional learning.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
Attendance data	Attendance data show that 4% of students were chronically truant from school in 17-18 school year.	Decrease percentage of chronic absent students on by 1% annually for the 18-19 school year.
Second Step SEL program implementation—pre- and post-assessments and teacher observations.	Teachers will implement new program and use pre- and post-assessments with students. All lessons in the program will be taught and teacher reflection will be used at the end of the year as data to show fidelity of program implementation.	Second Step program will be implemented with fidelity in all grade levels TK-5. At the end of third trimester, teacher feedback and student assessments will be collected and evaluated for program effectiveness in all grade levels TK-5.
Office referrals – Discipline data from Year 1 PBIS implementation. Begin year 2 PBIS implementation strategies.	PBIS Year 1 implementation- data showed that we had 57 office referrals.	Decrease office referrals in Year 2 PBIS implementation by 2%. 100% of the teachers will begin to integrate school-wide behavior expectations into classroom behavior expectations.
Safety drill training and evaluation reports.	Current practices (2 drills annually). Drills include earthquake, fire, and RHF practices. Feedback/post-report is shared with staff and parents after each drill.	Evaluate and incorporate data to establish priorities for purchasing, training, and plan revision. Parents meetings will be held in 2018-19 school year to address new training procedures for RHF.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

All students served.

### Strategy/Activity

Dapplegray will continue to utilize a PBIS progressive discipline model that includes alternate means of correction, restorative practices, and counseling support for students and identify root problem to correct behavior. Student council opportunities will be included throughout the year to support student leadership and school wide spirit days.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1500
Source(s)	Supplemental and site discretionary funds
Budget Reference(s)	Printing, student rewards and recognition prizes

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

All students served

### Strategy/Activity

Dapplegray teachers (TK-5) will provide guidance lessons on social emotional learning using the Second Step program to support students' social emotional wellness and to teach strategies to promote empathy, problem solving, and focused attention.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	Supplemental site funds
Budget Reference(s)	Purchase TK Second Step classroom kit, Second Step program materials to support implementation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All students will be served

Strategy/Activity

Dapplegray will continue to engage with our parent community by actively sharing parent information through parent emails, encouraging parent participation, parent/family nights that are linked to learning as well as PTA and other advisory committees.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All identified students will be served

Strategy/Activity

Dapplegray will continue to emphasize the importance of school attendance with students and parents. Attendance conferences/letters will be held with parents and/or students who are chronically tardy or absent.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$100
Source(s)	Site Discretionary
Budget Reference(s)	Printing Costs

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

All identified students will be served

Strategy/Activity



Dapplegray will continue to review and evaluate intervention options in place for students who have medical, social and emotional needs in order to support students' academic and emotional well-being. Continue support for Tier II and crisis supports in place and evaluate and adjust resources as needed and if budget allows. Staff will have training on how to recognize signs of emotionally struggling students. CASSY counselor will continue to support identified students weekly.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$700
Source(s)	Supplemental site funds
Budget Reference(s)	Professional development, program materials and printing costs

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

All students served

Strategy/Activity

All staff will participate in monthly safety drills (i.e. Lockdown, fire, and earthquake). Two times a year, all staff and students will participate in school-wide disaster drills which can include earthquake, fire, and Run-Hide-Fight (active shooter) training.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Annual Review and Update**

**SPSA Year Reviewed: 2017-18**

# Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reports from Accelerated Reader Usage and teacher survey	<p>100% of students will have qualified and properly assigned teachers and sufficient instructional materials aligned to the state standards.</p> <p>All teachers will deliver curriculum aligned to standards as measured by observation, self-report, and analysis of student work.</p>	<p>All teacher had needed instructional materials.</p> <p>All teachers were trained on how to use the Accelerated Reading program by the end of 17-18 school year.</p>

## STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify and implement approved software applications and instructional resources to support all curricular programs.	Teachers requested software programs to use as supplemental or intervention programs to assist with Tiered support. Booster Club supplied funding for approved/aligned software programs.	20,000	20,000

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to implementation of technology scope and sequence	Worked with teachers at staff meetings to understand expected outcomes of technology scope and sequence	No cost	No cost

## ANALYSIS

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

Dapplegray teachers and intervention staff worked in coordination to design a Tiered approach to support students learning needs. This included software programs and hardware technology supports in all classrooms. Leadership meetings were held bi-monthly to discuss program supports and decisions were made as whole staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Working with data-driven decisions, the process of creating a strong RTI program was effective. The teachers received the training for Accelerated Reading, which gave them more effective tools when assessing independent reading abilities. Working with the RTI teacher, a strong program was developed for Tier 3 students. This was effect training and teacher collaboration.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences

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.

Staff will review instructional practices and continue meeting monthly to discuss intervention success and software program effectiveness.

## Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017 CAASPP scores in ELA	Percentage of overall students meeting or exceeding standards will increase by 5%	2017: 82% of students met or exceeded ELA standards  2018: 82% of students met or exceeded ELA standards
2017 CAASPP scores in Math	Percentage of overall students meeting or exceeding standards will increase by 5%	2017: 76% of students met or exceeded math standards  2018: 80 % of students met or exceeded math standards

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Pilot two options for TK-5 ELA for adoption in 2018-19	3 teachers selected to implement pilot. District trainers were provided for pilot implementation.	No site expense	No site expense

#### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teaching staff to receive professional development in the spring once new ELA program is selected	All TK-2 teachers will attend 1-2 day training to receive training on selected ELA program.	No site expense	No site expense

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Analyze data to plan for multi-year approach to implementation of MTSS inclusive to RTI	Leadership meetings and staff meetings were devoted to reviewing current RTI practices and begin to implement with structured fidelity. School psychologist, RTI instructor and teaching staff were all involved in the discussions.	No site expense	No site expense

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Perform Universal screenings for all students with a research-based assessment.	All students were tested for reading 3 times during the year. Data meetings were scheduled and program components were developed using that data.	No site expense	No site expense

### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional Development in Accelerated Reader	The teachers all received professional development to help support implementation of the AR program.	\$2,560	\$2,560

### Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer summative math assessment in 5 <sup>th</sup> grade for appropriate placement in middle schools	Test was given to all 5 <sup>th</sup> grade students in April 2018. Students were placed in appropriate middle school math courses based on their percentage correct.	No site expense	No site expense

### Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide math intervention and/or tutoring	Intervention was provided 3 x's a week for students that required extra support in grades 2 <sup>nd</sup> -5 <sup>th</sup> .	\$10,000	\$7000

### Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Begin to align science curriculum to NGSS; Develop unit modules for grades K-5 aligned to NGSS expectations	Staff meetings were used to discuss the transition to NGSS standards. Teacher used planning time to	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	discuss needed changes to the current curriculum and what they can begin implementing. District science TOSA helped facilitate discussions.		

## ANALYSIS

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

Dapplegray staff provided instruction and needed supports to increase proficiency levels in English Language Arts, Math and the new NGSS standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students continued to be supported through progress monitoring and universal screening data. Program feedback showed a need to support teacher understanding of classroom Tier 2 supports and begin to better focus on only serving Tier 3 students in the RTI model (classroom pull out support).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Classified staff salary, not certificated salary, was used for intervention costs. There was a cost savings because of this adjustment

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.

RTI reading program will be formatted differently and Tier 2 students will be monitored more closely in the classrooms. Weekly conversations and data collections with Tier 2 and Tier 3 students will continue, and monthly data meetings will involve all staff. Beginning RTI math supports will begin and will be concentrated in grades 3-5.



## Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT/ELPAC	EL learners will improve their acquisition and utilization of English as measured by improvement of 100 points on the SRI from initial to final assessment in ASY 17-18.	More data/information needed to submit actual outcomes for this goal.
Special Education students AIMSweb and CAASPP data	All students receiving Special Education services will improve academic proficiency as measured by AIMSweb and/or CAASPP	CAASPP data shows that there was growth in the area of math by 3%. ELA did not show any improved academic proficiency.
Identified GATE students' CAASPP data	All students identified as GATE will increase standard scores on CAASPP by 20 points.	GATE students dropped from 100% exceeded standard to 95% exceeded and 5% met standards in ELA scores. GATE students increase in math scores by 13%.

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provided English Language Development Instruction	ELD aide instructional supports	17,600	17,600

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	provided both push-in and pull-out support models.		

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Reclassified students will be monitored and given supports as appropriate as determined by EL Instructional Aide and General Education Teachers	ELD Aide provided push in supports during general education instructional time. ELD Aide met weekly with general education teachers to discuss student progress.	No site expense	No site expense

**Strategy/Activity 3**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase intervention materials as appropriate	Software programs and leveled readers were purchased to support small group and one-on-one interventions.	8,560	9,700

**Strategy/Activity 4**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Determine appropriate assessments for monitoring progress	ELD Aide, Resources teachers, and general education teachers used formative and summative assessments data in	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	ELA and Math to help monitor student progress.		

### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify lead teacher for EL program	Principal will choose an EL program lead. There was not a teacher selected beyond the ELD Aide.	No cost allocated	No site expense

### Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Create system where EL students are increasing in skill and supported as they move toward reclassification	ELD Aide will closely monitor student progress and continue to support all EL students in the general education setting.	No site expense	No site expense

### Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Establish ELAC to reach out to parents of English Learners	Provide 4 ELAC meetings throughout the school year. Added information on website	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	to support all EL parents.		

### Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify GATE teacher to provide appropriate training to staff and instruction to qualifying students.	GATE teacher was identified and trained. GATE teacher attended all district GATE meetings. GATE teacher provided extra instructional opportunities to GATE students and supported teachers with instructional materials for GATE students.	Hourly compensation beyond district funding for GATE coach	\$1500

### Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify Math Coach for enrichment	Math coach was identified and provided after school math enrichment for students.	\$3500	\$3500

### Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development for staff on	Program specialist and site administrator lead	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
differentiation for Special Education students	workshops on differentiation during staff meetings to support classroom instruction.		

### Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for students to participate in Visual and Performing Arts. Maintain instrumental and choral music for all elementary students.	Students were given the opportunity to participate in after school performing arts program. During school hours, students participated in the AAYF program, instrumental and choral program, PVAC program in third grade and a school wide Arts For All program.	No site expense	No site expense

## ANALYSIS

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

The Dapplegray teachers, ELD Aide, Program Specialist, RTI teacher, and art instructors provided a strong instructional extra- and co-curricular enrichment program that supported the whole child and created opportunities for personal, academic and social growth.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The activities aligned to the diverse needs of our students. GATE opportunities and math supports were an important addition to the instructional program. Discussing instructional strategies to support SPED students and EL students gave strength to the program's effectiveness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences in expenditures

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.

Tier 3 math supports will be put into place during the school day instead of creating an after-school program. Creating the opportunity to support struggling math students during the day will make data collection easier and more reliable. GATE opportunities will continue, but may occur after school instead of during school hours. This can create more opportunities for the GATE students. Discussion about differentiate instruction will continue using the new ELA adoption materials and meeting monthly to discuss data. Using data to help drive instruction and discuss students specific needs will be implemented in the 18-19 school year. SPED data shows that more concentrated efforts in ELA will need to be put into place. EL continues to be a focus and more data will be collected to monitor student progress.

## Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
School attendance data	School attendance will improve by 2% and decrease tardiness by 1%	Attendance improved by 2% Tardiness did not show improvement. Data remained the same.

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement SART/SARB procedures and monitor student attendance	Sent out attendance and tardy letters monthly	No site cost	No site cost

#### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for students to engage in the school community through school activities	Student council was implemented, new council was selected mid-year to create more opportunities for multiple students to be involvement, student leadership opportunities were created, PE coach organized lunchtime	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	sport tournaments, PTA programs supported spirit weeks.		

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Plan and implement PBIS year 1 in compliance with new legislation that includes alternate means of correction and counseling support for students as part of a multi-tiered system of supports.	PBIS team was developed and team attended 3 LACOE meetings, principal attended 3 LACOE coach meetings, PBIS year 1 strategies were discussed and the work to begin implementing those strategies began with PBIS team, counseling services were provided to students who qualified, SEL began in the classroom under the guidance of the counselor.	No site cost	No site cost

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Engage with parent community by actively sharing parent information through emails encouraging parent participation in school event linked to learning	Teachers used district email to communicate to parents, meetings were set up when needed to discuss student progress, principal communicated weekly to parents through	No site expense	No site expense



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	school newsletter, and school website was set up to be used as a communication tool.		

## ANALYSIS

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

All strategies and activities were implemented fully.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The PBIS team did not get all work for year 1 implementation completed before the end of the school year. But, they did complete the work over summer with the new leadership team.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no difference in proposed expenditures and estimated actuals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes that will be made will include completion of year 2 PBIS expectations before the end of the school year, bi-monthly attendance letter will be sent out, and increase parent communication by administrator.