

SPSA Year 2017–18 X 2018–19 2019–20



School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Tournament Hills Elementary		
Contact Name and Title	Mrs. Callie Beitler Principal	Email and Phone	cbeitler@beaumontusd.k12.ca.us 951-769-0711

THE STORY: Briefly describe the students and community and how the school serves them

Tournament Hills Elementary School opened its doors in 2007-2008. Tournament Hills is one of seven elementary schools in the Beaumont Unified School District. It is located between the Tournament Hills and Fairway Canyon housing developments. We serve students in grades TK - 5 on a traditional schedule. Approximately 900 students currently attend Tournament Hills. The school has 37 teachers, 26 support personnel, a six hour library technician, two speech and language teachers, and one Specialized Academic Instructor. We have 41 classrooms, a multipurpose room, a food service building, a library, a staff lounge, and a room for before and after-school care. It has a large grass field area for students to play and to develop their strength and gross motor skills during physical education classes. All students in grades TK-5 have access to a Chromebook to use for academic progress through instruction in all content areas. Youth services and clubs include Early Act, Running Club, Elementary Band, Computer Science Club, Drama Club, Multi-Media Club, Art Club, and Friday Night Live . The school supports social awareness on a daily basis through its diverse literature selections, daily messages from the principal using "Project Wisdom", the Character Counts program, and Positive Behavior Intervention Supports. Our facilities are maintained by two full time custodians and one four hour custodian. Students are kept safe on our school grounds by being supervised at all times by certificated and/or classified staff. Before and after school care is provided on site by the Boys & Girls Club.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

When reviewing the CA Dashboard results from Fall 2017 our students were very successful in many areas but we have identified that our students with disabilities and those who are socioeconomically disadvantaged are academically below the overall student population. We have identified the need for reading intervention at the K-3 level for struggling students and non-readers. In this year's SPSA we have added an intervention teacher along with an instructional aide to support small group instruction during a designated intervention block. We will be sending a team of teachers to PLC training to focus on data analysis and working collaboratively to close the achievement gap. We will continue to focus on school climate and safety for our students and staff along with teacher collaboration on best practices.

NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Tournament Hills continues to collaborate on best practices for student academic success. Overall on the CA dashboard in Math, we have scored well, being "high" in the Green. However, we did have a 1.7% decrease from the previous year. Our English Learners continue to make great growth with a 8.7% increase in the "very high" range of Blue. Our English Language Arts performance has decreased 6.9%, but we remained in the "medium" range of Yellow. Our suspension rate maintained in the "medium" range of Yellow.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

In reviewing the CA dashboard our students with disabilities overall scored the lowest (Red) in English Language Arts followed by the Hispanic student group (Orange) along with the Socioeconomically Disadvantaged subgroup (Orange). In Math, students who are socioeconomically disadvantaged scored the lowest (Orange). We are assisting the students with the greatest needs with an intervention teacher along with support staff and instructional aides.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Students with disabilities continue to exhibit a performance gap in English Language Arts. They scored two performance levels below the "all students" level. Our students who are socioeconomically disadvantaged along with the Hispanic student group scored one level below the "all students" group. We will continue to address these areas of need with aide support for our students with disabilities, after school activities, along with an intervention teacher and aide supports for our students identified as at-risk for reading difficulties.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Tournament Hills Elementary will improve services for our low-income students, English learners, and Foster Youth by providing small group intervention targeted to their reading skill deficits. We will continue to focus on data analysis within grade levels, small group intervention, within grade levels for a period of the learning day, and maintaining communication with our foster youth families to provide support in areas of need.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Tournament Hills will ensure a viable 21st century learning curriculum including full access for all students along with providing the students with a positive school climate.

1 2 3 4 5 6 7 8

District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

SITE:

This will be measured by, AMAO 1/2/3, Progress Monitoring, Interim Assessments, Fluency Assessments, CELDT, Writing Samples, Stakeholder Surveys, State and Federal Measures for all learners/subgroups.

[ACTIONS / SERVICES](#)

Action **1**

Actions/Services

PLANNED
 Researched based practices to support/monitor English Language Learners-ELL Learning Walks

ACTUAL
 ELL Learning Walks were conducted to monitor progress of strategies implemented.

Expenditures

BUDGETED
 Learning Walks 0707 LCFF S/C 1000.00

ESTIMATED ACTUAL
 Learning Walks 0707 LCFF S/C 1000.00

Action **2**

Actions/Services

PLANNED
 Programs to support all learners with equal access.-EMT Meetings

ACTUAL
 EMT Meetings were held with families to discuss interventions for both academics and behavioral needs of our students.

Expenditures

BUDGETED
 EMT Meetings 0707 LCFF S/C 5184.00

ESTIMATED ACTUAL
 EMT Meetings 0707 LCFF S/C 5184.00

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Learning walks were conducted throughout the year as grade level teams. During the assigned collaboration day the teams conducted the learning walks through classrooms in session collecting data on best practices. The EMT team met approximately ten times during the year to support our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

We have increased our reclassification rates for our EL learners as reflected in meeting our AMAO 1,2,& 3 and CELDT data. Monitoring data from EMT meetings on student growth has been successful in providing necessary needs for our students. Data was collected through the learning walks that reflected many of our best practices were in place but also identified needs for continued development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Based on the Annual Measurable Achievement Objectives (AMAO) our English Learners made significant progress and achieved higher than the set goals. AMAO 1 Target Growth the school measured 68% while AMAO 2 we measured 37.7% and 75% both surpassing the state targets. Meetings were held throughout the year with our English Language Advisory Committee (ELAC) that consists of parents, teachers, and administrators to discuss progress and needs of our students. The ELAC committee recommended the learning walks and support to our English Learner students continue in the upcoming year. This goal will be reflected under Actions & Services in Goal 2.

Educational Monitoring Team Meetings were held throughout the year with families, teachers, and additional staff members to support our students in the areas of academics and behavior. The outcome of the meetings identified the need for more behavioral support throughout the school, more specifically with our foster youth students and the need for an academic intervention teacher. This will be addressed in Goal 2 for next year with the addition of a site intervention teacher along with more counseling support provided by the STEPs counselor.

In addition to the above staff members will be attending the Equity Conference this year to help identified the social-emotional gap among our diverse population to close the achievement gap with our student groups.

Other contributions to our positive culture and climate goal will be several student and staff celebrations throughout the year which will be funded through our site discretionary funds.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:
 Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:
 Tournament Hills will implement the California State Standards by implementing the district adopted curriculum for Mathematics, English Language Arts/English Language Development, a College/Career readiness.

1	2	3	4	5	6	7	8
<u>District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</u>							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
 The progress on this goal will be measured by,
 Smarter Balanced Assessments- English Language Arts, Math, English Language Development,
 Performance Tasks
 Interim Assessment Reports
 CELDT Results
 Teacher Observations
 Summative & Formative Assessments

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Classified staff collaboration on the California Standards and resources to support implementation and student supports.

ACTUAL
Collaboration opportunities were provided to our classified instructional staff to review instructional and safety practices.

Expenditures

BUDGETED
Classified Collaboration 0707 LCFF S/C \$1062.00

ESTIMATED ACTUAL
Classified Collaboration 0707 LCFF S/C \$1062.00

Action **2**

Actions/Services

PLANNED
Resources: to support the implementation of the California Standards. Technology purchases, site licenses, and instructional materials & supplies.

ACTUAL
Materials/Supplies including computers were purchased to support the students and staff in the implementation of the CA standards.

Expenditures

BUDGETED
Instructional Materials/Supplies 0707 LCFF S/C \$9863.00
Computers 0707 LCFF S/C \$13153.00

ESTIMATED ACTUAL
Instructional Materials/Supplies 0707 LCFF S/C \$9863.00
Computers 0707 LCFF S/C \$13153.00

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Collaboration was held throughout the year with our classified staff in a variety of supports that aligned to their positions within the school site. Materials and supplies were purchased as needed to support the site needs, including students and teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Classified staff collaborated on instructional practices and student support using data from assessments and learning walks. During the collaboration it was noted the need for more instructional supports for our struggling readers as the data reflected through formative assessments.

Materials and supplies were used in the classroom and throughout the school during the school year. Computers were purchased to replace obsolete equipment that no longer supported the new software needed for the formative and summative assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Based on the input from the collaboration including the dashboard indicator and site formative assessments there is a need for reading intervention for our struggling readers across all grade levels. The district and site will be providing a full-time intervention teacher for the upcoming year focused on reading intervention. Stakeholder review including the School Site Council and school staff note a need for students in all grades to benefit from additional reading support and a 3 hour Instructional Aide was added to the budget for the upcoming year to support the reading intervention.

Classified extra duty compensation will be provided to continue to support our classified staff in assisting our students in all areas through after-school academic assistance, professional development, and collaboration meetings.

The school will continue to provide the classrooms and school with supplies needed to support the students. At this time there is not an additional need for computers at the site however printers will need to be assessed in the upcoming year for possible replacement.

The teachers will be provided one collaboration day prior to the beginning of school including an additional day during the school year to collaborate and analyze student data including participating in learning walks during the school day.

At the end of the 2017-18 school year all staff have been trained scheduled to be trained on AVID strategies by attending the Summer Institute conference or the Pathways training. Our school will be AVID school wide for the upcoming year and any additional staff member that arrive will be attending the Pathways training.

Based on feedback throughout the year from our stakeholder groups it was noted that there was a need for Professional Learning Community (PLC) training to assist in analyzing data and placing emphasis on data driven decision making. The third grade level team and an administrator will be attending the PLC training off site during the 2018-19 school year.

Funds for collaboration, extra duty compensation, and supplies will be split between site funds and LCFF/Title 1 funding.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Tournament Hills will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.

1	2	3	4	5	6	7	8
<u>District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</u>							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
Data from Progress Adviser, Learning Walks, Student Grade Level Achievement Data (CAASPP, i-Ready), EL progress data and climate survey.

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED
 Professional Development/Coaching
 * To provide coaching and training for our teachers to further develop and enhance best first teaching.
 * To provide coaching for administrators to also develop stronger instructional leader skills in the area of ELA.
 *To develop effective skills in analyzing assessment data with the purpose of developing action plans to ensure students are meeting specific content standards.
 * To provide collaboration opportunities for teachers and staff members to fully implement action plans for academics and behaviors
 *Allow teachers release time to participate in professional development including colleague observation, learning walks, (substitutes).

ACTUAL
 * Professional development was provided to the staff through the District Instructional Coach focusing on Number Talks, Close Reading, and classroom management.
 * Professional Development was provided to the administration through the District Instructional Coach on best practices in the classroom, identifying strategies in Close reading and Number Talks.
 * As a staff we analyzed our data throughout the year on a bi-weekly basis to determine next steps for interventions and planning for future student needs.
 *Collaboration time was provided every Wednesday as a staff or grade level to reflect on student progress, assessing needs, and planning.
 * Release time was provided to staff to collaborate on best practices and walk classrooms during instruction to determine if implementation of those practices was in place. - Learning Walks

Expenditures

BUDGETED
 Learning Walks-Release Time 0707 LCFF S/C 1709.00

ESTIMATED ACTUAL
 Learning Walks-Release Time 0707 LCFF S/C 1709.00

Action 2

Actions/Services

PLANNED
 AVID Professional Development
 * Attendance at the AVID Summer institute, Pathways Training
 *Professional Development for Implementation of WICOR Strategies

ACTUAL
 AVID Professional Development
 Several teachers including administration attended the AVID Summer institute, Pathways Training
 Professional Development for Implementation of WICOR Strategies was provided at the training.

Expenditures

BUDGETED
 AVID Conference 0707 LCFF S/C 13178.00
 3010 Title I 21822.00

ESTIMATED ACTUAL
 AVID Conference 0707 LCFF S/C 13178.00
 3010 Title I 21822.00

Action 3

<p>Actions/Services</p>	<p>PLANNED Intervention aide for after-school assistance *To target the students in need identified by SBAC results and district formative/summative assessments.</p>	<p>ACTUAL Intervention period after school was provided to students identified with a learning disability via the instructional aide for 45 minutes daily.</p>
<p>Expenditures</p>	<p>BUDGETED Aide Support 0707 LCFF S/C 5500.00</p>	<p>ESTIMATED ACTUAL Aide Support 0707 LCFF S/C 5500.00</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers attended the AVID summer training and actions were implemented, as was the professional development for the staff on instructional practices, student monitoring. The intervention aide is important for students who need additional support in a smaller setting beyond the school day.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The professional development via our district coach and AVID training has aligned some of our best practices we have identified as a staff for the classroom. It has also provided the staff with common language and strategies measured during our learning walks. The instructional aide has supported our students with learning disabilities which has had an effect on their academic and social outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not difference in the budgeted items.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

The aide support provided students with additional academic support after the school day to the students identified with learning gaps.

Professional development provided through the AVID training has supported our teachers with the strategies needed to support all learners in the classroom and also school-wide supports.

Learning walks were conducted as a grade level to observe classrooms during instruction for best practices using Progress Adviser to keep track of progress towards our school goals. Through the analysis of the results we will be bringing in the district to provide Professional Development through our teachers on special assignment to support our staff in the identified areas.

Title 1 funding was provided half way through the school year which assisted us in sending our teachers to AVID training.

AVID training, Learning Walks, and aide support were moved under Goal 2 for the 2018-19 school year.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

Stakeholders including parents, staff, and students provided input throughout the year on student needs and successes. Coffee with the Principal was held 5 times throughout the year to provide parents with the school's progress including CAASPP Data. The parents provided input on current school goals and were appreciative of the supports provided to the students. The English Language Advisory Committee met 5 times throughout the year and parent input on student activities and goals was noted and they celebrated student success on re-classification. The School Site Council met 7 times throughout the year to review the school budget, get updates on school and student progress, and provided input on the school activities, focus areas, and future needs. School staff meetings were held throughout the year and staff provided input on site goals and performance. The stakeholders review included a look at district and site goals, student performance in iReady, the Healthy Kids Survey, and the California School Dashboard. Through their input we were able to revise and finalize the SPSA plan.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Input from all stakeholders reflected a need as noted on the CA Dashboard for improvement in reading for our students school-wide including focusing on students with disabilities and low socioeconomic status. The staff would like to continue the collaboration and receive professional development in the areas of data driven decision making, AVID strategies, classroom management, and engagement. They are excited about the new Wonders adoption and are looking forward to continued professional development for this curriculum along with the continued supplies provided to support the students.

Based on input from the English Language Advisory Council they would like to continue the parent involvement activities including meetings throughout the year, additional awards for their students, and being informed of best practices for their student both at school and in the home. Our English Learners increased in most all areas in the CA Dashboard and met all of our AMAO targets for the previous year.

Input from the School Site Council Meetings supported a need for intervention services for our students with disabilities, low socioeconomic status, and struggling readers. Discussion for continued professional development and the positive impact it has directly to the classroom has us continuing that support for the upcoming year.

Based on the input provided by all stakeholders the actions taken in the 2018-19 SPSA will help support out students and staff continue to make progress towards the CA State Standards along with continuing our positive school culture and climate.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Callie Beitler	X				
Jennell Voss				X	
Nicole Quick				X	
Pam Pearson		X			
Morgan Myers		X			
Wanda Ensley			X		
Jessica Romeo		X			
Casey Alvarez				X	
Keri Martinez				X	
Meggie Chang				X	
Numbers of members of each category:	1	3	1	5	

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.

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:
Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:
Tournament Hills will ensure full access to resources for all students along with providing the students with a positive school climate.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						

LOCAL District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1.

Identified Need from the Annual Evaluation and Analysis

Based on our Healthy Kids Survey, Girls Survey, parent and staff input, along with the suspension rate we have a need to provide more support in the areas of the 16 PBIS skills, displaying kindness, identifying bullying vs. mean behavior, communication among peers, conflict resolution among our students, and empathy.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rate Indicator	All student groups are in the Yellow	Goal is to move towards Green with a decline of 1% or more.	Goal is to move towards Green with a decline of 1% or more.	Goal is to be in the Green category.
Chronic Absenteeism Indicator	The current overall absenteeism rate is at 6.9%. African American 13.2% Foster Youth 8.3% Homeless Youth 13.3% Socioeconomically Disadvantaged 9.9% Students with Disabilities 9.4% Hispanic 8.1%	Our goal is to maintain less than 10% overall along with the student groups. Our focus will be the student groups which are close to or exceed 10%.	Goal is to maintain less than 10% in all student groups.	Goal is to maintain less than 10% in all student groups.
Healthy Kids Survey	41% of our 5th grade students took part in the Healthy Kids Survey.	Our Goal is to increase our participation rate to 51%.	Goal is to increase our participation rate by another 10% (61%).	Goal is to increase our participation rate by another 10% (71%).

Attendance Rate 95% or higher	TK/K Attendance Rate 95.51% 1st-5th Attendance Rate 95.87%	Maintain 95% Attendance schoolwide including TK.	Maintain 95% or higher attendance schoolwide including TK..	Maintain 95% or higher attendance schoolwide including TK..
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PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Attendance at the Riverside County Equity Conference	Administrator & Teachers	2018-19 School Year	4500.00 0707 LCFF S/C
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Class Competitions for the Healthy Kids Survey	Administrators and Teachers	2018-19 School Year	100.00 3010 Title I
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Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

<h2 style="margin: 0;"><u>Goal 2</u></h2>	<p>DISTRICT GOAL: Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & College and Career preparatory courses.</p>										
	<p>SITE GOAL: Tournament Hills Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & being College and Career ready.</p>										
<p>State and/or Local Priorities Addressed by this Goal</p>	STATE	1	X 2	3	X 4	X 5	6	X 7	X 8		
	COE	9	10								
	<p>LOCAL <u>District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</u></p>										
<p>Identified Need from the Annual Evaluation and Analysis</p>	<p>Our school continues to attend professional development to become AVID school-wide to meet the needs of all our students. This will ensure all of our teachers will have the tools to implement the AVID WICOR strategies within their classroom to reach all learners and be College and Career Ready students. The full implementation of the online iReady program for the upcoming year will provide us with accurate results of our students and their progress towards the CA English Language Art Standards based on the CA Dashboard.</p>										

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Learner Progress State Indicator	The site is currently in the Blue category for our English Learner Progress increasing by 8.7%.	Maintain in the Blue category for our ELL students.	Maintain in the Blue category for our ELL students.	Maintain in the Blue category for our ELL students.
English Language Arts Progress Indicator-ELL Students	The site is currently in the Yellow (Medium) ELA category for all students with our ELL students in the Green category.	Our Goal is to continue making progress towards the Blue category for our ELL students in the ELA indicator.	Our Goal is to continue making progress towards the Blue category for our ELL students in the ELA indicator.	Our goal is to be in the Blue category for our ELL students in the ELA indicator.
iReady Scaled Score Growth	Growth made in ELA was 32 points with 661 students participating and 27 point growth in Math with 632 students participating.	Goal is to increase 25 points school-wide in both ELA and Math from the initial diagnostics.	Goal is to increase 25 points school-wide in both ELA and Math from the initial diagnostics.	Goal is to increase 25 points school-wide in both ELA and Math from the initial diagnostics.

Math Progress Indicator	Fall 2017 All Students- Green English Learners- Green Socioeconomically Disadvantaged- Orange Students w/ Disabilities- Yellow Hispanic- Yellow White- Green	Goal for the year is to increase in the green category for all students. Our students in the SED, SWD, and Hispanic group will increase towards the green category.	Goal for the year is to increase in the green category by for all students. Our students in the SED, SWD, and Hispanic group will increase towards the green category.	Goal for the year is to move into the blue category. Our students in the SED, SWD, and Hispanic group will be in or made progress towards the green category. .
English Language Arts Progress Indicator	Fall 2017 All Students- Yellow English Learners- Green Socioeconomically Disadvantaged- Orange Students with Disabilities- Red Hispanic- Orange White- Green	Goal for the year is to increase all students towards the green category. Students with disabilities will move out of the red and into the orange making growth towards yellow. Our students in the SED and Hispanic groups will move towards green.	Goal for the year is to increase all students towards the green category. Students with disabilities will move out of the red and into the orange making growth towards yellow. Our students in the SED and Hispanic groups will move towards green.	Goal for the year is to increase all students towards the green category. Students with disabilities will move out of the red and into the orange making growth towards yellow. Our students in the SED and Hispanic groups will move towards green.
English Learner Progress Toward English Proficiency	The number of students making progress on CELDT in 2016-17 was 75%. The new ELPAC assessment will be conducted in the Spring of 2018.	Increase progress rate to 80%.	Increase progress rate to 80%.	Increase progress rate to 80%.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

The intervention teacher will support students by providing comprehensive academic interventions with targeted focus on students most at-risk of not meeting standards by the end of 3rd grade. Particular

Administration in consultation with Instructional Support Services.

Ongoing

45000.00 3010 Title I

emphasis will be on early literacy support. (0.5 FTE funded through district LCAP/Carryover Title 1 funds, 0.5 FTE funded through site plan)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Provide Classified Instructional Assistance to support additional academic and behavioral assistance during the school day.	Administration, Instructional Assistants	2018-19 School Year	1620.00 3010 Title I 4000.00 0707 LCFF S/C
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Attendance of a PLC Conference provided by Solution Tree for seven teachers and one administrator. This training will assist our teachers in closing the achievement gap assisting us to align our resources, focus on data analysis, increase our student	Administration and Teachers	2018-19 School Year	10000.00 0707 LCFF S/C 6000.00
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academic, and enhance our collaborative culture.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Teacher Collaboration on site for two days, one prior to the school year and one at the end of the first trimester. During the collaboration teachers will review curriculum, discuss best practices, plan for the upcoming year, and analyze data. With our new Wonders ELA adoption they will need to align their lesson planning to the CA Standards using the frameworks to and schedule out the year. The teachers will also focus on AVID WICOR strategies that will align with the lessons.

Administration and Teachers

Ongoing

15000.00 0707 LCFF S/C

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Instructional Assistant on site daily for 3 hrs. to assist our

Administration and Intervention Teacher

Ongoing

9107.00 0707 LCFF S/C

intervention teacher with small group instruction.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---	----------------------------	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Instructional Assistant on site daily for after-school support.

Intervention Teacher and Administration

Ongoing

5006.00 0707 LCFF S/C

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Tournament Hills Elementary will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the district facilities for the benefits of the students.

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL	<u>District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</u>								

State and/or Local Priorities Addressed by this Goal

Identified Need from the Annual Evaluation and Analysis

At Tournament Hills Elementary we have a highly qualified staff, students have the instructional materials needed, and our site facilities are well maintained.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Every pupil in the school district has access to standards-aligned instructional materials as per the Williams Act.	Every student in the district has access to textbooks and other instructional materials.	Maintain 100% Access	Maintain 100% Access	Maintain 100% Access
School facility ratings as measured by annual Facility Inspection Tool.	Our school is rated good or better as the system rates.	Maintain good or better in the system rating.	Maintain good or better in the system rating	Maintain good or better in the system rating
Teacher credentialing, including English Learner certification.	All teachers maintain appropriate credentials and are certified to teach English Learners.	Maintain 100% Certification	Maintain 100% Certification	Maintain 100% Certification

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Monitor access to instructional materials and tools.

Administration & Teachers

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Maintain school facilities

Administration, district and site custodial staff

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Employ highly effective teachers with appropriate certification

Site administration & district personnel

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Tournament Hills will ensure full access to resources for all students along with providing the students with a positive school climate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning			Title I	1,000

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature
Alma Cruz
Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

- School Health Council
- Public Notice Posted
- Governing Board Reviewed
- School Site Plan Approved

Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 10/23/15.

Attested:

Callie Beitler
Typed Name of School Principal

Callie Beitler
Signature of School Principal

5/29/18
Date

Nicole Quick
Typed Name of SSC Chairperson

Nicole Quick
Signature of SSC Chairperson

5-29-18
Date

**Tournament Hills Elementary School
School Parental Involvement Policy**

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

PART I. GENERAL EXPECTATIONS

Tournament Hills Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, School Parental Involvement Policy that the school and parents of participating children.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education as school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

and carrying out other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Tournament Hills Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Tournament Hills School Site Council will annually appoint a subcommittee of its members including parents, students, and school staff members to provide ongoing evaluation and implement updates to the School Parental Involvement Policy.
2. Tournament Hills Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - The policy will be mailed out to parents at the beginning of each school year. It will also be posted on the school website for community access. Updates will be distributed in regular school mailings as applicable.
3. Tournament Hills Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The School Parental Involvement Policy will be updated annually or as needed during the school year.
4. Tournament Hills Elementary School will inform parents of the following at its annual Back to School Night meeting:
 - That their child's school participates in Title I,
 - about the requirements of Title I,
 - of their rights to be involved,
 - about their school's participation in Title I,
 - the state's academic content standards,
 - the State's students academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators.

5. Tournament Hills Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner through its regular school mailings.
6. Tournament Hills Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at its Back to School Night meeting and in regular mailings as applicable.
7. Tournament Hills Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
 - Student/Parent/Teacher Conferences
 - Response to Intervention – 3 Tier System (See attached Flow Chart)
 - Educational Monitoring Teach meetings with parents, teachers, students and school administrators/designee.
 - IEP meetings with parents, teachers, students, and school administrators/designee, for qualified students.
 - 504 Plan meetings with parents, teachers, students and school administrators/designees, for qualified students.
8. Tournament Hills Elementary School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Tournament Hills Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Meet with 100% of our parents to conference regarding student programs, academics and behavior by the first trimester.
 - Provide grades and behavior reports to parents/guardians at least three times a year.
 - EMT, IEP and 504 meetings designed to develop a coordinated approach between home and school to improve student achievement.

2. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - In cooperation with district programs, provide periodic workshops for parents, including internet safety, personal safety, and parenting exceptional learners.
3. The school will, to the extent feasible and appropriate ensure the information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Maintaining support for Tournament Hills Elementary School's Parent Teacher Student Association.
- Continuing to encourage parental volunteering at Tournament Hills Elementary both in the classroom and at extracurricular activities.

PART IV. ADOPTION

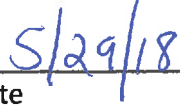
This School Parental Involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Tournament Hills School Site Council.

This policy was adopted by Tournament Hills Elementary School's School Site Council and will be in effect for the period; of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2017 It will be posted on our website for viewing by the local community on or before December... Tournament Hills Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

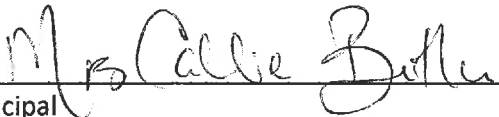
I can verify that this plan has been reviewed and approved by the School Site Council.



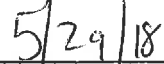
School Site Council Chair



Date



Principal



Date