

The Single Plan for Student Achievement

School: Hanh Phan Tilley Elementary School
CDS Code: 10-73965-0130690
District: Central Unified School District
Principal: Karen Davis
Revision Date: September 26, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Hanh Phan Tilley Elementary School's Vision and Mission Statements

School Vision and Mission Statements:

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. Every Student at Tilley will L.E.A.P. to success by Leading themselves, Engaging in their learning, Acting responsible and safe and Practicing positive behaviors and attitudes, which will enable them to be prepared for success in college, career and community in the 21st century.

School Profile:

Tilley Elementary is the first school in decades to be built in the south east area of Central Unified. Tilley is named in honor of a dedicated Central Unified teacher, Hanh Phan Tilley, who lost her battle with cancer in 2013. During her six years of teaching, she inspired her students to love learning. She wanted them to not just be smarter, but to be better people, to believe in themselves, and above all else, to dream big. Tilley originally opened its doors to receive the overflow students from Madison, McKinley, Polk and Roosevelt on November 10, 2014 with 280 students. Boundaries for Tilley were established in 2016. Currently Tilley serves 442 students in grades Transitional Kindergarten through sixth grade. Of the student population, 70% are Hispanic, 11% are Black or African American, 11% are Asian, 4% are White, 2% are two or more races, .9% are American Indian and .6% are Filipino. 30% are English language Learners and 91% qualify for the free or reduced lunch program. Currently, there is 1- Transitional Kindergarten/Kindergarten combination class, 2- Kindergarten classes, 1 - Kindergarten/1st grade class, 2 -1st grade classes, 3-2nd classes, 3- 3rd grade classes, 1-4th grade class, 1-5th grade class , 1-5/6 combination class and 1-6th grade class. Tilley employs 16 regular classroom teachers, one S.A.I. teacher, a part-time instructional support coach, a part-time speech therapist and school psychologist, one part-time music teacher, one part-time physical education teacher, one daytime custodian, one part-time (4 hours) night custodian, a principal's secretary, a part-time nurse and nurse's aide, 1 Intervention Counselor, 1 Guidance Instructional Advisor (GIA) and a principal.

School Profile

Hanh Phan Tilley is located one mile west of Highway 99 on Valentine Avenue in the southeast area of Central Unified School District. Tilley Elementary is the first school in decades to be built in the south east area of Central Unified.

Tilley is named in honor of a dedicated Central Unified teacher, Hanh Phan Tilley, who lost her battle with cancer in 2013. During her six years of teaching, she inspired her students to love learning. She wanted them to not just be smarter, but to be better people, to believe in themselves, and above all else, to dream big. Tilley originally opened its doors to received the overflow students from Madison, McKinley, Polk and Roosevelt on November 10, 2014 with 280 students.

Central Unified established boundaries for Tilley Elementary in May of 2016. There are approximately 600 students living within Tilley's attendance area. Currently, approximately 200 students that were in the Madison boundaries during the 2015-2016 school year, will remain at Madison until the permanent school is built. The current student population is 445 students in grades Transitional Kindergarten through sixth grade. To meet the needs of our enrollment there is 1- Transitional Kindergarten-Kindergarten combination class, 2- Kindergarten classes, 1 - Kindergarten -1st grade combination class, 2 -1st grade classes, 3-2nd classes, 3 - 3rd grade classes, 1 -4th grade class, 1 -5th grade class , 1 - 5th/6th grade combination class, 1 - 6th grade class. Tilley employs 16 regular classroom teachers, one S.A.I. teacher, one part-time instructional support coach, a part-time speech therapist and school psychologist, two part-time music teachers, two part-time physical education teacher, one daytime custodian, one part-time (4 hours) night custodian, a principal's secretary, a part-time nurse , one LVN, one Intervention Counselor, one Guidance Instructional Advisor and a principal. Each Kindergarten class has a 3-hour Instructional Aide. The combination classes each have a 3.75 hour instructional aide.

Of the student population, 70% Hispanic, 11% African American, 11% Asian, 4% white, 1% Filipino, 1% American Indian or Alaska Native, 2% are two or more races and unknown. 30% of the students are English language Learners and 91% qualify for the free or reduced lunch program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are provided to Parents annually and throughout the year to obtain feedback regarding the parent education workshops, school site safety, committee meetings (SSC/ELAC), Annual Title I meeting and supporting their children at home. These surveys provide Tilley administration and staff with important information in planning for effective learning opportunities and school site adjustments to make the school and students successful.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers Classroom observations (drop-ins) are conducted regularly for all teachers by Tilley administration. Feedback is provided on the practices that are observed to assist the teachers in growing professionally. Classroom observations are done as part of the Instructional feedback process to support teacher in obtaining the California standards for the teaching professions (CSTP) goals and expectations they have set for themselves. Observations also provide feedback from the coaching cycle of specific lessons that are co-planned in the Professional Learning Community (PLC) with the Instructional Support Coach (ISC) Administration. Most of the teachers at Tilley were new to Central Unified in 2014. Currently Tilley has 12 teachers with permanent status and 5 teachers that are probationary. Probationary teachers will have two formal observations during the year. These probationary teachers will be formally observed and evaluated by the 90th and the 130th day of instruction. Half of the permanent teachers at Tilley will be evaluated by the 145th day of instruction. All evaluations are based on the California Standards for the Teaching Profession (CSTP).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessments (SBAC) are analyzed each year to identify standards assessed and the students performance in each class. Teachers continually work with the data to determine ways to improve their instruction to increase student achievement. Teachers meet in PLC's each week to identify the necessary skills and understanding each student must have in ELA and Math. Teachers use the district adopted curriculum to develop units, lessons and common assessment to instruct students at a variety of levels to meet the learning needs of the students. Data from the common assessments from the units are discussed at follow-up PLC's to decide if re-teaching is necessary and to reflect on the lesson taught and how it can be changed in the future. The CELDT (California English Language Development Test) will be used this year for initial testing of students if English is their second language. The ELPAC will be used to assess EL students in the spring to determine their current English Language proficiency. Teachers use this information to determine instructional level of the students in English Language Development. DIBELS is used in grades 3-6 to assess ready fluency. Students that are identified as "at risk" or "intensive" are monitored on a bi-monthly basis and interventions are implemented in each classroom setting to increase student learning opportunities. This assessment is a "snap shot" of a students reading ability to determine initial leveling.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as: SBAC, CELDT are used to inform teachers and administration on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, illuminate and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Central USD employees meet current requirements for employment. The term 'highly qualified teacher' was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet the criteria for employment during the transition from NCLB to ESSA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is planned to support classroom instruction to support student learning. After careful analysis of the SBAC, Benchmarks, Fountas and Pinnel and DIBEL data, Tilley has determined there is a great need to support Language Arts. On-going professional development will focus on small group reading and writing instruction. In addition to small group instruction, Tilley will provide professional development on engagement strategies (Kagan Structures) to increase the level of students engaged in their learning. The newly adopted math curriculum will also be supported through on-going work with the Instructional Support Coach.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Language Arts K-6 Wonders 2017-2018
Social Studies K-6 Houghton-Mifflin 2005-2006
Math K-5 Pearson 2016-2017
Science K-6 Scott Foresman Science California 2007-2008

Intervention Materials (two or more years below grade level)
Fountas and Pinnell reading intervention materials

Grade Level PLC's and PD allow time for teachers to develop units of study that is aligned to the Common Core State Standards (CCSS)

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA: Core --Grades K 1 hour ---Grades 1-3 2.5 hours --- Grades 4-6 2 hours

R/LA Strategic ---Grades K-6 30 minutes

R/LA Intensive ---Grade 4-6 2.5 hours

ELD Grades K 30 minutes --- Grades 1-6 45 minutes

Mathematics: Core ---Grades K 30 minutes --- Grades 1-6 1 hour

Mathematics Strategic ---Grades K-6 15-30 minutes

Mathematics Intensive ---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have required standards-based instructional materials appropriate for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Tilley teachers are using engagement strategies throughout the day to increase students learning. Student engagement requires students to work collaboratively with one another and to justify their thinking. Teachers use a variety of checking for understanding strategies in order to adjust the instruction and guide the pace of instruction as needed. Small group instruction is provided to students that need additional instruction as others are released to independent practice. Students in grades 1 - 3 who are reading below grade level are provided small group/guided reading instruction by the classroom teacher with the support of a Teaching Fellow to assist with the other students. Tilley uses both push-in and learning center model of instruction for students on IEPs.

14. Research-based educational practices to raise student achievement

Research-based educational practices that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Tilley is offering parenting workshop opportunities throughout the school year based on the parent survey results. Tilley will be partnering with Centro La Familia Advocacy Services to offer Nurturing Parenting Education Classes in English. The second semester parent workshops will be provided through Valley PBS (Public Broadcasting System) to offer parent training on how to help their child at home. This will be a 2 hour class for 6 weeks. The first hour parents will learn the "why and how" of specific teaching strategies and then will work with their own child the second hour using those strategies and skills. Tilley will also offer English as a second Language 2 days a week in partnership with the Central Adult School.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents provide input into Tilley's Single Plan for Student Achievement (SPSA) and its allocated funds through the English Language Advisory Committee (ELAC), School Site Advisory (SSA), and Parent Teacher Association (PTA). Classroom teachers and classified support staff also asked for input on Tilley SPSA.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Push in support for students in grades one through three.
- Supplemental resources and materials
- Certificated teachers for After-school tutoring
- Professional development to build teacher capacity

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEAP/LCAP Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEAP/LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Barriers: Tilley opened in November of 2014 with the majority of the teachers being new or teaching for less than three year. In May of 2016, boundaries were established for Tilley resulting in the majority of the students attending Tilley have done so for less than 2 years. Many of the students have bounced from Fresno Unified Schools to Central Unified schools throughout the years which translates to inconsistent education, low academic performance and behavior problems. Tilley currently has a student population of 445 students of which 90% are socio-economically disadvantaged. The need to build teacher capacity in the CCSS, unit design, learning plans that include engagement strategies, academic vocabulary and high level questioning is significant since the majority have been teaching for less than 5 year. In addition, more professional development on the newly adopted English Language Arts and English Language Development curriculum (Wonders) is needed.

School Goals:

By June 2018, Tilley will have a collaborative culture where Professional Learning Communities engage in data driven conversations, lesson design, reflection of teaching practices and student learning as measured by the PLC agendas and logs.

By June 2018, Students in grades K-6 will demonstrate a minimum of one year's academic growth in reading and writing as measured by performance tasks, Fountas and Pinnell, SBAC and writing samples across the curriculum.

By June 2018, Teachers will improve their ability to provide effective instruction in conceptual understanding and problem solving of mathematics as measured by performance tasks, ST Math progress and SBAC.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	41	28	27	40	28	26	40	28	100.0	97.6	100
Grade 4	34	29	59	32	28	55	32	28	55	94.1	96.6	93.2
Grade 5	33	43	52	32	42	51	29	42	51	97.0	97.7	98.1
Grade 6	23	40	50	22	36	49	21	36	49	95.7	90	98
All Grades	117	153	189	113	146	183	108	146	183	96.6	95.4	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2342.0	2347.0	2364.1	0	3	0.00	7	10	21.43	26	23	28.57	63	65	50.00
Grade 4	2379.7	2414.6	2420.1	0	0	5.45	9	14	18.18	16	32	30.91	75	54	45.45
Grade 5	2412.1	2476.5	2457.7	9	12	3.92	13	29	29.41	3	29	21.57	66	31	45.10
Grade 6	2478.9	2431.4	2504.5	5	3	10.20	14	14	32.65	41	17	22.45	36	67	34.69
All Grades	N/A	N/A	N/A	4	5	5.46	11	17	25.68	19	25	25.68	62	53	43.17

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	3	0.00	31	25	48.15	69	73	51.85
Grade 4	6	4	9.09	28	46	50.91	66	50	40.00
Grade 5	10	17	3.92	21	40	60.78	69	43	35.29
Grade 6	5	3	14.29	48	33	44.90	48	64	40.82
All Grades	6	7	7.69	31	36	51.65	64	58	40.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	5	10.71	27	35	35.71	73	60	53.57
Grade 4	0	0	9.09	25	39	52.73	75	61	38.18
Grade 5	10	20	7.84	28	51	52.94	62	29	39.22
Grade 6	0	3	14.29	52	31	51.02	48	67	34.69
All Grades	3	8	10.38	31	39	49.73	66	53	39.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	8	0.00	50	43	67.86	46	50	32.14
Grade 4	0	0	9.09	75	61	52.73	25	39	38.18
Grade 5	7	7	3.92	38	69	70.59	55	24	25.49
Grade 6	14	3	18.37	62	47	59.18	24	50	22.45
All Grades	6	5	8.74	56	55	61.75	38	40	29.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	3	0.00	46	45	59.26	54	53	40.74
Grade 4	0	7	12.73	34	68	56.36	66	25	30.91
Grade 5	10	31	19.61	34	50	45.10	55	19	35.29
Grade 6	5	6	22.45	67	58	53.06	29	36	24.49
All Grades	4	12	15.38	44	54	52.75	53	34	31.87

Conclusions based on this data:

1. Tilley has 28% of the students meeting or exceeding standards in English Language in grades 3-6 based on the 2017 SBAC data
2. One sixth grade teacher had 64% of her students meeting achievement standards
3. The relative strength was research/Inquiry

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	41	28	27	40	27	26	40	27	100.0	97.6	96.4
Grade 4	34	29	59	33	28	57	33	28	57	97.1	96.6	96.6
Grade 5	33	43	52	32	42	52	32	42	52	97.0	97.7	100
Grade 6	23	40	50	22	37	50	22	36	50	95.7	92.5	100
All Grades	117	153	189	114	147	186	113	146	186	97.4	96.1	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2361.7	2360.0	2378.6	0	3	3.70	7	10	7.41	33	30	40.74	56	58	48.15
Grade 4	2400.0	2422.5	2407.6	3	0	0.00	3	4	7.02	33	68	42.11	61	29	50.88
Grade 5	2422.3	2453.9	2440.2	6	2	1.92	0	19	7.69	34	24	25.00	59	55	65.38
Grade 6	2461.8	2399.3	2462.6	5	0	6.00	9	6	18.00	32	14	20.00	55	81	56.00
All Grades	N/A	N/A	N/A	4	1	2.69	4	10	10.22	33	32	31.18	58	57	55.91

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	13	7.41	35	20	33.33	62	68	59.26
Grade 4	3	0	3.51	12	43	21.05	85	57	75.44
Grade 5	6	10	3.85	22	33	25.00	72	57	71.15
Grade 6	5	0	10.00	23	14	28.00	73	86	62.00
All Grades	4	6	5.91	22	27	25.81	73	67	68.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	3	0.00	38	43	55.56	62	55	44.44
Grade 4	3	0	3.51	21	61	33.33	76	39	63.16
Grade 5	6	5	7.69	28	33	26.92	66	62	65.38
Grade 6	0	0	6.00	45	19	36.00	55	81	58.00
All Grades	3	2	4.84	32	38	35.48	65	60	59.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	3	3.70	38	48	51.85	58	50	44.44
Grade 4	3	0	1.75	27	43	42.11	70	57	56.14
Grade 5	3	2	1.92	34	43	48.08	63	55	50.00
Grade 6	9	0	12.00	36	33	24.00	55	67	64.00
All Grades	4	1	4.84	34	42	40.32	62	57	54.84

Conclusions based on this data:

1. The data clearly indicates a need for effective differentiated first best instruction and intervention for students significantly below grade level due to over 50% of students are below standards
2. 6th grade increased the percentage of students meeting/exceeding the standard in math from 6% to 21%
3. The relative strength was in the sub section of Communication Reasoning with 43% at meeting standard

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***	33		***	50			17		***	
1					50	25		25	42		25	33			
2					33	7		50	20		17	53			20
3						13		67	50			38		33	
4								***	67			33			
5					***	25		***	63		***	13			
6									70		25	20		75	10
Total					28	13		39	49		17	32		17	6

Conclusions based on this data:

1. Tiley has 49% of the students tested scored in the Intermediate range. These students need strategic ELD support and instruction for them to gain the English skills necessary to more up to Early Advanced or Advanced.
2. 13% of the students scoring Early Advanced will need strategic academic support to move them to the level of being redesignated.
3. Teachers will use designated and intergrated ELD instruction daily with students scoring Intermediate and below to improve language development.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					6		50	30		25	27		25	36	
1					47			29			18			6	
2					38			50			13				
3								75						25	
4								***							
5					20			20			60		***		
6											33			67	
Total					18		40	35		20	23		40	24	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
All students, including students with disabilities, Foster Youth, English Learners and students of poverty, will demonstrate one years growth or more based on their baseline benchmark, Fountas & Pinnel
Data Used to Form this Goal:
2017 Smarter Balanced Assessment (CAASPP), Fountas and Pinnell performance levels, DIBELS, beginning of year Benchmarks data and the beginning of the year kindergarten assessment.
Findings from the Analysis of this Data:
<p>The Schoolwide data indicates that the majority of the students in each grade level are reading approximately one year below in reading. Teachers in grades 3rd through 6th have not provided small group instruction in reading on a regular basis. Many students in K-2 are leaving their grade without the necessary reading skills to be successful in the next grade level making the next grade level teacher to have to catch the students up before moving on. Students are entering kindergarten with no literacy skills as assessed by the kinder assessment.</p> <p>Fountas & Pinnell: June 2017 Data Grade K: 54% of students met or exceeded the grade level expectations Grade 1: 44% of students met or exceeded the grade level expectations Grade 2: 55% of students met or exceeded the grade level expectations</p> <p>2016-17 End of Year DIBELS Assessment: Grade 3: 26% of students met the benchmark Grade 4: 40% of students met the benchmark Grade 5: 43% of students met the benchmark Grade 6: 64% of students met the benchmark</p> <p>English Learners: SBAC: 1.5% of English Learners met or exceeded standards on the SBAC compared to 1.9% of non English Learners</p>

Means of evaluating progress & group data needed to measure gains:

Fountas and Pinnell assessments
 DIBELS assessments
 District Benchmarks
 Houghton-Mifflin ELD assessments
 AR/STAR reports each month.
 Professional Learning Team meetings -weekly
 Student writing samples
 Classroom observation data
 Tilley Leadership Team

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Classified support to assist primary students in TK/K classrooms by supporting the classroom teacher and students so that all students can meet the desired goal. Teacher and aide will provide guided reading, small group instruction, and individual support by differentiating lessons and activities that ensure access to the grade level curriculum	August 10, 2017 - August 2018	Principal, GIA, Site ISC, classroom teachers, Instructional Aides	Salary to pay for classified Instructional Aides	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14724.18
Implement small group instruction and alternative supports for students in the classroom as response to intervention in Language Arts for identified Tier II and III students to close the achievement gap for all students, including foster youth, English Learners and students of poverty.	August 9, 2017- August 2018	Principal, GIA, Site ISC, classroom teachers	Teaching Fellows in first & Second grade classrooms will provide teacher additional time for targeted reading assistance to students not on grade level	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	41333.76

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>*Guided Reading Instruction *Small group re-teaching *Pull out Intervention *Extended Learning opportunities</p> <p>Implement the use of instructional materials and assessment to diagnose at risk students to differentiate instruction and support in reading and writing to close the achievement gap.</p>			<p>Additional hours for Teaching Fellows to provide 3-6 grade classrooms additional time for targeted reading assistance to students not on grade level. (3 TF to work 1 additional hour, 4 times a week)</p> <p>Subs to provide release time for teachers in order to assess students for grouping, differentiation and intervention</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>7454.00</p> <p>3893.52</p>
<p>Teachers will be provided professional development in Tier 1 and 2 instruction, first best teaching of English Language Arts, integrated/designated ELD instruction that aligns with the CCSS and unit planning.</p> <ul style="list-style-type: none"> • Observation of teaching practices through release time and coaching • Professional Learning Communities with a focus on Implementation of CCSS using the newly adopted Curriculum, Wonders 	<p>August 9, 2017- August 2018</p>	<p>Principal, GIA, Site ISC, classroom teachers.</p>	<p>Use lesson study model for professional development in coaching cycles, planning days (co-plan/co-teach) and exemplary peer instruction observation.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF</p>	<p>3849.50</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.	August 9, 2017- August 2018	Principal, GIA, Site ISC, site technology aide, classroom teachers, librarian	Purchase materials for students to use when creating presentations and research projects.	4000-4999: Books And Supplies	LCFF	500.00
			EWA for Technology Aide to work additional hours to support literacy across the curriculum	2000-2999: Classified Personnel Salaries	LCFF	3433.69
			Purchase technology including Chromebooks and audio visual equipment to support at risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	5000.00
			Materials and supplies to support small group instruction of at-risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.00
			Provide duplication of core curriculum	5700-5799: Transfers Of Direct Costs	LCFF	2491.88
Close the experiential gap by making real world connections to apply application of skills and knowledge in English Language Arts by providing off-campus experiences for students .	August 9, 2017- August 2018	Principal, GIA, classroom teachers, Instructional Support Coach	Provide transportation for educational field trips.	5700-5799: Transfers Of Direct Costs	LCFF	8000.00
Extend the learning opportunities for students below grade level by providing during school, after school and Saturday academies with a focus on literacy development. After School Program (CAMP LEAP) provides homework support and reading support to students below grade level	August 9, 2017 - August 2018	Principal, GIA, After School Program Director, classroom teachers, instructional support coach	EWA for Credentialed teachers to provide small group tutoring for students below grade level Tier 1 and 2 students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18986.89
			Duplication of materials for extended learning time for at-risk students	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	1000.00
Continue to increase the availability of books in the library by adding new titles for all levels of readers.	August 9, 2017- July, 2017		Increase number of books in the library	4000-4999: Books And Supplies	LCFF-SLIP	902.98

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Extend the library hours by 2 additional hours a day, 4 days a week for provide at-risk students access to the library to check out books.</p> <p>Provide "Story Time" sessions in the library for families with children 0-4 years in order to teach parents the importance of reading to their children</p>				4000-4999: Books And Supplies	LCFF	1000.00
			EWA for librarian to work 2 addition hours 4 days a week to keep library open M-TH until 4:30 PM	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4273.92
			Supplies for Story Time	5700-5799: Transfers Of Direct Costs	LCFF	500.00
<p>Provide credential reading intervention teacher(s) to support Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.</p>	8/11/2017 - 6/7/2018	Administration, ISC and teachers	Reading Intervention teacher for grades 3-6 (Oct-May)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18007.53
			Reading Intervention teacher for grades 1-4 (Jan-May)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	11680.56
			Purchase materials and supplies necessary for reading intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	2000.00

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By June 2018, K-6th students will demonstrate one year of academic growth in conceptual understanding and critical thinking of mathematics as measured by instructional supervision, performance tasks, SBAC and math journals. By June 2018, 3-6th students will improve from 7% to 40% meeting or exceeding the CCSS Mathematics standards as measured by the SBAC By June 2018, Tilley students will improve from 25% average ST Math completion to 70% completion.
Data Used to Form this Goal:
Spring 2017 SBAC Overall Performance data: Grade 3: 0% of the students met standards Grade 4: 11% of the students met standards Grade 5: 7% of the students met standards Grade 6: 13% of the students met standards
Findings from the Analysis of this Data:
Students need to understand math conceptually to fully understand the "why" behind the math processes to build a strong foundation in math fluency. Having the conceptual understanding math will allow students to be able to articulate and justify their thinking.
Means of evaluating progress & group data needed to measure gains:
ST Math completion and progress reports - Monthly District Mathematics Benchmark Assessments Curriculum Embedded Assessments 3-6 SBAC data

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Classified support to assist primary students in TK/K classrooms by supporting the classroom teacher and students so that all students can meet the desired goal in math. Teacher and aide will provide small group instruction, and individual support by differentiating lessons and activities that ensure access to the grade level curriculum	August 9, 2017 - August 2018	Principal, GIA, site ISC, classroom teachers	Salaries for Kindergarten Aides to work 3 hours per day in the classroom	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14724.18
Identified below grade level students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math and fluency in areas they have math skill learning gaps.	August 9, 2017 - August 2018	Principal, GIA, site ISC, classroom teachers	ST Math License	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2333.33
			Brain Pop License	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1508.00
			Technology Aide to work 2.0 additional hours on an extra work agreement to provide increased access to the technology equipment in good working condition for students	2000-2999: Classified Personnel Salaries	LCFF	3433.69

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics.	August 9, 2017 - August 2018	Classroom teachers, Students, Principal and GIA	EWA for Credentialed teachers to provide small group tutoring in the area of Math to students below grade level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3441.47
			Provide white boards to each students in order to engage them in learning and provide immediate teacher feedback	4000-4999: Books And Supplies	LCFF	2130.00
			Support materials and instructional tools (math practice posters, manipulatives, math journals, white board markers, etc)	4000-4999: Books And Supplies	LCFF	1372.30
			After School Program provides homework support and math support (conceptual and computation) to students below grade level			
			Materials and supplies for extending learning opportunities in math	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.00
School will celebrate students that achieve their individual math goals set and monitored by the student and the teacher	August 9, 2017 - August 2018	Classroom teachers, Students, Principal and GIA	St Math / Math Fluency Award Assemblies, certificates and recognition for student success	4000-4999: Books And Supplies	LCFF	1500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided professional development to support the implementation of Pearson math and to increase their capacity of teaching math conceptually that is aligned with the 8 math practices and CCSS for mathematics through Co-plan/Co-teach and observations of other teachers. (TC)	August 9, 2017 - August 2018		Ongoing professional development in coaching cycles, to develop conceptual understand of the CCSS for math (substitute teachers)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500.00

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
By June 2017, all English Learners K-6 will increase one EL proficiency level based on the ELD Benchmarks and ELPAC
Data Used to Form this Goal:
2015-2016 CELDT = 39% of the students tested scored in the Intermediate range and 28% of the students scored at Early Advanced.
Findings from the Analysis of this Data:
Students need strategic ELD support and instruction for them to gain the English skills necessary to more up to Early Advanced or Advanced. The Early Advanced students need strategic academic support to move them to the level of being redesignated.
Means of evaluating progress & group data needed to measure gains:
ELPAC data DIBELS scores Fountas and Pinnell AR STAR Assessment ELD Benchmarks EL Progress Reports Common Assessments District Benchmarks (K-6)

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.	August 9, 2017 - August 2018	Principal, GIA, Site ISC, classroom teachers, District EL Support Coach	Pay for professional development on differentiating for EL students (Workshop Cost)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500.00
			Substitute teachers to allow teachers to attend the EL professional development conferences	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
			Materials and supplies for use in the classroom to support long-term, at-risk EL students.	4000-4999: Books And Supplies	Title I Part A: Allocation	850.50
			Substitute teachers will allow classroom teachers to administer the CELDT/ELPAC assessment, analyze the data and implement appropriate instruction based on the need	1000-1999: Certificated Personnel Salaries	LCFF	2200.00
Parents will be involved as partners in professional learning community to help increase student learning.	August 9, 2017 - August 2018	Principal, GIA, teachers, parents/guardians and community	EL Parent meetings/materials	4000-4999: Books And Supplies	LCFF	750.00
			Translating of weekly messages and all communication sent home from school.	1000-1999: Certificated Personnel Salaries	LCFF	800.00
			Translating for parent meetings/workshops for parents of EL at-risk students	2000-2999: Classified Personnel Salaries	LCFF	500.00
Parents will be invited to participate in a workshop to learn how to support their children develop	August 9, 2017 - August 2018	Principal, GIA, teachers, parents/guardians	EWA for Teachers to plan and provide EL workshops	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
English language arts skills to become proficient English Language Learners.		and community	Materials and supplies for parent workshops	4000-4999: Books And Supplies	Title I Part A: Allocation	1500.00
			Childcare provided for parent education/workshops	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	700.00

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June 2018, Tilley will create a positive school culture with the schoolwide implementation of PBIS Response to Intervention (Tier I, Tier 2, Tier 3), to reduce the number of average number of daily referral by 20% as measured by SWIS data. By June 2018, 80% of all fourth through sixth grade students will participate in co or extra-curricular activities. By June 2018, Tilley's monthly attendance percentage will be at or above 98%.
Data Used to Form this Goal:
Attendance data - lowest attended month = 94.7% 85% of parents believe that their student is disciplined in a fair and consistent manner 89% of parents believe that a positive climate exists at Tilley.
Findings from the Analysis of this Data:
Tilley is implementing PBIS tier I by teaching the schoolwide expectations and reinforcing those expectations by giving out LEAP tickets. Continued improvement in Tier I while adding Tier II and III will lower the amount of discipline referrals. A focus on improving attendance will ensure students are at school in order to learn.
Means of evaluating progress & group data needed to measure gains:
SWIS data - Monthly Anecdotal evidence from teacher-PBIS meetings CICO data Climate survey at end of year, Drop in observation data



Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through motivational assemblies, activities, and recognition of academic and behavioral achievements	August 9, 2017 - August 2018	Principal, GIA, Site ISC, Classroom Teachers, Librarian, School Psychologist and Intervention Counselor	Quarterly assemblies to improve school culture	5800: Professional/Consulting Services And Operating Expenditures	LCFF	5455.44
			Planning day for PBIS Team to develop activities and plan awards/recognition for students in the various tiers that meet their goals.	1000-1999: Certificated Personnel Salaries	LCFF	730.05
			Purchase Attendance and school spirit flags to hang outside of the classrooms with the highest percentage of attendance and spirit shirts worn for the week.	4000-4999: Books And Supplies	LCFF	1200.00
			Peer Mediators will be trained and recognized quarterly	4000-4999: Books And Supplies	LCFF	800.00
The school's Positive Behavior Intervention Supports (PBIS) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior.	August 9, 2017 - August 2018	Principal, GIA, Intervention Counselor, PBIS team, classroom teachers, support staff and ASP Director	Purchase SWIS	5000-5999: Services And Other Operating Expenditures	LCFF	600.00
Connect students to school by developing the whole child through physical education and the arts.	August 9, 2017 - August 2018	Principal, GIA, Site ISC, Classroom Teachers, PE teacher	Physical Education materials and supplies	4000-4999: Books And Supplies	LCFF	1000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Connect at-risk students to school by providing before and/or after school clubs such as but not limited to: walking/running clubs, art club, drama club, etc.	1000-1999: Certificated Personnel Salaries	LCFF	1000.00
			Materials and supplies needed for after school clubs such as materials for costumes for performances.	4000-4999: Books And Supplies	LCFF	1300.00
Teachers will make positive contacts with student's parents/guardians on a weekly bases.	August 9, 2017 - August 2018	Principal, GIA, Site ISC, Classroom Teachers, PE teacher	Postage	5700-5799: Transfers Of Direct Costs	LCFF	400.00
Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.	August 9, 2017 - August 2018	Principal, GIA, Intervention Counselor, Classifies Staff	EWA's for Yard duty to attend Professional development meetings on students of poverty, At-risks behaviors and social emotional learning	2000-2999: Classified Personnel Salaries	LCFF	200.00
			EWA for Classified staff to work with students in monitoring and supporting behavior in alignment with our PBIS - LEAPing to success	2000-2999: Classified Personnel Salaries	LCFF	13145.95
Implement Block "T" award to recognize and celebrate students for athletics, academics, community/school service for students in grades 4-6.	August 9, 2017 - August 2018	Principal, GIA, PBIS Team, Classroom teachers, After School Program Director	Materials for Block T Award and ceremony	4000-4999: Books And Supplies	LCFF	500.00
Support the School Safety Plan with the purchase of safety equipment and tools to support the maintenance of a safe school (communication	August 9, 2017 - August 2018	Principal, GIA, PBIS Team, Classroom teachers, Yard Duty Aides	Purchase safety equipment, radios, flashlights, first aide equipment	4000-4999: Books And Supplies	LCFF	1000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
devices, signs, first aide bags)						
Provide Professional Development in the area of Social Emotional Learning and working with students of Poverty Intervention Counselor will provide counseling services to students needing additional behavioral support to help them be successful in the classroom.	August 9, 2017 - August 2018	Principal, GIA, PBIS Team, Invention Counselor and School Psychologist	On-going training will be provided on the effects of trauma in children utilizing the CUSD CARE team and site psychologist Purchase counseling materials to be used with at risk students	4000-4999: Books And Supplies	LCFF	800.00

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June 2017, Parents will be given the opportunity to learn how to help their child at home to increase the survey from 69% to 80%, By June 2017, Tilley will increase the use of peachjar to notify parents of upcoming events and activities at school By June 2017, Tilley will increase parent participation in school events, school committees, and parent education classes by 25% as measured by sign in sheets and parent surveys
Data Used to Form this Goal:
2016 district parent survey: 69% agree that the teacher and or principal provides them with ideas on how to help my child. There was a drop from 93% to 81% of parents agreeing that they receive regular communication from the school (phone, newspaper, email, notes, etc.)
Findings from the Analysis of this Data:
31% of parents would like information and assistance on how to help their child at home.
Means of evaluating progress & group data needed to measure gains:
2016 District Parent Survey Parent Evaluations of trainings

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.</p> <p>Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.</p>	August 9, 2017 - August 2018	Principal, GIA, teachers, & ELAC, SSC and PTA members	<p>Host Parent Education Classes for 15 weeks in English and Spanish led by Centro La Familia Advocacy Services</p> <p>Provide PBS Parent Workshops that provide instruction and practice on how to support their children at home.</p> <p>Provide childcare for parents attending Parent training and school functions.</p> <p>Provide materials and supplies for children attending childcare</p> <p>Provide refreshments for parents attending the various workshops</p> <p>Purchase Educational Software for guiding Instruction.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p>	<p>9000.00</p> <p>800.00</p> <p>400.00</p> <p>1000.00</p> <p>525.00</p>
Involve parents and community as active stakeholders as partners in the education of each and every student.	August 9, 2017 - August 2018	Principal, GIA, teachers, & ELAC, SSC and PTA members	Translators for school events such as: SSC, ELAC meetings, Parent Conferences, parent workshops, registration and misc. phone contacts	2000-2999: Classified Personnel Salaries	LCFF	2400.00
Parents will be invited to participate in a family literacy/STEAM nights to learn different approaches to engage their child in reading, writing and	August 9, 2017 - August 2018	Principal, GIA, Teachers, ISC, Intervention counselor	Purchase materials for the workshop	4000-4999: Books And Supplies	Title I Part A: Allocation	2500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
math through the science and arts.				4000-4999: Books And Supplies	Title I Parent Involvement	1604.00
			EWA's for teachers to prepare and lead the workshop.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
Parents and students will have the opportunity to visit various local colleges to learn about requirements, admissions, etc.	August 9,2017 - August 2018	Principal, GIA, teachers, Intervention counselor, Intervention teacher	Provide transportation to colleges	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	2000.16

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	74,717.50	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	902.98	0.00
Title I Part A: Allocation	168912.00	0.00
Title I Parent Involvement	1604.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	74,717.50
LCFF-SLIP	902.98
Title I Part A: Allocation	168,912.00
Title I Parent Involvement	1,604.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	73,589.52
2000-2999: Classified Personnel Salaries	58,335.61
4000-4999: Books And Supplies	31,609.78
5000-5999: Services And Other Operating Expenditures	1,125.00
5700-5799: Transfers Of Direct Costs	14,392.04
5800: Professional/Consulting Services And Operating	67,084.53

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	8,579.55
2000-2999: Classified Personnel Salaries	LCFF	23,913.33
4000-4999: Books And Supplies	LCFF	15,252.30
5000-5999: Services And Other Operating	LCFF	1,125.00
5700-5799: Transfers Of Direct Costs	LCFF	11,391.88
5800: Professional/Consulting Services And	LCFF	14,455.44
4000-4999: Books And Supplies	LCFF-SLIP	902.98
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	65,009.97
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	34,422.28
4000-4999: Books And Supplies	Title I Part A: Allocation	13,850.50
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	3,000.16
5800: Professional/Consulting Services And	Title I Part A: Allocation	52,629.09
4000-4999: Books And Supplies	Title I Parent Involvement	1,604.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	150,032.41
Goal: Mathematics	33,942.97
Goal: English Language Development	11,800.50
Goal: School Culture	28,131.44
Goal: Parent Engagement	22,229.16

School Site Council Members

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
Karen Davis	X				
Anna Vargas				X	
Cristina Padilla				X	
Audra Barbosa				X	
Rachel Medina				X	
Jeanne Reyes				X	
Andrea Palacios		X			
Kali Cauthen		X			
Andrea Griffin		X			
Jermaine Armstrong			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.

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

X English Learner Advisory Committee

Signature

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):

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 9/26/2017.

Attested:

Karen Davis

Typed Name of School Principal

Signature of School Principal

Date

Anna Vargas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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.
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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
Dora Amezcua T
Signature

X 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):

PBIS Coordinate

Am Pw

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 9/26/2017.

Attested:

Karen Davis

Typed Name of School Principal

Karen Davis

Signature of School Principal

9-26-17

Date

Anna Vargas

Typed Name of SSC Chairperson

Anna Vargas

Signature of SSC Chairperson

9-26-17

Date



School-Level Parental Involvement Policy

Tilley Elementary has developed a written parental involvement policy with input from parents from our School Site Council (SSC) Committee, English Language Advisory Council, Parent Teacher Association and the beginning of the year LCFF meeting. It has distributed the policy to parents at the first SSC and ELAC meetings of the year. It is also shared with the PTA members annually. The policy describes the means for carrying out the following parental involvement activities.

Involvement of Parents in School Programs

To involve parents in the programs at Tilley, the following practices have been established:

The school convenes an annual meeting to inform parents of the importance of participating in their child's education.

- This meeting is held during the first 4 weeks of school
- All parents are invited to attend
- California Common Core State Standards are reviewed for each grade level
- Parents are encouraged to ask questions regarding the CCSS
- Parents are showed the importance of parent Involvement and how it can help their child
- Suggestions are provided how to work with their child at home.
- A survey is done with parents on what additional training they would be interested in

The school offers a flexible number of meetings, such as meetings in the morning or evening

- All parents are invited to attend the School Site Advisory meetings which are held five to six times throughout the school year. The agenda is posted in the school office 72 hours prior to the meetings. The meetings are also announced during the weekly message to families through the Blackboard Connect telephone communication and on the school's website.

The school involves parents in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's programs and the parental involvement policy.

- Each year the School Site Advisory, English Learner Advisory and PTA will review the Parent involvement policy and improvement of the school's programs
- All input will be considered at the SSA Committee will make changed to the parent involvement policy as needed.

The school provides parents timely information about their programs.

- Weekly messages to the parents share important information about the school and the programs
- Student progress is shared with the parents through Parent Portal
- District assessments and progress reports are sent home every 9 weeks.
- Teacher are available to meet with parents upon request
- Teacher are encouraged to contact parents as needed to discuss progress

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At Back to School Night teachers review the Common Core State Standard and the adopted curriculum that will be used throughout the year. The teacher will also discuss the district benchmarks that will be given and the Smarter Balance Assessment that is given to all 3rd-6th grade students towards the end of the year.
- At Parent-Conferences during the 9th week of school, teachers will explain to parents where their child is currently at based on classwork and the 1st district benchmark. The goal for each student is to meet or exceed the grade level standard.
- Parent Education of on-line programs (google classroom, class dojo, parent portal, Accelerated Reader, etc.)

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Teachers are willing to schedule a parent teacher conference at the request of a parent
- Student Success Team meetings are held to discuss how best to support a struggling student
- Students identified requiring special education have an annual IEP meeting with parents. However, parents may call a meeting as often as needed.

School-Parent Compact

Tilley distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's academic standards. It addresses the following items, as well as other items suggested by parents.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Tilley engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- At Back to School Night and Parent Teacher conferences parents are informed and taught how to use the Parent Portal to monitor their child's progress
- Parents are also encouraged to visit the classroom often to volunteer or to see what their child is learning.
- Parent Education Classes that include: reading to your child, building reading comprehension and fluency, supporting homework and on-line curriculum and technology.
- Parents are encouraged to attend the SSA, ELAC and PTA meetings

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- At Back to School Night and Parent Teacher conferences teachers provide parents with the following:
 - California Common Core State Standards - Grade Level expectations
 - Assessments given throughout the year
 - Materials and ideas on how parents can help their child at home
- Teachers provide weekly or bi-weekly updates for parents on their child's academic and behavior progress

With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Professional Development is provided to teachers regarding Parents as partners
- Teachers are provided written guidelines and expectations for parent conferences

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Parents are encouraged to visit/volunteer in their child's classroom
- Assist with field trips
- Serve on the School Site Advisory Committee and/or English Language Advisory
- Become a member of PTA and actively participate
- Attend Back to School Night, Parent-Teacher conferences and Open House;

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Various notices and information are sent home in the student's primary language. These consist of: Grade-Level Common Core State Standards, California English Language Development Testing results, ELAC and DELAC meeting notices and agendas, Parent Involvement Policy, Parent-Home Compact and Student Progress Reports.
- Blackboard Connect messages pertaining to parent conferences, ELAC and DELAC are recorded in Spanish.

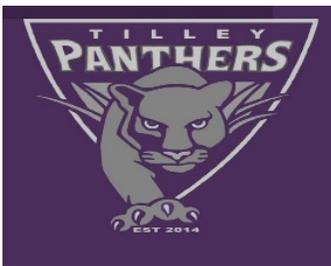
The school provides support for parental involvement activities requested by parents.

- Many teachers on site are Spanish speaking and translate for Spanish speaking parents
- Spanish, Hmong and Punjabi translators are provided as needed for parent-teacher conferences
- Translators are provided for all School Site Advisory and ELAC meetings
- Childcare is provided as needed for meetings
- Transportation and/or home visits are available for parent-teacher conferences

Accessibility

Tilley provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Student progress reports, report cards, parent-teacher conferences, Parent Involvement Policy and School-Parent compact are all printed in Spanish and English. Parent CELDT letters are printed in Spanish, Punjabi, English and Hmong.
- Spanish translation is available throughout the day
- Translation is provided for parent conferences and meetings
- The school is completely handicap accessible. (i.e. drinking fountains, restrooms, classrooms, office and available parking)



Tilley Elementary School

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: 9/1/2017

Meeting Date: 9/5/2017

Location: Library

Starting Time: 6:30 p.m.

Ending Time: 7:30 p.m.

Outcomes: Participants will be able to:

- Recognize the estimated Title 1 and LCFF funding amounts for the 2017-2018 school year.
- Explain the purpose of the School Plan for Student Achievement
- Discuss student data and begin to analyze school's academic instruction program
- Provide input on goals for student achievement for the 2016-17 school year.

Representatives & Staff: SSC members Kali Cauthen, Andrea Griffin, Andrea Palacios, Karen Davis, Jermaine Armstrong, Anna Vargas, Audra Barbosa, Christiana Padilla, _____,

Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	5 minutes
Unfinished Business	Review and approval of Title I Parent Involvement Policy	Chairperson	8 minutes



**School Site Council
September 5, 2017
Please Sign In**

Member Name	SSC Member Role	Member Signature
Karen Davis	Principal	<i>[Signature]</i>
Andrea Hernandez (2) <i>Griffin (1)</i>	Teacher	<i>[Signature]</i>
Kali Cauthen (2)	Teacher	<i>[Signature]</i>
Andrea Palacios (1)	Teacher	<i>[Signature]</i>
Jermaine Armstrong (2)	Other Staff – Instructional Aide	<i>[Signature]</i>
(1)	Parent	
(1)	Parent	
Cristina Padilla (2)	Parent	<i>[Signature]</i>
Anna Vargas (2)	Parent	<i>[Signature]</i>
Audra Barbosa (2)	Parent	<i>[Signature]</i>

Guests

Print Name	Signature	Child's Name



School Site Council
September 26, 2017
Please Sign In

Member Name	SSC Member Role	Member Signature
Karen Davis	Principal	<i>Karen Davis</i>
Andrea Griffin (1)	Teacher	<i>Andrea Griffin</i>
Kali Cauthen (2)	Teacher	<i>Kali Cauthen</i>
Andrea Palacios (1)	Teacher	<i>Andrea Palacios</i>
Jermaine Armstrong (2)	Other Staff – Instructional Aide	<i>Jermaine S. Armstrong</i>
Rachel Medina (1)	Parent	<i>Rachel Medina</i>
Jeanne Reyes (1)	Parent	
Cristina Padilla (2)	Parent	<i>Cristina Padilla</i>
Anna Vargas (2)	Parent	<i>Anna Vargas</i>
Audra Barbosa (2)	Parent	<i>Audra Barbosa</i>

Guests

Print Name	Signature	Child's Name
Zenaida Ventura	<i>Zenaida Ventura</i>	<i>Eva / Samuel</i>



Hanh Phan Tilley Elementary
 English Learner Advisory Committee (ELAC) Meeting
 1st Quarter

Date of Posting: 9/1/17

Meeting Date: 9/6/17

Location: RM 15

Starting Time: 8:45am

Ending Time: 9:45am

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members, staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

Hanh Phan Tilley ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 9/6/17

Total Number of ELAC Members:

- 2 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 3 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 7 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 3 School staff

A quorum of members 5 must be present in order to conduct business. The number of committee members in attendance is 5: Has been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9/6/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
9/6/17	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.

- Nomination of ELAC officers conducted :
 - o A motion was made to re-nominate Chairperson, VP, and Secretary.
 - o Motion made by Mrs. Nieto
 - o 2nd by Motion by Mrs. Davis

10 Yes

0 No

Motion approved

Chairperson: Mrs. Tapia (EL parent)

Vice chairperson: Mrs. Ventura (EL parent)

Secretary: Mr. Perez (Admin.)

- EL program entrance (home language form) and exit criteria reviewed - no parent questions
- Student and CELDT goals reviewed
- Single plan reviewed and presented by Mrs. Davis allowing parents to provide input and ask questions. Budget reviewed and four goals for reading, writing, math, and parent involvement introduced.
- District Parent Education: Centro de la Familia (Classes will be held at McKinely and Tilley Elementary) dates and times to come.

8. Evaluation: Three evaluations completed and submitted by members (attached).
Para futuros programas – Ballet Folklorico, Noche Cultural, Planten Arboles...

9. Adjournment

The meeting was adjourned at 9:45am, with a reminder that our next ELAC meeting is on 12/5/17 at 8:45am.

Respectfully submitted,

Mr. Perez

ELAC Secretary
9/8/17

Hanh Phan Tilley Elementary

Event: ELAC

Date: 9/6/17

Sign-in Sheet

	Parent Name	Student Name	Phone #
1.	Rajvir Kaur	Dildeep Singh Bains	_____
2.	Gurjit Dhaliwal	Sahaj Kang Veer S. Kang	(559) 978-3071
3.	Teresa Pablo	Diego Leon Alexander Leon	559) 389 4360
4.	Silvia Martinez	Ariana	977 6743
5.	Zenaida Ventura	Eva / Samuel	559-316-9290
6.	Lara Blum	Bilingual Liaison	_____
7.	Dora Tapia	Aaron-Eael Garcia	(559) 4770532.
8.	Alexandria Ochoa	Andrew, Aaliyah, Andrea Burciaga	559-458-5398
9.	Cristina Nieto	_____	_____
10.	Joseph Perez	_____	_____
11.			
12.			
13.			
14.			
15.			

7 EL PARENTS

3 STAFF

Called to order 6:06 Anna Vargas

- Introductions:

- o Anna Vargas
 - o Parent
 - o Griffin
 - o Palacios
 - o Christina Padilla
 - o Audra Barbosa
 - o Rachel Medina
 - o Karen Davis
- Secretary went over last meeting
 - o Motion to approve secretary report: passed
- Public comments: no
- Unfinished business
 - o SPSA
 - o Action plan: the guideline for how we will spend our money.

ELA

- This year, teacher PD will include things that the teaches did last year that really succeeded in SPAC scores. 3-6 looking at SBAC, K-2 looking at F&P.
- we will be adding kinder aids.
- 1-2 grades Implementing small group support through teaching fellows.
- Possibly extend the teaching fellows one more hour to help in upper grade classes.
- After school program (doesn't cost anything from this plan)
- Teachers paying for after school tutoring. Have a teacher for every grade expect for 4th. Focusing on small groups for tutoring.
- Materials
- Subs for teachers to test students.
- Cohort with Roosevelt, Teague, and Tilley. Don't have to pay for PD for this, because the district will provide this.
- Daily 5 workshop for 7 teachers.
- 5th grade science project, 6th grade history day project supplies.
- Tech aid extra 2 hours.
- Field trips – transportation.
- Library: books, increased librarian hours.
- Reading intervention teacher, to support tier 3 kids. Not receiving services any other way, just need extra help.
- Possibly a second reading intervention teacher.

Math

- ST Math
- Prodigy
- PD for teachers in Pearson curriculum. This is the 2nd year of the curriculum. (1 day).

- Brain Pop
 - Tech aid (split)
 - Supplies (white boards)
 - Awards for ST Math and math facts
 - Kinder aids
ELD
 - Training
 - Subs for CELDT test
 - EL parent meetings
 - Translating for weekly messages
 - Workshops: parent workshops, how to do different activities with kids. PBS parenting classes. Talked about how to make it engaging and accessible for parents. (Didn't have a lot of people come, so how can we get more people to come).
 - Spanish liaison
 - Motion to approve: Andrea Palacios. Seconded: Audra. Approved: all.
- Complaint procedure
 - District advisory committee member needed: Karen Davis motion Christina, seconded by Griffin, approved. Alternate: Audra
 - Superintendent advisory committee volunteer: no one here can do it, will call other parents.

7:01 adjourned



Tilley Elementary School

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: 9/22/2017

Meeting Date: 9/26/2017

Location: Library

Starting Time: 6:00 p.m.

Ending Time: 6:45 p.m.

Outcomes: Participants will be able to:

- Support CUSD Guiding Principles
- Recognize the estimated Title 1 and LCFF funding amounts for the 2017-2018 school year.
- Explain the purpose of the School Plan for Student Achievement
- Provide input, approve and monitor SPSA including staff professional development
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members **Kali Cauthen, Andrea Griffin, Andrea Palacios, Karen Davis, Jermaine Armstrong, Anna Vargas, Audra Barbosa, Christiana Padilla, Rachel Medina, Jeanne Reyes**

Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees	Information & discussion	Determined by site SSC	1 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	5 minutes
Unfinished Business a. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff	Input, approval.	Principal	15 minutes

professional development including expenditures b. Approve SPSA			
New Business a) Training on Uniform Complaint Procedures b) Nominations and election of DAC Representative, Alternate DAC Representative c) Superintendent's Advisory Committee Volunteer	Discussion and Approval	Chairperson / Principal	10 Minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	6 minute

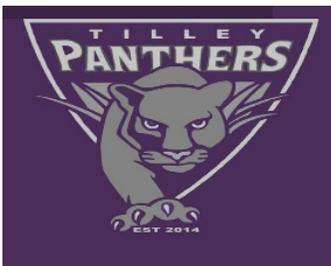
Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day to ensure student learning.

School Site Council 9/5/17

- Vote on nominating Kali C as secretary - /s/p
- Everyone else will stay the same
 - o President:
 - o VP:
- Public comments: none
- Unfinished business
 - o School-parent compact, still important
 - o School-level parent involvement. K Davis went over how the school informs parents.
 - o Where to inform about AR
- The Home School Compact and Parent Involvement Policy was motioned by A. Vargas and 2nd by C. Padilla. Motioned carried 8-0
- New business
 - o Single plan
 - How much we have to spend: 74,717.50
LCFF (how we get the money)
 - Has to be spent on library: 902.98
 - Title 1 part A (kinder aids now have to come out of this) 168,912
 - Title 1 parent involvement 1,604
- Mrs. Davis asked for ideas for academic improvement for our students. She suggested:
 - o Kinder aids: 45,000
 - o Teaching fellows grades 1-2 MTThF
 - o Tech aid extended hours
 - o Librarian extended hours
 - o RTI: Mr. Armstrong literacy after school program
 - o Lit camps: sat or after school tutoring
- Mrs. Palacios asked if there would be money for field trips this year. She thought that was a great help offsetting the cost for field trips for our students.
- Miss Cauthen would like to have more professional development for teachers. With the new Language Arts Curriculum having time to plan with the grade level team and Instructional support coach.
- Mrs. Davis added that ST Math and Awards for ST Math would also be included. Along with Math fluency awards, and AR awards for students achieving their goal with 85% comprehension.
- Safe School Plan was voted on with the changes discussed. J. Armstrong motioned, A. Vargas 2nd - Motioned carried 8-0
 - o Motion was to approve
- Mrs. Davis presented the Safe School Plan in Mr. Perez' absence. She informed the SSC that the plan is in-depth and is shared with the entire staff. Each site staff member has an assigned duty and will be practiced at bi-monthly staff meetings. October 16 – 20th will be designated as Safe School Week. We will practice a variety of drills throughout the week.
 - o C Padilla motioned to approve, J. Armstrong 2nd – Motion carried 8-0

- Mr. Armstrong presented on the Afterschool program and how it supports the students by”
 - o Homework support
 - o Right now doing centers. Maybe include more fun educational game activities
 - o Chromebooks being used for math practice, AR tests and research for the older students
- A motion was made to adjourn the meeting at 7:48 PM by K. Cauthen and 2nd by A. Palacios.
Motioned carried 8-0
- Meeting was adjourned at 7:49PM



Tilley Elementary School

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: 9/1/2017

Meeting Date: 9/5/2017

Location: Library

Starting Time: 6:30 p.m.

Ending Time: 7:30 p.m.

Outcomes: Participants will be able to:

- Recognize the estimated Title 1 and LCFF funding amounts for the 2017-2018 school year.
- Explain the purpose of the School Plan for Student Achievement
- Discuss student data and begin to analyze school's academic instruction program
- Provide input on goals for student achievement for the 2016-17 school year.

Representatives & Staff: SSC members Kali Cauthen, Andrea Griffin, Andrea Palacios, Karen Davis, Jermaine Armstrong, Anna Vargas, Audra Barbosa, Christiana Padilla, _____,

Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	5 minutes
Unfinished Business	Review and approval of Title I Parent Involvement Policy	Chairperson	8 minutes



School Site Council
September 5, 2017
Please Sign In

Member Name	SSC Member Role	Member Signature
Karen Davis	Principal	<i>[Handwritten Signature]</i>
Andrea Hernandez (2) <i>Griffin (1)</i>	Teacher	<i>[Handwritten Signature]</i>
Kali Cauthen (2)	Teacher	<i>[Handwritten Signature]</i>
Andrea Palacios (1)	Teacher	<i>[Handwritten Signature]</i>
Jermaine Armstrong (2)	Other Staff – Instructional Aide	<i>[Handwritten Signature]</i>
(1)	Parent	
(1)	Parent	
Cristina Padilla (2)	Parent	<i>[Handwritten Signature]</i>
Anna Vargas (2)	Parent	<i>[Handwritten Signature]</i>
Audra Barbosa (2)	Parent	<i>[Handwritten Signature]</i>

Guests

Print Name	Signature	Child's Name



School Site Council
September 26, 2017
Please Sign In

Member Name	SSC Member Role	Member Signature
Karen Davis	Principal	<i>Karen Davis</i>
Andrea Griffin (1)	Teacher	<i>Andrea Griffin</i>
Kali Cauthen (2)	Teacher	<i>Kali Cauthen</i>
Andrea Palacios (1)	Teacher	<i>Andrea Palacios</i>
Jermaine Armstrong (2)	Other Staff – Instructional Aide	<i>Jermaine S. Armstrong</i>
Rachel Medina (1)	Parent	<i>Rachel Medina</i>
Jeanne Reyes (1)	Parent	
Cristina Padilla (2)	Parent	<i>Cristina Padilla</i>
Anna Vargas (2)	Parent	<i>Anna Vargas</i>
Audra Barbosa (2)	Parent	<i>Audra Barbosa</i>

Guests

Print Name	Signature	Child's Name
Zenaida Ventura	<i>Zenaida Ventura</i>	<i>Eva / Samuel</i>



Hanh Phan Tilley Elementary
 English Learner Advisory Committee (ELAC) Meeting
 1st Quarter

Date of Posting: 9/1/17

Meeting Date: 9/6/17

Location: RM 15

Starting Time: 8:45am

Ending Time: 9:45am

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members, staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

Hanh Phan Tilley ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 9/6/17

Total Number of ELAC Members:

- 2 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 3 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 7 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 3 School staff

A quorum of members 5 must be present in order to conduct business. The number of committee members in attendance is 5: Has been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9/6/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
9/6/17	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.

- Nomination of ELAC officers conducted :
 - o A motion was made to re-nominate Chairperson, VP, and Secretary.
 - o Motion made by Mrs. Nieto
 - o 2nd by Motion by Mrs. Davis

10 Yes

0 No

Motion approved

Chairperson: Mrs. Tapia (EL parent)

Vice chairperson: Mrs. Ventura (EL parent)

Secretary: Mr. Perez (Admin.)

- EL program entrance (home language form) and exit criteria reviewed - no parent questions
- Student and CELDT goals reviewed
- Single plan reviewed and presented by Mrs. Davis allowing parents to provide input and ask questions. Budget reviewed and four goals for reading, writing, math, and parent involvement introduced.
- District Parent Education: Centro de la Familia (Classes will be held at McKinely and Tilley Elementary) dates and times to come.

8. Evaluation: Three evaluations completed and submitted by members (attached).
Para futuros programas – Ballet Folklorico, Noche Cultural, Planten Arboles...

9. Adjournment

The meeting was adjourned at 9:45am, with a reminder that our next ELAC meeting is on 12/5/17 at 8:45am.

Respectfully submitted,

Mr. Perez

ELAC Secretary
9/8/17

Hanh Phan Tilley Elementary

Event: ELAC

Date: 9/6/17

Sign-in Sheet

	Parent Name	Student Name	Phone #
1.	Rajvir Kaur	Dildeep Singh Bains	_____
2.	Gurjit Dhaliwal	Sehaj Kang Veer S. Kang	(559) 978-3071
3.	Teresa Pablo	Diego Leon Alexander Leon	559) 389 4360
4.	Silvia Martinez	Ariana	977 6743
5.	Zenaida Ventura	Eva / Samuel	559-316-9290
6.	Lara Blum	Bilingual Liaison	_____
7.	Dora Tapia	Aaron-Eael Garcia	(559) 4770532.
8.	Alexandria Ochoa	Andrew, Aaliyah, Andrea Burciaga	559-458-5398
9.	Cristina Nieto	_____	_____
10.	Joseph Perez	_____	_____
11.			
12.			
13.			
14.			
15.			

⑦ EL PARENTS

③ STAFF

Called to order 6:06 Anna Vargas

- Introductions:

- o Anna Vargas
 - o Parent
 - o Griffin
 - o Palacios
 - o Christina Padilla
 - o Audra Barbosa
 - o Rachel Medina
 - o Karen Davis
- Secretary went over last meeting
 - o Motion to approve secretary report: passed
- Public comments: no
- Unfinished business
 - o SPSA
 - o Action plan: the guideline for how we will spend our money.

ELA

- This year, teacher PD will include things that the teaches did last year that really succeeded in SPAC scores. 3-6 looking at SBAC, K-2 looking at F&P.
- we will be adding kinder aids.
- 1-2 grades Implementing small group support through teaching fellows.
- Possibly extend the teaching fellows one more hour to help in upper grade classes.
- After school program (doesn't cost anything from this plan)
- Teachers paying for after school tutoring. Have a teacher for every grade expect for 4th. Focusing on small groups for tutoring.
- Materials
- Subs for teachers to test students.
- Cohort with Roosevelt, Teague, and Tilley. Don't have to pay for PD for this, because the district will provide this.
- Daily 5 workshop for 7 teachers.
- 5th grade science project, 6th grade history day project supplies.
- Tech aid extra 2 hours.
- Field trips – transportation.
- Library: books, increased librarian hours.
- Reading intervention teacher, to support tier 3 kids. Not receiving services any other way, just need extra help.
- Possibly a second reading intervention teacher.

Math

- ST Math
- Prodigy
- PD for teachers in Pearson curriculum. This is the 2nd year of the curriculum. (1 day).

- Brain Pop
 - Tech aid (split)
 - Supplies (white boards)
 - Awards for ST Math and math facts
 - Kinder aids
ELD
 - Training
 - Subs for CELDT test
 - EL parent meetings
 - Translating for weekly messages
 - Workshops: parent workshops, how to do different activities with kids. PBS parenting classes. Talked about how to make it engaging and accessible for parents. (Didn't have a lot of people come, so how can we get more people to come).
 - Spanish liaison
 - Motion to approve: Andrea Palacios. Seconded: Audra. Approved: all.
- Complaint procedure
 - District advisory committee member needed: Karen Davis motion Christina, seconded by Griffin, approved. Alternate: Audra
 - Superintendent advisory committee volunteer: no one here can do it, will call other parents.

7:01 adjourned



Tilley Elementary School

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: 9/22/2017

Meeting Date: 9/26/2017

Location: Library

Starting Time: 6:00 p.m.

Ending Time: 6:45 p.m.

Outcomes: Participants will be able to:

- Support CUSD Guiding Principles
- Recognize the estimated Title 1 and LCFF funding amounts for the 2017-2018 school year.
- Explain the purpose of the School Plan for Student Achievement
- Provide input, approve and monitor SPSA including staff professional development
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members **Kali Cauthen, Andrea Griffin, Andrea Palacios, Karen Davis, Jermaine Armstrong, Anna Vargas, Audra Barbosa, Christiana Padilla, Rachel Medina, Jeanne Reyes**

Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees	Information & discussion	Determined by site SSC	1 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	5 minutes
Unfinished Business a. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff	Input, approval.	Principal	15 minutes

professional development including expenditures b. Approve SPSA			
New Business a) Training on Uniform Complaint Procedures b) Nominations and election of DAC Representative, Alternate DAC Representative c) Superintendent's Advisory Committee Volunteer	Discussion and Approval	Chairperson / Principal	10 Minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	6 minute

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day to ensure student learning.

School Site Council 9/5/17

- Vote on nominating Kali C as secretary - /s/p
- Everyone else will stay the same
 - o President:
 - o VP:
- Public comments: none
- Unfinished business
 - o School-parent compact, still important
 - o School-level parent involvement. K Davis went over how the school informs parents.
 - o Where to inform about AR
- The Home School Compact and Parent Involvement Policy was motioned by A. Vargas and 2nd by C. Padilla. Motioned carried 8-0
- New business
 - o Single plan
 - How much we have to spend: 74,717.50
LCFF (how we get the money)
 - Has to be spent on library: 902.98
 - Title 1 part A (kinder aids now have to come out of this) 168,912
 - Title 1 parent involvement 1,604
- Mrs. Davis asked for ideas for academic improvement for our students. She suggested:
 - o Kinder aids: 45,000
 - o Teaching fellows grades 1-2 MTThF
 - o Tech aid extended hours
 - o Librarian extended hours
 - o RTI: Mr. Armstrong literacy after school program
 - o Lit camps: sat or after school tutoring
- Mrs. Palacios asked if there would be money for field trips this year. She thought that was a great help offsetting the cost for field trips for our students.
- Miss Cauthen would like to have more professional development for teachers. With the new Language Arts Curriculum having time to plan with the grade level team and Instructional support coach.
- Mrs. Davis added that ST Math and Awards for ST Math would also be included. Along with Math fluency awards, and AR awards for students achieving their goal with 85% comprehension.
- Safe School Plan was voted on with the changes discussed. J. Armstrong motioned, A. Vargas 2nd - Motioned carried 8-0
 - o Motion was to approve
- Mrs. Davis presented the Safe School Plan in Mr. Perez' absence. She informed the SSC that the plan is in-depth and is shared with the entire staff. Each site staff member has an assigned duty and will be practiced at bi-monthly staff meetings. October 16 – 20th will be designated as Safe School Week. We will practice a variety of drills throughout the week.
 - o C Padilla motioned to approve, J. Armstrong 2nd – Motion carried 8-0

- Mr. Armstrong presented on the Afterschool program and how it supports the students by”
 - o Homework support
 - o Right now doing centers. Maybe include more fun educational game activities
 - o Chromebooks being used for math practice, AR tests and research for the older students
- A motion was made to adjourn the meeting at 7:48 PM by K. Cauthen and 2nd by A. Palacios.
Motioned carried 8-0
- Meeting was adjourned at 7:49PM

Tilley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
September 26, 2017

1. Call the Meeting to Order:

- The meeting was called to order at 6:06 P.M. by Anna Vargas. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Rachel Medina	X	1	Andrea Palacios	Teacher	X
2	Jeanne Reyes		2	Andrea Griffin	Teacher	X
3	Anna Vargas	X	3	Kali Cauthen	Teacher	X
4	Christina Padilla	X	4	Jermaine Armstrong	Other	X
5	Audra Barbosa	X	5	Karen Davis	Principal	X

	Guest		Non-member staff	Position
1	Zenaida Ventura	1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - o 6 members are needed to establish a quorum
 - o 9 members are present 1 member was absent
 - o A quorum **has** been established

3. Changes/Additions to the Meeting Agenda:

- Agenda was reviewed and no changes were needed.

4. Secretary's Report:

- a. Miss Cauthen read her secretary report from the September 5, 2017 meeting.
M/S/C –m-Christine Padilla, S-Audra Barbosa, C-9-0

5. Report of Officers, Standing & Special Committee

- There were no reports

6. Public Comment:

- There was no public input at this time.

7. Unfinished Business

- Mrs. Davis again reviewed the goals for the Single Plan for Student Achievement (SPSA). She also reviewed how much money is provided by the state and federal government to help us achieve those goals.
 - How much we have to spend: 74,717.50
LCFF (how we get the money)
 - Has to be spent on library: 902.98
 - Title 1 part A (kinder aids now have to come out of this) 168,912
 - Title 1 parent involvement 1,604

ELA Goal:

- This year, teacher PD will include things that the teaches did last year that really succeeded in SPAC scores. 3-6 looking at SBAC, K-2 looking at F&P.
- Schools are now responsible to pay for their Kindergarten Aides from the increased Title I money that was provided.
- 1-2 grades Implementing small group support through teaching fellows.
- Possibly extend the teaching fellows one more hour to help in upper grade classes.
- After school program (doesn't cost anything from this plan)
- Teachers paying for after school tutoring. Have a teacher for every grade expect for 4th. Focusing on small groups for tutoring.
- Materials
- Subs for teachers to test students.
- Cohort with Roosevelt, Teague, and Tilley. Don't have to pay for PD for this, because the district will provide this.
- Daily 5 workshop for 7 teachers.
- 5th grade science project, 6th grade history day project supplies.
- Tech aid extra 2 hours.
- Field trips – transportation.
- Library: books, increased librarian hours.
- Reading intervention teacher, to support tier 3 kids. Not receiving services any other way, just need extra help.
- Possibly a second reading intervention teacher.

Math Goal:

- Mrs. Davis explained that under the Math goal the SPSA allocated money for ST Math and Brain POP licenses. Part of the Tech. Aides additional hours come from this goal because he supports the technology used for math instruction and practice.
- Money will also be spent on awards for students who achieve their goals on ST Math and math fluency.
- Professional Development will also be provided in Pearson Math and the 8 Math Practices.

English Language Development Goal:

- Professional development will be provided to staff on differentiating for EL students and well as providing subs for the teachers to be able to give the new ELPAC assessment that will be given in spring 2018.
- EL Parent meetings will be funded by providing refreshments and resources for them to take home.
- Translators will be paid on an extra work agreement to attend parent conferences and/or any meeting throughout the year that is in need of a translator.
- Childcare is provided at all meetings/trainings to allow parents an opportunity to attend without their children.

School Culture Goal:

- The goal is to strengthen our PBIS tiered system. Funds are allocated to provide awards for students who do not receive referrals each quarter.
- Money for clubs to engage students before or after school.

- Extra work agreements to extend the yard duty hours to provide additional hours for them to monitor and support behavior during lunch recess.
- Counseling materials will also be purchased for Mr. Bueno to use in counseling groups

Parent Engagement Goal:

- Tilley intends to host several parent workshops such as: Centro La Familia Parenting Classes and PBS Parent workshops.
- Childcare will be provided for each workshop as well as refreshments.
- Teachers will also have the opportunity to plan science, math or literacy trainings for the teacher and will be paid for their planning and workshop time.
- Parents have requested to have like to learn about the opportunities their child have after High School Money has been set aside for transportation to visit Fresno State during the spring.

There was a motion made by Jermaine Armstrong and 2nd by Anna Vargas to approve the SPSA for the 2017-2018 school year. Motioned carried 9-0

8. New Business

- Nominations and elections of DAC Representative and Alternate
 - Rachel Medina volunteered to be the DAC representative. M- Karen Davis S –C. Padilla Motioned carried 9-0
 - Superintendent advisory committee volunteer: no one here can do it, will call other parents.

9. Evaluation & Adjournment:

- The Tilley SSC meeting was adjourned by Mrs. Vargas at 7:01 PM

Respectfully submitted,

**Kali Cauthen
SSC Secretary
9-26-17**

Name _____

Grade _____

HANH PHAN TILLEY ELEMENTARY SCHOOL
SCHOOL-FAMILY COMPACT TO LEARNING

Three-Way School Pledge

Teacher's Pledge: I will

- Create a partnership with every family in my class
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in academics and behavior, updating parents regularly
- Make sure all students get help as soon as it's needed
- Continually work on my teaching strategies so that I can successfully teach all children
- Make sure students understand the assignment, what they'll learn from it, and grade it promptly
- Provide opportunities for parent volunteers and participation in their child's education
- Send home school information promptly

Teacher's Signature

Date

Student's Pledge: I will

- Get to class on time
- Be prepared for class
- Let my teacher know if I need help
- Read on my own and with my family every day
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework every day, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents
- I will let my teacher know if I feel unsafe or I am being bullied

Student's Signature

Date

Parent's Pledge: I will

- Let the teacher know if my child has any problems with learning
- Attend parent conferences and meetings, staying informed about my child's progress
- Use the school materials in academics that are sent home each week to help my child
- Read to/with my child 20 minutes a day
- Provide a quiet place/time for my children to complete homework
- Get my child to school daily and on time, every day
- Read school information nightly
- I will inform the school if my child feels unsafe or is being bullied

Parent's Signature

Date

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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

PBIS Coordinator

Signature
Dora Amezcua

Signature

Signature

Signature

Signature

Signature
Anna

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 9/26/2017.

Attested:

Karen Davis

Typed Name of School Principal

Karen Davis

Signature of School Principal

9-26-17

Date

Anna Vargas

Typed Name of SSC Chairperson

Anna Vargas

Signature of SSC Chairperson

9-26-17

Date

Budget By Expenditures

Tilley Elementary School

Funding Source: LCFF

\$74,717.50 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Use lesson study model for professional development in coaching cycles, planning days (co-plan/co-teach) and exemplary peer instruction observation.	1000-1999: Certificated Personnel Salaries	\$3,849.50		Teachers will be provided professional development in Tier 1 and 2 instruction, first best teaching of English Language Arts, integrated/designated ELD instruction that aligns with the CCSS and unit planning. •Observation of teaching practices through release time and coaching•Professional Learning Communities with a focus on Implementation of CCSS using the newly adopted Curriculum, Wonders
Purchase materials for students to use when creating presentations and research projects.	4000-4999: Books And Supplies	\$500.00		Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
EWA for Technology Aide to work additional hours to support literacy across the curriculum	2000-2999: Classified Personnel Salaries	\$3,433.69		Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Provide duplication of core curriculum	5700-5799: Transfers Of Direct Costs	\$2,491.88		Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Provide transportation for educational field trips.	5700-5799: Transfers Of Direct Costs	\$8,000.00		Close the experiential gap by making real world connections to apply application of skills and knowledge in English Language Arts by providing off-campus experiences for students .
Supplies for Story Time	5700-5799: Transfers Of Direct Costs	\$500.00		Continue to increase the availability of books in the library by adding new titles for all levels of readers.Extend the library hours by 2 additional hours a day, 4 days a week for provide at -risk students access to the library to check out books. Provide "Story Time" sessions in the library for families with children 0-4 years in order to teach parents the importance of reading to their children

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Quarterly assemblies to improve school culture	5800: Professional/Consulting Services And Operating Expenditures	\$5,455.44	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through motivational assemblies, activities, and recognition of academic and behavioral achievements
Planning day for PBIS Team to develop activities and plan awards/recognition for students in the various tiers that meet their goals.	1000-1999: Certificated Personnel Salaries	\$730.05	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through motivational assemblies, activities, and recognition of academic and behavioral achievements
Purchase Attendance and school spirit flags to hang outside of the classrooms with the highest percentage of attendance and spirit shirts worn for the week.	4000-4999: Books And Supplies	\$1,200.00	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through motivational assemblies, activities, and recognition of academic and behavioral achievements
Peer Mediators will be trained and recognized quarterly	4000-4999: Books And Supplies	\$800.00	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through motivational assemblies, activities, and recognition of academic and behavioral achievements
Purchase SWIS	5000-5999: Services And Other Operating Expenditures	\$600.00	The school's Positive Behavior Intervention Supports (PBIS) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior.
Physical Education materials and supplies	4000-4999: Books And Supplies	\$1,000.00	Connect students to school by developing the whole child through physical education and the arts.
Connect at-risk students to school by providing before and/or after school clubs such as but not limited to: walking/running clubs, art club, drama club, etc.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connect students to school by developing the whole child through physical education and the arts.
Materials and supplies needed for after school clubs such as materials for costumes for performances.	4000-4999: Books And Supplies	\$1,300.00	Connect students to school by developing the whole child through physical education and the arts.
Postage	5700-5799: Transfers Of Direct Costs	\$400.00	Teachers will make positive contacts with student's parents/guardians on a weekly bases.
EWA's for Yard duty to attend Professional development meetings on students of poverty, At-risks behaviors and social emotional learning	2000-2999: Classified Personnel Salaries	\$200.00	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.
EWA for Classified staff to work with students in monitoring and supporting behavior in alignment with our PBIS - LEAPing to success	2000-2999: Classified Personnel Salaries	\$13,145.95	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.

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Materials for Block T Award and ceremony	4000-4999: Books And Supplies	\$500.00	Implement Block "T" award to recognize and celebrate students for athletics, academics, community/school service for students in grades 4-6.
Purchase safety equipment, radios, flashlights, first aide equipment	4000-4999: Books And Supplies	\$1,000.00	Support the School Safety Plan with the purchase of safety equipment and tools to support the maintenance of a safe school (communication devices, signs, first aide bags)
Purchase counseling materials to be used with at risk students	4000-4999: Books And Supplies	\$800.00	Provide Professional Development in the area of Social Emotional Learning and working with students of PovertyIntervention Counselor will provide counseling services to students needing additional behavioral support to help them be successful in the classroom.
Provide PBS Parent Workshops that provide instruction and practice on how to support their children at home.	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.
Provide childcare for parents attending Parent training and school functions.	2000-2999: Classified Personnel Salaries	\$800.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.
Provide materials and supplies for children attending childcare	4000-4999: Books And Supplies	\$400.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.

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Provide refreshments for parents attending the various workshops	4000-4999: Books And Supplies	\$1,000.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making. Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.
Purchase Educational Software for guiding Instruction.	5000-5999: Services And Other Operating Expenditures	\$525.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making. Engage Parents of TK-Kindergarten students by providing them real time results of reading readiness and assessments of their child's skills and produces learning tools for parents to help support their child academically.
Translators for school events such as: SSC, ELAC meetings, Parent Conferences, parent workshops, registration and misc. phone contacts	2000-2999: Classified Personnel Salaries	\$2,400.00	Involve parents and community as active stakeholders as partners in the education of each and every student.
	4000-4999: Books And Supplies	\$1,000.00	Continue to increase the availability of books in the library by adding new titles for all levels of readers. Extend the library hours by 2 additional hours a day, 4 days a week for provide at-risk students access to the library to check out books. Provide "Story Time" sessions in the library for families with children 0-4 years in order to teach parents the importance of reading to their children
Technology Aide to work 2.0 additional hours on an extra work agreement to provide increased access to the technology equipment in good working condition for students	2000-2999: Classified Personnel Salaries	\$3,433.69	Identified below grade level students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math and fluency in areas they have math skill learning gaps.
St Math / Math Fluency Award Assemblies, certificates and recognition for student success	4000-4999: Books And Supplies	\$1,500.00	School will celebrate students that achieve their individual math goals set and monitored by the student and the teacher

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Substitute teachers will allow classroom teachers to administer the CELDT/ELPAC assessment, analyze the data and implement appropriate instruction based on the need	1000-1999: Certificated Personnel Salaries	\$2,200.00	Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
EL Parent meetings/materials	4000-4999: Books And Supplies	\$750.00	Parents will be involved as partners in professional learning community to help increase student learning.
Translating of weekly messages and all communication sent home from school.	1000-1999: Certificated Personnel Salaries	\$800.00	Parents will be involved as partners in professional learning community to help increase student learning.
Translating for parent meetings/workshops for parents of EL at-risk students	2000-2999: Classified Personnel Salaries	\$500.00	Parents will be involved as partners in professional learning community to help increase student learning.
Provide white boards to each students in order to engage them in learning and provide immediate teacher feedback	4000-4999: Books And Supplies	\$2,130.00	Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics.
Support materials and instructional tools (math practice posters, manipulatives, math journals, white board markers, etc)	4000-4999: Books And Supplies	\$1,372.30	Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics.
LCFF Total Expenditures:		\$74,717.50	
LCFF Allocation Balance:		\$0.00	

Funding Source: LCFF-SLIP

\$902.98 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase number of books in the library	4000-4999: Books And Supplies	\$902.98		Continue to increase the availability of books in the library by adding new titles for all levels of readers. Extend the library hours by 2 additional hours a day, 4 days a week for provide at-risk students access to the library to check out books. Provide "Story Time" sessions in the library for families with children 0-4 years in order to teach parents the importance of reading to their children

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LCFF-SLIP Total Expenditures: \$902.98

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation **\$168,912.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies for extending learning opportunities in math	4000-4999: Books And Supplies	\$1,000.00		Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics.
EWA's for teachers to prepare and lead the workshop.	1000-1999: Certificated Personnel Salaries	\$2,000.00		Parents will be invited to participate in a family literacy/STEAM nights to learn different approaches to engage their child in reading, writing and math through the science and arts.
Provide transportation to colleges	5700-5799: Transfers Of Direct Costs	\$2,000.16		Parents and students will have the opportunity to visit various local colleges to learn about requirements, admissions, etc.
EWA for Teachers to plan and provide EL workshops	1000-1999: Certificated Personnel Salaries	\$2,000.00		Parents will be invited to participate in a workshop to learn how to support their children develop English language arts skills to become proficient English Language Learners.
Materials and supplies for parent workshops	4000-4999: Books And Supplies	\$1,500.00		Parents will be invited to participate in a workshop to learn how to support their children develop English language arts skills to become proficient English Language Learners.
Childcare provided for parent education/workshops	2000-2999: Classified Personnel Salaries	\$700.00		Parents will be invited to participate in a workshop to learn how to support their children develop English language arts skills to become proficient English Language Learners.
Ongoing professional development in coaching cycles, to develop conceptual understand of the CCSS for math (substitute) teachers)	1000-1999: Certificated Personnel Salaries	\$2,500.00		Teachers will be provided professional development to support the implementation of Pearson math and to increase their capacity of teaching math conceptually that is aligned with the 8 math practices and CCSS for mathematics through Co-plan/Co-teach and observations of other teachers. (TC)
Pay for professional development on differentiating for EL students(Workshop Cost)	1000-1999: Certificated Personnel Salaries	\$1,500.00		Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.

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Substitute teachers to allow teachers to attend the EL professional development conferences	1000-1999: Certificated Personnel Salaries	\$1,000.00	Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
Materials and supplies for use in the classroom to support long-term, at-risk EL students.	4000-4999: Books And Supplies	\$850.50	Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
EWA for Credentialed teachers to provide small group tutoring in the area of Math to students below grade level	1000-1999: Certificated Personnel Salaries	\$3,441.47	Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics.
EWA for librarian to work 2 addition hours 4 days a week to keep library open M-TH until 4:30 PM	2000-2999: Classified Personnel Salaries	\$4,273.92	Continue to increase the availability of books in the library by adding new titles for all levels of readers. Extend the library hours by 2 additional hours a day, 4 days a week for provide at-risk students access to the library to check out books. Provide "Story Time" sessions in the library for families with children 0-4 years in order to teach parents the importance of reading to their children
Purchase materials for the workshop	4000-4999: Books And Supplies	\$2,500.00	Parents will be invited to participate in a family literacy/STEAM nights to learn different approaches to engage their child in reading, writing and math through the science and arts.
Reading Intervention teacher for grades 3-6 (Oct-May)	1000-1999: Certificated Personnel Salaries	\$18,007.53	Provide credential reading intervention teacher(s) to support Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.
Reading Intervention teacher for grades 1-4 (Jan-May)	1000-1999: Certificated Personnel Salaries	\$11,680.56	Provide credential reading intervention teacher(s) to support Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.
Purchase materials and supplies necessary for reading intervention	4000-4999: Books And Supplies	\$2,000.00	Provide credential reading intervention teacher(s) to support Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.
Salaries for Kindergarten Aides to work 3 hours per day in the classroom	2000-2999: Classified Personnel Salaries	\$14,724.18	Classified support to assist primary students in TK/K classrooms by supporting the classroom teacher and students so that all students can meet the desired goal in math. Teacher and aide will provide small group instruction, and individual support by differentiating lessons and activities that ensure access to the grade level curriculum

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ST Math License	5800: Professional/Consulting Services And Operating Expenditures	\$2,333.33	Identified below grade level students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math and fluency in areas they have math skill learning gaps.
Brain Pop License	5800: Professional/Consulting Services And Operating Expenditures	\$1,508.00	Identified below grade level students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math and fluency in areas they have math skill learning gaps.
EWA for Credentialed teachers to provide small group tutoring for students below grade level Tier 1 and 2 students.	1000-1999: Certificated Personnel Salaries	\$18,986.89	Extend the learning opportunities for students below grade level by providing during school, after school and Saturday academies with a focus on literacy development. After School Program (CAMP LEAP) provides homework support and reading support to students below grade level
Duplication of materials for extended learning time for at-risk students	5700-5799: Transfers Of Direct Costs	\$1,000.00	Extend the learning opportunities for students below grade level by providing during school, after school and Saturday academies with a focus on literacy development. After School Program (CAMP LEAP) provides homework support and reading support to students below grade level
Purchase technology including Chromebooks and audio visual equipment to support at risk students.	4000-4999: Books And Supplies	\$5,000.00	Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Materials and supplies to support small group instruction of at-risk students.	4000-4999: Books And Supplies	\$1,000.00	Implement the use of educational materials, supplies and technology to enhance student learning for all students, including foster youth, English Learners and students of poverty through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Salary to pay for classified Instructional Aides	2000-2999: Classified Personnel Salaries	\$14,724.18	Classified support to assist primary students in TK/K classrooms by supporting the classroom teacher and students so that all students can meet the desired goal. Teacher and aide will provide guided reading, small group instruction, and individual support by differentiating lessons and activities that ensure access to the grade level curriculum

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Teaching Fellows in first & Second grade classrooms will provide teacher additional time for targeted reading assistance to students not on grade level	5800: Professional/Consulting Services And Operating Expenditures	\$41,333.76	Implement small group instruction and alternative supports for students in the classroom as response to intervention in Language Arts for identified Tier II and III students to close the achievement gap for all students, including foster youth, English Learners and students of poverty. *Guided Reading Instruction *Small group re-teaching *Pull out Intervention*Extended Learning opportunitiesImplement the use of instructional materials and assessment to diagnose at risk students to differentiate instruction and support in reading and writing to close the achievement gap.
Additional hours for Teaching Fellows to provide 3-6 grade classrooms additional time for targeted reading assistance to students not on grade level.(3 TF to work 1 additional hour, 4 times a week)	5800: Professional/Consulting Services And Operating Expenditures	\$7,454.00	Implement small group instruction and alternative supports for students in the classroom as response to intervention in Language Arts for identified Tier II and III students to close the achievement gap for all students, including foster youth, English Learners and students of poverty. *Guided Reading Instruction *Small group re-teaching *Pull out Intervention*Extended Learning opportunitiesImplement the use of instructional materials and assessment to diagnose at risk students to differentiate instruction and support in reading and writing to close the achievement gap.
Subs to provide release time for teachers in order to assess students for grouping, differentiation and intervention	1000-1999: Certificated Personnel Salaries	\$3,893.52	Implement small group instruction and alternative supports for students in the classroom as response to intervention in Language Arts for identified Tier II and III students to close the achievement gap for all students, including foster youth, English Learners and students of poverty. *Guided Reading Instruction *Small group re-teaching *Pull out Intervention*Extended Learning opportunitiesImplement the use of instructional materials and assessment to diagnose at risk students to differentiate instruction and support in reading and writing to close the achievement gap.

Title I Part A: Allocation Total Expenditures: \$168,912.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$1,604.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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4000-4999: Books And
Supplies \$1,604.00

Parents will be invited to participate in a family literacy/STEAM nights to learn different approaches to engage their child in reading, writing and math through the science and arts.

Title I Parent Involvement Total Expenditures: \$1,604.00

Title I Parent Involvement Allocation Balance: \$0.00

Tilley Elementary School Total Expenditures: \$246,136.48