School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Teague Elementary School
Address	4725 N. Polk Ave. Fresno, CA 93722
County-District-School (CDS) Code	10-73965-6007389
Principal	Diego Moreno
District Name	Central Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. Every student at Teague will show PRIDE by; being Proud, showing Respect, having Integrity, being Determined, and showing Empathy.

School Profile

Teague strives to build a healthy, positive, and engaging learning environment for all students. Through the Guiding Principles, Teague makes sure every student will learn in every classroom, every day. The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. One of 15 elementary schools in the Central Unified School District, we are on the western border of the city of Fresno and serves the neighborhood of Highway City. Teague Elementary is considered by the city of Fresno to be urban fringe area. Teague Elementary School serves 713 Transitional Kindergarten through sixth grade students on a traditional schedule. Teague Elementary School also houses a state preschool program and shares space with a county special education program. Teague celebrates and honors our ethnically and economically diverse community.

Teague staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours honing their professional skills and collaborating and planning in grade level teams, curriculum teams, Professional Learning Communities (PLCs) and with administration. The staff attends a wide variety of professional development offerings provided at the school as well as district wide trainings at the district office. Many teachers also pursue advanced level university degrees. Teague Elementary School's goals are based on the Elementary and Secondary Education Act, common core standards and Central Unified's Guiding Principles.

Teague is dedicated to increasing and accelerating the learning of our English Learners (EL) with quality instruction and Intervention programs. With highly effective and researched based teaching strategies, Teague EL students continue to get the instruction needed to become proficient in the English language. Teague will plan to use the ELPAC test to determine language fluency levels and progress for our significant EL population. This year, teachers will be utilizing dedicated classroom time to work with identified EL students utilizing appropriate curriculum to address the specific needs of EL students. Teague will also have the support of the English Learner's Group to support and coach our school site in EL instruction.

Teague Elementary has a Reading Intervention Program that has been rebuilt to accommodate a three-tier program. Tier one of the program provides the opportunity for certificated teachers to support the reading instruction for students in the classroom by providing core instruction to all students. Tier two is based on F&P scores where students are identified for reading intervention. Students are grouped for further reading intervention support. Students two years below grade level receive instruction in a small group setting based on their needs. Support is provided through our site literacy team that provides three reading teachers. Each team will push in to a classrooms and support the tier two students. Students identified more than two years below reading levels will then be in tier three where students are pulled out into intensive groups of no more than 5 students at a time. Students will receive specialized instruction in reading and literacy skill development. In addition, tutorials (before and after school) as well as Saturday school enrichment time will also be provided to students to give additional time for students to grow academically.

This year Teague teachers are implementing more and more technology based learning tools to students in classrooms every day to close the experience gap many of our students face, as well as enhance learning for all.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders include those representing all students is a critical component when writing a Single Plan for Student Achievement (SPSA). Central USD and Teague Elementary continue to focus on increasing parent involvement in the input process. Teague Elementary reaches out to stakeholders by

inviting them to participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), Leadership Team (LT), and Parent Faculty Club (PFC). Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during SSC, ELAC and by request.

Stakeholder input sessions were:
School Leadership Team 8/30/18, 9/28/18
School Site Council 10/03/2018 and 10/24/2018
English Learner Advisory Committee 10/12/2018
Parent Faculty Club 10/03/2018

Childcare and interpretation was provided as requested by stakeholders. (Spanish, Punjabi &/or Hmong). Overall trends in stakeholder feedback included:

The various committees agreed that the funding and goals from the previous year were well aligned and data driven so they were carried over to the next year. There were changes to how the amount goals/tactics were funded. The SPSA includes, as a result of the stakeholder input sessions, the following: Parent committees requested additional parent English and education classes so the vendor for that was changed to accommodate that request. There was also an increase in funding for student safety and for rewards for positive behavior. The most important goal shared by stakeholders is the need to increase Teague's achievement based on state assessments. In response, guided reading and small group instruction is a focus at Teague Elementary. The budget for small groups was increased significantly in order to account for more staffing.

Teague Elementary appreciates and takes into consideration the valuable input of all of our stakeholder groups as this information informs our goals and actions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.70%	3	2	5
African American	14.7%	14.1%	13.60%	104	103	97
Asian	9.0%	8.4%	8.70%	64	61	62
Filipino	0.6%	0.4%	0.42%	4	3	3
Hispanic/Latino	67.9%	68.5%	67.60%	482	499	482
Pacific Islander	0.1%	0.6%	0.42%	1	4	3
White	5.6%	5.9%	7.01%	40	43	50
Multiple/No Response	1.7%	0.0%	0%	12	0	0
			Total Enrollment	710	729	713

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		108	92
Grade 1		94	92
Grade 2		98	96
Grade3		112	90
Grade 4		101	127
Grade 5		108	109
Grade 6		108	107
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		729	713

Conclusions based on this data:

1. Teague has a large number of students in grade four for the 2017-2018 school year.

2. Enrollment has declined slightly (3%) from 2016-2017 to 2017-2018.

3. Enrollment by subgroup has mirrored the slight overall decline with our white population being the outlier with an increase of one percent from 2016-2017 to 2017-2018.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	177	147		24.9%	20.2%	
Fluent English Proficient	59	85		8.3%	11.7%	
Reclassified Fluent English Proficient	1	37		0.6%	20.9%	

Conclusions based on this data:

1. Teague had a 4.7% decline in English learners.
2. 20% of Teague's 2015-2016 English Learners were Reclassified as Fluent English Proficient during the 2016-2017 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	96	112	84	96	111	82	96	111	82	100	99.1	97.6
Grade 4	105	103	124	102	102	123	102	102	122	97.1	99	99.2
Grade 5	88	106	101	88	104	98	88	104	97	100	98.1	97
Grade 6	106	100	103	105	99	102	105	99	102	99.1	99	99
All Grades	395	421	412	391	416	405	391	416	403	99	98.8	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2342.	2369.	2384.	4	5.41	12.20	8	19.82	15.85	17	24.32	28.05	71	50.45	43.90
Grade 4	2387.	2383.	2408.	4	4.90	9.02	7	11.76	13.93	24	18.63	26.23	66	64.71	50.82
Grade 5	2429.	2430.	2429.	3	4.81	4.12	18	15.38	17.53	20	25.00	21.65	58	54.81	56.70
Grade 6	2457.	2453.	2479.	4	3.03	2.94	20	17.17	21.57	26	28.28	43.14	50	51.52	32.35
All Grades	N/A	N/A	N/A	4	4.57	6.95	13	16.11	17.12	22	24.04	29.78	61	55.29	46.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	6.31	14.63	29	38.74	43.90	69	54.95	41.46
Grade 4	3	4.90	7.38	32	37.25	40.98	65	57.84	51.64
Grade 5	6	6.73	2.06	31	37.50	42.27	64	55.77	55.67
Grade 6	4	4.04	4.90	30	34.34	43.14	66	61.62	51.96
All Grades	4	5.53	6.95	31	37.02	42.43	66	57.45	50.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	8.11	10.98	25	41.44	36.59	68	50.45	52.44
Grade 4	3	5.88	10.66	39	38.24	36.89	58	55.88	52.46
Grade 5	11	6.73	20.83	32	50.00	29.17	56	43.27	50.00
Grade 6	9	6.06	3.92	42	43.43	52.94	50	50.51	43.14
All Grades	7	6.73	11.44	35	43.27	39.05	58	50.00	49.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	1.80	12.20	51	64.86	67.07	45	33.33	20.73
Grade 4	2	5.88	4.92	66	40.20	64.75	32	53.92	30.33
Grade 5	2	2.88	4.12	57	50.96	48.45	41	46.15	47.42
Grade 6	1	1.01	5.88	68	55.56	66.67	31	43.43	27.45
All Grades	2	2.88	6.45	61	53.13	61.79	37	43.99	31.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	9.01	12.20	38	52.25	43.90	56	38.74	43.90
Grade 4	6	6.86	11.48	42	39.22	48.36	52	53.92	40.16
Grade 5	11	4.81	8.25	53	48.08	38.14	35	47.12	53.61
Grade 6	10	11.11	14.71	51	38.38	58.82	38	50.51	26.47
All Grades	8	7.93	11.66	46	44.71	47.64	46	47.36	40.69

Conclusions based on this data:

1. Teague has increased by 11% in students at or near the standards in Reading from 2015-2016 to 2017-2018.
2. The lowest sub section for standard mastery is in reading, demonstrating understanding of literacy and non-fictional text with 50% of students below standard.
3. The percent of students scoring above standard has increased in each area from 2015-2016 to 2017-2018. Reading +4%, Writing +4.4%, Listening +4.45%, Research/Inquiry +3.66%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	95	112	85	95	111	80	95	111	80	100	99.1	94.1
Grade 4	104	103	124	101	102	123	101	102	123	97.1	99	99.2
Grade 5	88	106	101	88	104	98	88	104	97	100	98.1	97
Grade 6	106	100	103	104	99	102	103	99	102	98.1	99	99
All Grades	393	421	413	388	416	403	387	416	402	98.7	98.8	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2357.^	2391.^	2386.^	3	9.01	7.50	13	20.72	17.50	26	27.03	25.00	58	43.24	50.00
Grade 4	2388.^	2391.^	2413.^	1	0.98	4.07	5	12.75	17.07	31	26.47	29.27	63	59.80	49.59
Grade 5	2408.^	2425.^	2428.^	1	0.96	4.12	0	2.88	5.15	28	28.85	27.84	70	67.31	62.89
Grade 6	2446.^	2446.^	2461.^	5	2.02	1.96	9	12.12	13.73	26	29.29	32.35	60	56.57	51.96
All Grades	N/A	N/A	N/A	3	3.37	4.23	7	12.26	13.43	28	27.88	28.86	63	56.49	53.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	18.92	20.00	25	27.03	21.25	69	54.05	58.75
Grade 4	3	3.92	8.13	14	20.59	23.58	83	75.49	68.29
Grade 5	1	1.92	6.19	16	21.15	21.65	83	76.92	72.16
Grade 6	7	6.06	3.92	25	20.20	36.27	68	73.74	59.80
All Grades	4	7.93	8.96	20	22.36	25.87	76	69.71	65.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	17.12	10.00	37	44.14	42.50	57	38.74	47.50
Grade 4	2	2.94	6.50	22	37.25	39.02	76	59.80	54.47
Grade 5	1	2.88	2.06	18	28.85	32.99	81	68.27	64.95
Grade 6	7	2.02	2.94	32	46.46	43.14	61	51.52	53.92
All Grades	4	6.49	5.22	27	39.18	39.30	68	54.33	55.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.51	13.75	44	44.14	43.75	48	42.34	42.50
Grade 4	2	4.90	8.13	30	33.33	43.90	68	61.76	47.97
Grade 5	0	0.00	5.15	34	39.42	32.99	66	60.58	61.86
Grade 6	5	5.05	6.86	48	36.36	36.27	48	58.59	56.86
All Grades	4	6.01	8.21	39	38.46	39.30	57	55.53	52.49

Conclusions based on this data:

1. Teague increased the percentage of students meeting/exceeding the standard in math to 17.66% in grades 3-6 in 2017-18 as compared to 15.5% in 2016-2017.
2. Teague scored the highest in the subsection communicating reasoning with 47.51% of students near, at, or above standard
3. Teague students had the most difficulty with the subsection concepts and procedures with 34.83% of students scoring near, at, or above standard

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		844	Very High 6.5%	Declined Significantly -6.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		844	Very High 6.5%	Declined Significantly -6.7%
English Learners		190	Medium 2.6%	Declined Significantly -3.9%
Foster Youth		24	Very High 12.5%	Increased Significantly +3%
Socioeconomically Disadvantaged		786	Very High 6.7%	Declined Significantly -6.9%
Students with Disabilities		90	Very High 10%	Declined Significantly -9.2%
African American		128	Very High 11.7%	Declined Significantly -20%
American Indian		8	*	*
Asian		66	Very Low 0%	Declined Significantly -2.7%
Filipino		3	*	*
Hispanic		570	High 6%	Declined Significantly -5.1%
Pacific Islander		5	*	*
Two or More Races		14	Very High 28.6%	Increased Significantly +10.9%
White		50	High 4%	Declined Significantly -3.7%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspensions declined significantly (-6.5%)
2. The African American subgroup declined the most with a drop of -20%.
3. Suspensions of Foster Youth rose 3%.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		116	Very Low 57.8%	Declined -8.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.6%	Declined Significantly -3.9%
English Learner Progress (1-12)		Very Low 57.8%	Declined -8.4%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Very Low 80.6 points below level 3	Increased +4.6 points
Mathematics (3-8)		Low 86.9 points below level 3	Increased Significantly +20.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Teague has had a decrease in the overall progress of English Learners by 8.4%
2. Teague English Learners have increased in the performance on ELA standards by over 4 points.
3. Teague English Learners have significantly increased in the performance on Math standards by over 20 points.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		385	Very Low 71.8 points below level 3	Increased +6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		385	Very Low 71.8 points below level 3	Increased +6 points
English Learners		119	Very Low 80.6 points below level 3	Increased +4.6 points
Foster Youth		5	*	*
Socioeconomically Disadvantaged		361	Very Low 73.2 points below level 3	Increased +5.5 points
Students with Disabilities		38	Very Low 141.5 points below level 3	Increased +11.4 points
African American		48	Very Low 105.3 points below level 3	Declined -10.2 points
American Indian		1	*	*
Asian		31	Low 69.8 points below level 3	Maintained -1 points
Filipino		3	*	*
Hispanic		276	Low 68 points below level 3	Increased +9.1 points
Pacific Islander		2	*	*
Two or More Races		6	*	*
White		18	Very Low 75.7 points below level 3	Declined -8.7 points

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	58	Low 35.6 points below level 3	Increased Significantly +26.6 points
EL - English Learner Only	61	Very Low 123.4 points below level 3	Declined Significantly -25.1 points
English Only	249	Very Low 72.3 points below level 3	Increased +7.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)	7			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall achievement of English Language Arts improved +6 points.
2. Hispanic students improved achievement levels by +9.1 points.
3. EL reclassification has increased significantly, with an increase of +26.6 points.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		385	Low 83 points below level 3	Increased +13.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		385	Low 83 points below level 3	Increased +13.5 points
English Learners		119	Low 86.9 points below level 3	Increased Significantly +20.3 points
Foster Youth		5	*	*
Socioeconomically Disadvantaged		361	Low 84.3 points below level 3	Increased +13.7 points
Students with Disabilities		38	Very Low 137.3 points below level 3	Increased Significantly +24.8 points
African American		48	Very Low 109.5 points below level 3	Increased +4.8 points
American Indian		1	*	*
Asian		31	Low 73.2 points below level 3	Increased Significantly +21.6 points
Filipino		3	*	*
Hispanic		276	Low 79.9 points below level 3	Increased Significantly +16.4 points
Pacific Islander		2	*	*
Two or More Races		6	*	*

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
White		18	Very Low 95.4 points below level 3	Declined Significantly -23.5 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	58	Low 51.6 points below level 3	Increased Significantly +31.1 points
EL - English Learner Only	61	Very Low 120.5 points below level 3	Maintained +0.7 points
English Only	249	Low 84.2 points below level 3	Increased +11 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
Mathematics (3-8)	7			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall achievement of Math increased +13.5 points.
2. Students with disabilities exhibited the greatest amount of change with an increase of +24.8 points
3. White students has the largest decline with a decrease of -23.5 points

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The percentage of English Learners who made progress towards English Proficiency decreased 8.4%
2. Teague Students improved +5.9 points in ELA.
3. Teague students improved +12.5 points in Math.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. The percentage of students suspended was reduced by more than 50% from 13.2% down to 6.2%.
2. Only 55 students were suspended in 2017, down from 113 in 2016.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

Central USD's overall SBAC scores for our students in grades 3-8 and 11 indicate students performance levels for a single state indicator, English Language Arts Assessment. This score, for all student groups was -26.8 Distance from Meeting Standards (DFM). The performance levels for a single state indicator, Math Assessment, for all student groups was -48.5 DFM. At Teague Elementary School, students scored -71.8 DFM in English Language Arts, and -83.0 DFM in Mathematics.

- Early literacy results for first-grade students based on Fountas and Pinnell Benchmark Assessment System indicate that there is not any overall growth from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.) Teague elementary currently has 43.3% of Kindergarten students on track, 33% of first grade students on track, and 50% of second grade students on track.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018 Fountas and Pinnell (F & P) "On Track" Spring 2018	ELA, DFM -71.8 Math, DFM -83.0 F & P "On Track"% K - 43.4% 1 - 33.0% 2 - 50.0%	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -64.8) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM -73) The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70% K- +26.6% 1- +37.0% 2- +20.0%

Planned Strategies/Activities

Strategy/Activity 1

Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.

- Intervention
- reteaching

- push in/pull out intervention
- alternative or supported practice materials

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Administration
Teachers
Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	65,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Eight Teaching Fellows to provide additional targeted reading support for below grade level students - guided reading, small group instruction in grades 1-6
Amount	26,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	materials for guided reading and small group instruction

Strategy/Activity 2

Implement extended learning opportunities and alternative support in ELA for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students.

Students to be Served by this Strategy/Activity

Identified at risk students

Timeline

2018-2019

Person(s) Responsible

Administration
Teachers
Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	29,000.00
Source	Title I Part A: Allocation

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Intervention - small group teacher
Amount	10,404.81
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EPR for Reading Intervention teacher - adding hours 1:00pm - 3:00pm
Amount	10,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	teachers for extended learning opportunities - tutoring before and after school
Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	materials for extended learning opportunities

Strategy/Activity 3

Implement the use of instructional materials and assessments to diagnose at risk students and differentiate instruction and support in reading and writing across the curriculum to close the achievement gap for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Instructional Support Coach
Library Aide

Proposed Expenditures for this Strategy/Activity

Amount	6,700
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	subs for fountas and pinnell testing in grades k-3

Strategy/Activity 4

Professional Development to build adult capacity in small group instruction, academic language development, building learning goals and success criteria.

- Observations of teaching practices through release time and coaching
- Instructional Support Coach to improve instruction of the curriculum using researched-based instructional practices
- Professional Learning Communities with a focus on implementation of Common Core State Standards
- Individual feedback on goals regarding quality of instruction provided by administration through formal and informal observations
- Conference and training participation

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will attend various professional learning on site and off site, this will pay the substitute costs and teacher per diem cost if on a non instructional day, planning days

Strategy/Activity 5

Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Classroom Aides

Proposed Expenditures for this Strategy/Activity

Amount	5,600.00
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	At Teague, We Read! reward shirt for all students who pass the number of book criteria, Jammin' J shirts for 1st grade, Kindergarten word club shirts for sight word completion

Strategy/Activity 6

Implement the use of educational materials and technology in ELA for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Librarian
ISC
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	11,870.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	licenses for AR, Lexia, Brian Pop, ESGI
Amount	4,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology to increase the availability of resources and tools for teachers and for academically at risk students. including but not limited to: headphones, datebooks, speakers, F&P books
Amount	2,000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	duplication, take home books
Amount	1,500.00
Source	Title I Part A: Allocation
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	copies for duplication orders by teachers and grade level

Amount	1,442.70
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Increase the availability of books in the library.

Strategy/Activity 7

Classified support to assist TK/K students (guided reading, small group instruction in ELA, differentiation, and teacher support).

Students to be Served by this Strategy/Activity

All students in TK and Kinder

Timeline

2018 - 2019

Person(s) Responsible

Administration
ISC
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Personnel to provide additional learning opportunities for students in grades TK and Kinder.

Strategy/Activity 8

Professional Learning in Math to build adult capacity in small group instruction, academic language development, building learning goals and success criteria.

- Observations of teaching practices through release time and coaching
- Instructional Support Coach to improve instruction of the curriculum using researched-based instructional practices
- Professional Learning Communities with a focus on implementation of Common Core State Standards
- Individual feedback on goals regarding quality of instruction provided by administration through formal and informal observations
- Conference and training participation

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration

Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	pay for substitutes for teachers to attend professional learning sessions, teacher salaries on non duty days, planning days
Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teachers to attend CGI conference

Strategy/Activity 9

Implement the use of educational materials and technology in Math for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Librarian
ISC
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	7,600.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	licenses for ST Math, reflex math
Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Technology to increase the availability of resources and tools for teachers and for academically at risk students. including but not limited to: headphones, datebooks, speakers

Strategy/Activity 10

Classified support to assist TK/K students (guided reading, small group instruction in math, differentiation, and teacher support).

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
ISC
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Personnel to provide additional learning opportunities for students in grades TK and Kinder.

Strategy/Activity 11

Implement extended learning opportunities and alternative support in math for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	9,800.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	teachers for extended learning opportunities - tutoring before and after school

Strategy/Activity 12

Using the math assessments to provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Instructional Coach
Teachers
Librarian

Proposed Expenditures for this Strategy/Activity

Amount	400.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	12's club acknowledgment of math fact fluency

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate was 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate was 5.6% (2015-16) and expulsion rate was .3% (also 2015-16). Teague's suspension rate is currently 6.5, expulsion rate is 0.36%, attendance rate is 93.86% and chronic absenteeism is 20.1%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 6.5% Expulsion Rate- 0.36% Attendance Rate- 93.86% Chronic Absenteeism-20.1%	By June of 2019: Suspension Rate will decrease by 0.5% (to 6.0%) Expulsion Rate will decrease by 0.1% (0.26%) Attendance Rate will increase to 97% or higher (increase by 3.14%) Chronic Absenteeism will decrease by 1% (to 19.1%)

Planned Strategies/Activities

Strategy/Activity 1

Implement behavior support for students on Tier 2 and Tier 3 according to SWIS and school personnel observations.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Behavior Intervention Team
Teachers
ISC

Proposed Expenditures for this Strategy/Activity

Amount	33,928.00
Source	Title I Part A: Allocation

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated teacher to support alternative recess, alternative play, and provide push in support to classrooms. Provide clear expectations for behavior in all areas of the school to build the Teague PRIDE culture.

Strategy/Activity 2

Implement opportunities for students to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
PBIS team
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies, school events
Amount	3,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	fees for family day college trip
Amount	1,000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Transportation to provide educational experiences for all students to attend family day college trip

Strategy/Activity 3

Increase student safety, staff safety and catastrophic preparation with school wide communication devices and safety materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
ISC
PBIS Team
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	534.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Raptor operating system to scan parent identification cards

Strategy/Activity 4

Increase awareness of school culture and spirit. To remind students and adults of school expectations and vision. Create a welcoming and positive environment for students

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
PBIS team
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teague Signage to promote PRIDE goals and school expectations

Strategy/Activity 5

Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	8,813.62
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard duty extra help

Strategy/Activity 6

Provide students with opportunities to be rewarded for meeting attendance and behavior goals.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Admin
Teachers
ISC
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reward for student who met behavior or attendance goals

Strategy/Activity 7

Professional Development to build adult capacity in social emotional support

Students to be Served by this Strategy/Activity

At risk students

Timeline

2018 - 2019

Person(s) Responsible

Administration
School psychologist

Proposed Expenditures for this Strategy/Activity

Amount	1,072.85
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	fees for professional learning for school psychologist to attend training

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Teague Elementary will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Teague Elementary will continue providing quality parent education based on parent interest and need. Teague Elementary will encourage parent participation in providing input and being a part of the decision making process. At Teague Elementary parent involvement consists of parent English classes, family nights with a focus on literacy, the arts, and STEAM projects. Parent Faculty Club is also open to any interested stakeholders.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 94.3% 2) "The school is a safe place where bullying and disrespect are not tolerated" 66.9%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 71.9%

Planned Strategies/Activities

Strategy/Activity 1

Provide structure for parent engagement so parents have an ease of access to school via in-person assistance, phone, email, text, and in writing to encourage attendance to school functions and better understand areas of need.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
Parent Liaison

Proposed Expenditures for this Strategy/Activity

Amount	33,196.57
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Liaison
Amount	2,422.00
Source	Title I Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Liaison
Amount	2,026.34
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extend day of parent liaison in order to offer more communication to parents
Amount	500.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	classified staff to support workshops
Amount	337.00
Source	Title I Parent Involvement
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	consumable materials for parent engagement

Strategy/Activity 2

Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:

- provide English as a Second Language so our parents can increase English capacity and better navigate educational opportunities for their children
- building a strong relationship between parents and school personnel
- provide family nights for parents and students to work collaboratively

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

Administration
ASP director

Proposed Expenditures for this Strategy/Activity

Amount	13,000.00
Source	21st Family Literacy Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	English classes for parents
Amount	2474.00
Source	21st Family Literacy Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	family literacy functions including but not limited to: paint night, STEM night
Amount	400.00
Source	21st Family Literacy Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	consumable materials for family literacy

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall.Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. Currently, 3% of ELs at Teague are meeting or exceeding ELA standards on SBAC compared to 28% on non-EL students. This data indicates an achievement gap for EL students on ELA of 25%.

At Teague the current English Learner Progress Indicator is at 56.90% with a decline of 5.86%, putting our school site in the very low (red) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 56.90%	By June of 2019: ELPI will increases by 14% to 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -80.6	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -73.6)

Planned Strategies/Activities

Strategy/Activity 1

Provide quality English Language Development instruction for all identified English Learners, Long Term English Learners, and at risk English Learners.

Students to be Served by this Strategy/Activity

All English Learners

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	8,500
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extended learning opportunities for English Learner students

Strategy/Activity 2

Implement the use of English Language Development assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all English Learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	4,676.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	opportunities for administration of assessments

Strategy/Activity 3

Students and families will be provided with opportunities to participate in college, career, and community activities.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018 - 2019

Person(s) Responsible

Administration
Teachers
Classified Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	college and career activities

Amount	1000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	transportation costs for college and career activities

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By June, 2018, 80% of all students will make one years growth or more based on their baseline benchmark data
By June, 2018, 80% of all students in grades K-3 will show one year's growth or more based on their F&P data scores.
By June, 2018, 80% of all students in grades 3-6 will show one year's growth or more on the ELA section of the SBAC.
By June, 2018, all students in grades 1-6 will have read and successfully passed a minimum of 10 books at or above level within the accelerated reader program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark K-3 Fountas and Pinnell scores 3-6 SBAC AR	80% of all students will make one years growth or more based on their baseline benchmark data 80% of all students in grades K-3 will show one year's growth or more based on their F&P data scores. 80% of all students in grades 3-6 will show one year's growth or more on the ELA section of the SBAC. all students in grades 1-6 will have read and successfully passed a minimum of 10 books at or above level within the accelerated reader program	Benchmark Grade 1 - ELA 89.1% meet or exceeds expectations, 25.1% increase from benchmark 1 Grade 2 - ELA 65.6% meet or exceeds expectations 53% increase from benchmark 1 F & P Kinder - 43% meet or exceeds expectations, decrease of 6% First - 33% meet or exceeds expectations, decrease of 7% Second - 50% meet or exceeds expectations, increase of 0% SBAC ELA Grade 3 - ELA 28.05% meet or exceeds expectations, 2.82% increase from 16-17 Grade 4 - ELA 22.95% meet or exceeds expectations, 6.29% increase from 16-17 Grade 5 - ELA 21.65% meet or exceeds expectations, 1.46% increase from 16-17 Grade 6 - ELA 24.51% meet or exceeds expectations, 4.31% increase from 16-17

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identified below grade level readers in grades K-6 will receive additional reading support through leveled literacy intervention, guided	Identified below grade level readers in grades K-6 who received additional reading support through leveled literacy intervention, guided	Purchase library books 4000-4999: Books And Supplies LCFF-SLIP 1,437.85	Purchase library books 4000-4999: Books And Supplies LCFF-SLIP 1441.18

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading support, and other means to build and support literacy. The system will use a 3 tiered approach. Tier 1 - General classroom instruction for all students. General reading and literacy instruction using core curriculum for all students. All Teague students will receive instruction utilizing Wonders curriculum. Teachers will utilize whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level will utilize identified resources to support learning gaps based on student scores. Literacy support team will pull students out and work with students in small group instruction. Literacy team will consist of reading teacher and teaching fellow. Students pulled out by reading teacher based on minimum of 2 years below grade level. Pull out will take place 30 minutes 2 days a week. Tier 3 - Students targeted based on F&P data and teacher assessments. in addition, students will also be invited to extended learning opportunities via tutorials and saturday school sessions.	reading support, and other means to build and support literacy. The system used a 3 tiered approach. Tier 1 - General classroom instruction for all students. General reading and literacy instruction used core curriculum for all students. All Teague students received instruction utilizing Wonders curriculum. Teachers utilized whole class instruction and small group instruction as initial instructional strategies. Tier 2 - Students targeted based on assessment data. Each grade level utilized identified resources to support learning gaps based on our student scores. Literacy support team pulled students out and worked with students in small group instruction. Our literacy team consisted of a reading teacher and teaching fellow. Students pulled out by reading teacher based on a minimum of 2 years below grade level. Pull out took place 30 minutes 2 days a week. Tier 3 - Students targeted based on F&P data and teacher assessments. in addition, students were also invited to extended learning opportunities via tutorials and Saturday school sessions.	Two Teaching Fellows to provide additional targeted reading support for below grade level students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 26,700.00 Certificated reading teacher for intervention program 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 21,000 Purchase reading instruction supplemental materials (F&P kits.) 4000-4999: Books And Supplies Title I Part A: Allocation 4000 Technology licenses for Lexia, ESGI, BrainPop, BrainPop Jr. and other supplemental websites. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 8,200 Technology licenses for Lexia, ESGI, and other supplemental websites. 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 3,000 Purchase of books for students. 4000-4999: Books And Supplies Title I Part A: Allocation 250.00	Two Teaching Fellows to provide additional targeted reading support for below grade level students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 25,000.00 Certificated reading teacher for intervention program 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13,601.79 Purchase reading instruction supplemental materials (F&P kits.) 4000-4999: Books And Supplies Title I Part A: Allocation 3684.96 Technology licenses for BrainPop, BrainPop Jr. and other supplemental websites. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1507.99 Technology licenses for Lexia, ESGI, and other supplemental websites. 5800: Professional/Consulting Services And Operating Expenditures LCFF 10,300 Purchase of books for students. 4000-4999: Books And Supplies Title I Part A: Allocation 700.76
Staff will be provided with on-going training in	Staff was provided with on-going training in	Teacher subs for professional	Teacher subs for professional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading instruction and assessment to ensure progress in student reading. In addition, staff will also be provided time to organize, plan and implement strategies from training. The focus of this will be students identified as academically at risk and unduplicated students. Teachers in attendance of Kagan training, Kate Kinsella training and EL literacy training will be supported with purchase of materials introduced and used during workshop to better implement practices in classrooms. Teacher planning days will be provided for each team to plan out their year based on grade level expectations. Academic coach will work with each grade level in their planning. Curriculum maps will be produced by and for the grade level team.	reading instruction and assessment to ensure progress in student reading. In addition, staff was also provided time to organize, plan and implement strategies from training. The focus of this will be students identified as academically at risk and unduplicated students. Teachers attended Kagan training, Kate Kinsella training and EL literacy training. They were supported with purchase of materials introduced and used during workshop to better implement practices in classrooms. Teacher planning days were provided for each team to plan out their year based on grade level expectations. Academic coach worked with each grade level in their planning. Curriculum maps were produced by and for the grade level team.	development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2500 Certificated staff pay for professional development meetings 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2500 F&P Subs for grade levels K-3 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2,000 Teacher Planning Days 1000-1999: Certificated Personnel Salaries LCFF 9,500	development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1650 Certificated staff pay for professional development meetings 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0 F&P Subs for grade levels K-3 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4645 Teacher Planning Days 1000-1999: Certificated Personnel Salaries LCFF 5426
In support of programs, after school tutorials and saturday school will also be used. Program support also will be shared with after school program (ASP). After school program will utilize various curriculum as supplemental materials to support struggling readers. Teachers will use current adoption (Wonders) intervention materials that school can provide.	In support of programs, after school tutorials and Saturday School were also used. Program support also was also shared with after school program (ASP). After school program utilized various curriculum as supplemental materials to support struggling readers. Teachers used current adoption (Wonders) intervention materials that school provided.	Teachers for after school tutorials 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13,000 Teachers for after school tutorials 3000-3999: Employee Benefits Title I Part A: Allocation 2,000 Supplies for after school tutorials 4000-4999: Books And Supplies Title I Part A: Allocation 1,500	Teachers for after school tutorials 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6892 Teachers for after school tutorials 3000-3999: Employee Benefits Title I Part A: Allocation 1215.06 Supplies for after school tutorials 4000-4999: Books And Supplies Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on reading intervention program purchase, teachers can also utilize F&P kits for resources to work with specific reading skills. Saturday school program will be based on students needing to make up attendance, however literacy instruction will be provided by teacher and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts. Schedule from summer literacy camp will be used as model for program.	Based on reading intervention program purchase, teachers utilized F&P kits for resources to work with specific reading skills. Saturday School program was based on students needing to make up attendance, however literacy instruction was provided by teacher and teaching fellows. Classes were provided with intervention materials, supplemental materials and games for students to practice and apply concepts. Schedule from summer literacy camp was used as model for program.	Teachers for Saturday school 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 22,005 Administration for Saturday school 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,500 Teaching fellows (ASP) for Saturday school 2000-2999: Classified Personnel Salaries 21st Family Literacy Grant 2,600 Supplies for Saturday school 4000-4999: Books And Supplies LCFF 2,500	Teachers for Saturday School 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 12475 Administration for Saturday School 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1339 Teaching fellows (ASP) for Saturday school 2000-2999: Classified Personnel Salaries 21st Family Literacy Grant 0 Supplies for Saturday school 4000-4999: Books And Supplies LCFF 100
Teague will build a culture of literacy. Students will be given leveled reading goals to achieve through accelerated reader program. Based on goals achieved, students will earn charms and receive recognition for their efforts. This will also include supplies, materials and duplication for instructional items. The Teague academic challenge of the month will apply to other content areas throughout the school year.	Teague built a culture of literacy. Students were given leveled reading goals to achieve through Accelerated Reader program. Based on goals achieved, students earned charms and received recognition for their efforts. This also included supplies, materials and duplication for instructional items. The Teague academic challenge of the month was applied to other content areas throughout the school year.	Awards and materials for Accelerated Reader program 4000-4999: Books And Supplies Title I Part A: Allocation 2250 Supplies and materials 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Awards and materials for Accelerated Reader program 4000-4999: Books And Supplies Title I Part A: Allocation 801 Supplies and materials 4000-4999: Books And Supplies Title I Part A: Allocation 3472.74
In support of a culture of literacy, kindergarten classrooms will be provided with an instructional aide. Aides will work under direct supervision of classroom certificated teacher.	In support of a culture of literacy, kindergarten classrooms were provided with an instructional aide. Aides worked under direct supervision of classroom certificated teacher.	Classified Instructional Aides for each kindergarten and transitional kindergarten classroom. 5 classrooms for 2017/18 2000-2999: Classified Personnel Salaries Title	Classified Instructional Aides for each kindergarten and transitional kindergarten classroom. 5 classrooms for 2017/18 2000-2999: Classified Personnel Salaries Title

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		I Part A: Allocation 52,000	I Part A: Allocation 38833
Classrooms have been fitted with technology to support all students. 4th - 6th grade classrooms have not been fitted with interactive white boards in order to fully utilize online materials with curriculum. Kinder - 3rd does have Promethean boards installed. Plan will be to finish all classrooms at Teague.	Classroom were fitted with technology to support all students. 4th - 6th grade classrooms have not been fitted with interactive white boards in order to fully utilize online materials with curriculum. Kinder - 3rd does have Promethean boards installed. Plan was to finish all classrooms at Teague.	Purchase of promethean boards 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 50000	Purchase of promethean boards 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 49993

Analysis

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

RTI implementation - Tier 1 was best instruction in the classroom, Tier 2 was pull out intervention, and Tier 3 was additional support through tutoring and Saturday School. The three tiers were implemented with fidelity at Teague.

Professional Development and Planning Day - Teachers attened Kagan Professional Development and EL training. Planning days were scheduled throughout the summer.

Program support - after school tutorials and Saturday School were offered, teachers utilized F&P kits for resources to work with specific reading skills. Saturday School program was based on students needing to make up attendance, literacy instruction was provided by the teacher and Teaching Fellows. Students were grouped by reading level at Saturday School.

Culture of literacy - a new incentive program was not put into place at Teague in 2017-2018. Each kindergarten classroom did have an instructional aide.

Technology - all 4th- 6th classrooms got the newest available Promethean board technology to deliver instruction.

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

RTI implementation - Teague's reading intervention lab was run by two highly qualified reading teachers with support from two Teaching Fellows, altogether, four groups would be seen simultaneously each morning. As evidenced by our SBAC data, all grade levels marked an increase in achievement levels in grades third through sixth. K-2 did not get as much intervention as needed as evidenced by the slide in F&P scores.

Professional Development and Planning Day - The Kagan Professional Development did have an effect in the class as evidenced by the increase in ELA SBAC scores in each grade level. The planning days did allow teachers to focus on the resources provided and planning as a grade level to implement the curriculum.

Program support - After school tutorials did produce a positive effect by measure of the increase in SBAC scores. Saturday school, which was broken down by F&P scores did not provide the expected outcomes as our F&P scores dropped across grade levels K, 1st, and 2nd.

Culture of literacy - a new incentive program was not put into place at Teague in 2017-2018; this negatively affected our F&P scores.

Technology - the 4th- 6th classrooms with the newest available Promethean board technology did deliver an increase in SBAC scores.

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

In the licensing expenditure, there was a discrepancy between the amount originally allocated for Title 1 and 21st Century, the amount spent ended up being paid out of LCFF. Expenses for the certificated reading teacher for intervention program ended up being less because the teacher left before the end of the year. When purchasing books under this action, expenses went over because teachers needed more materials. The expenses for teacher subs for professional development was less than anticipated because we had to cancel some days and they could not be made up. The expenses for substitute teachers to allow teachers to administer the F&P were greater than anticipated. The expenses for certificated staff pay for professional development meetings were mitigated as the teachers went on scheduled days off. Expenses for F&P subs were higher than anticipated because this line item was not allocated enough funds as compared to other line items with the same goal. Expenses for Teacher Planning Days were less than expected because some planning days took place after the first of July 2018. Expenses for Teachers for after school tutorials and their benefits were less than expected because not all scheduled teachers participated in tutoring during each offering. No monies were spent on materials for tutoring as teachers used intervention materials from Wonders and Pearson. Expenses for Teachers for Saturday School, administration for Saturday School, Teaching Fellows for Saturday School, and supplies for Saturday School were less than planned due to low attendance of students and lack of teachers available to teach. Expenses for awards and materials for the Accelerated Reader program did not match projections due to lack of program implementation. Supplies and Materials expenses were more than scheduled due to an increase in the price of specific rewards purchased yearly for students.

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

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP)
Increase allocations for Teaching Fellows for guided reading intervention in each first through sixth grade classroom in addition to pull out support in the reading lab.
Promethean board purchased will be scaled back and a plan will be created to upgrade a selected grade level each year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By June, 2018, 80% of all students will make one years growth or more based on their baseline benchmark data.
By June, 2018, 80% of all students in grades K-2 will show one year's growth or more based on their ST math scores.
By June, 2018, 80% all students in grades 3-6 will show one year's growth or more on the math section of the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark data ST Math SBAC	80% of all students will make one years growth or more based on their baseline benchmark data. 80% of all students in grades K-2 will show one year's growth or more based on their ST math scores 80% all students in grades 3-6 will show one year's growth or more on the math section of the SBAC.	Benchmark Grade 1 - MATH 60% meet or exceeds expectations, 44% increase from benchmark 1 Grade 2 - MATH 78.9% meet or exceeds expectations 61.39% increase from benchmark 1 ST MATH Kinder - 43.2% of students made one year's growth First - 34.9% of students made one year's growth Second - 32.1% of students made one year's growth SBAC MATH Grade 3 - MATH 25% meet or exceeds expectations, 4.73% decrease from 16-17 Grade 4 - MATH 21.14% meet or exceeds expectations, 7.41% increase from 16-17 Grade 5 - MATH 9.27% meet or exceeds expectations, 5.43% increase from 16-17 Grade 6 - MATH 15.69% meet or exceeds expectations, 1.55% increase from 16-17

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will continue to increase their capacity of teaching conceptual understanding of mathematics through PD opportunities and the Co-Plan/Co-Teach cycle. (Teacher Capacity)	Teachers continued to increase their capacity of teaching conceptual understanding of mathematics through PD opportunities and the Co-Plan/Co-Teach cycle. (Teacher Capacity)	Teacher subs for professional development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000	Teacher subs for professional development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilizing professional learning community meetings, grade level teams will share out best practices and implementation strategies utilizing the new curriculum. In support of using multiple math instructional strategies, teachers will have the opportunity to attend CGI math training during the summer at Fresno State. Teachers will be expected to share out best practices with general staff. Continued support will be provided by teacher trainer.	Utilized professional learning community meetings, grade level teams shared out best practices and implementation strategies utilizing the new curriculum. In support of using multiple math instructional strategies, teachers had the opportunity to attend CGI math training during the summer at Fresno State. Teachers were expected to share out best practices with general staff. Continued support was provided by teacher trainer.	Registration for Training for CGI math @ Fresno State, August, 2016 5700-5799: Transfers Of Direct Costs Title I Part A: Allocation 4000	Registration for Training for CGI math @ Fresno State, August, 2016 5700-5799: Transfers Of Direct Costs Title I Part A: Allocation 1500
Identified below grade level students in grades TK-6 will receive additional math support through guided instruction, supplemental materials, technology support and other means to build math skill learning gaps. The system will use a tiered approach. Tier 1 - General classroom instruction for all students. General math, computation and literacy instruction using core curriculum for all students. All Teague students will use the Pearson math curriculum. Tier 2 - Students targeted based on benchmarks and common formative assessments data. Based on needs, teachers will target instruction based	Identified below grade level students in grades TK-6 who received additional math support through guided instruction, supplemental materials, technology support and other means to build math skill learning gaps. The system used a tiered approach. Tier 1 - General classroom instruction for all students. General math, computation and literacy instruction used core curriculum for all students. All Teague students used the Pearson math curriculum. Tier 2 - Students targeted based on benchmarks and common formative assessments data. Based on needs, teachers targeted instruction based	ST Math License 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 5,000 Support materials and instructional tools. (math practice posters, manipulatives, math journals, etc.) 4000-4999: Books And Supplies LCFF 2,500	ST Math License 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation Support materials and instructional tools. (math practice posters, manipulatives, math journals, etc.) 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
on specific needs or small group instructional needs.	on specific needs or small group instructional needs.		
Teacher planning days will be provided for each team to plan out their year based on grade level expectations. Academic coach will work with each grade level in their planning. Curriculum maps will be produced by and for the grade level team.	Teacher planning days were provided for each team to plan out their year based on grade level expectations. Academic coach worked with each grade level in their planning. Curriculum maps were produced by and for the grade level team.	Teacher Planning Days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 9,500	Teacher Planning Days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5426
In support of programs, after school tutorials and Saturday school will also be used. Program support also will be shared with after school program (ASP). After school program will utilize the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students. Saturday school program will be based on students needing to make up attendance, however math literacy instruction will be provided by teachers and teaching fellows. Classes will be provided with intervention materials, supplemental materials and games for students to practice and apply concepts.	In support of programs, after school tutorials and Saturday school were also used. Program support also was shared with after school program (ASP). After school program utilized the Pearson adopted curriculum intervention materials to support students struggling in math. Additional materials requested are manipulatives for students. Saturday school program was based on students needing to make up attendance, however math literacy instruction was provided by teachers and teaching fellows. Classes were provided with intervention materials, supplemental materials and games for students to practice and apply concepts.	Teachers for after school tutorials 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 9000 Teachers for after school tutorials 3000-3999: Employee Benefits Title I Part A: Allocation 1000 Supplies for after school tutorials 4000-4999: Books And Supplies Title I Part A: Allocation 1500 Teachers for Saturday school - attendance generated	Teachers for after school tutorial 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6982 Teacher for after school tutorials 3000-3999: Employee Benefits Title I Part A: Allocation 1215.06 Supplies for after school tutorials 4000-4999: Books And Supplies Title I Part A: Allocation 0 Teachers for Saturday School - attendance generated

Analysis

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

Professional Development / PLCs - Teachers completed a co-plan / co-teach cycle during the school year. PLCs shared out best practices throughout twice-weekly meetings. Teachers self selected themselves to attend CGI math training at Fresno State, each participant was required to share out new learning.

Tiered approach to intervention - all classrooms did implement the use of Pearson instructional materials. Tier 2 included intentional small group instruction in the classroom.

Planning Days - grade level teams did produce curriculum maps created by the grade level.

Intervention - after school and Saturday school tutorials were available for students. One teacher from each grade level provided tutoring for different parts of the school year.

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

Professional Development / PLCs - The co-plan / co-teach cycle during the school year, PLCs, and CGI math training did keep our teachers informed of the most effective strategies and use of materials. This lead to an increase in achievement levels in three of four testing grades.

Tiered approach to intervention - Instructional materials were used to support instruction in the classroom.

Planning Days - The effect of the planning days appears to be minimal as evidenced by the lower growth across all grade levels.

Intervention - Tutoring and in-class intervention support was provided to identified at-risk students and gave extended time for reteaching and learning.

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

Actual expenses for teacher subs for professional development was not needed as the funds came from other areas of the plan for professional development. Registration for CGI math was less than expected because fewer teachers elected to attend the conference. ST Math license was not needed as the cost was paid out of a different goal in the plan. Support materials and instructional tools were not purchased. Teacher planning day costs were less than expected because many planning days were held after the first of July 2018; moving the cost over to the 2018-2019 school year. Supplies needing to be purchased for after school tutorials were not spent as the teachers used intervention materials already included in Pearson and Wonders.

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

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All English language learners will advance one performance level on the annual ELPAC assessment.
Students classified as Long Term English Language Students will have a monthly check in with classroom teacher on language development.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	All English language learners will advance one performance level on the annual ELPAC assessment. Students classified as Long Term English Language Students will have a monthly check in with classroom teacher on language development.	ELPAC Overall - (64%) 77 of 120 students scored moderately or well developed Grade K - (74%) 14 of 19 students scored moderately or well developed Grade 1 - (73%) 17 of 23 students scored moderately or well developed Grade 2 - (84%) 16 of 19 students scored moderately or well developed Grade 3 - (33%) 04 of 12 students scored moderately developed Grade 4 - (50%) 12 of 24 students scored moderately or well developed Grade 5 - (71%) 10 of 14 students scored moderately or well developed Grade 6 - (44%) 04 of 09 students scored moderately or well developed

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will be provided with a new curriculum (Wonders) that will include materials for EL instruction. Teachers will be provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher will provide staff instructional PD on SDAIE strategies that will focus on building comprehension and better	Teachers were provided with a new curriculum (Wonders) that included materials for EL instruction. Teachers were provided time to pull apart new curriculum and work within grade level teams in order to plan with new curriculum. Intervention reading teacher provided staff instructional PD on SDAIE strategies that focused on building comprehension	Pay for professional development on differentiation. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000 Pay for subs to provide colleague observation opportunities. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000 Subs for ELPAC training and testing 1000-1999:	Pay for professional development on differentiation. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0 Pay for subs to provide colleague observation opportunities. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0 Subs for ELPAC training and testing 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
understanding of language.	and better understanding of language.	Certificated Personnel Salaries LCFF 1500	Certificated Personnel Salaries LCFF 0
		Intervention Reading Teacher 1000-1999: Certificated Personnel Salaries LCFF 11000	Intervention Reading Teacher 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 12837.69
		Subs for teacher collaboration days (2 days in fall / 1 day in spring) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 9000	Subs for teacher collaboration days (2 days in fall / 1 day in spring) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
Students will participate in learning opportunities to promote the development of speaking, listening, reading, writing, and critical thinking. Tactics to support the development of these goals include small group instruction, differentiated instruction, scaffolding, use of realia and manipulatives.	Students participated in learning opportunities to promote the development of speaking, listening, reading, writing, and critical thinking. Tactics to support the development of these goals included small group instruction, differentiated instruction, scaffolding, use of realia and manipulatives.	Utilizing EL materials from Wonders, students will be provided with specific materials to address language gap. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1500	Utilizing EL materials from Wonders, students will be provided with specific materials to address language gap. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0
Teachers will be provided with professional development opportunities in differentiation to meet the diverse needs of our school population, including the needs of at level students, struggling students and ELD students and provide students with real world, relevant opportunities for learning to close the experience gap. Focuses to include student engagement, classroom management and development of positive classroom culture. (Teacher	Teachers were provided with professional development opportunities in differentiation to meet the diverse needs of our school population, including the needs of at level students, struggling students and ELD students and provided students with real world, relevant opportunities for learning to close the experience gap. Focuses to include student engagement, classroom management and development of positive classroom culture. (Teacher	Pay for resources for teachers to use in the classroom with students. 4000-4999: Books And Supplies Title I Part A: Allocation 5000	Pay for resources for teachers to use in the classroom with students. 4000-4999: Books And Supplies Title I Part A: Allocation 4168.16
		Conferences and training opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF 8000	Conferences and training opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF 1894.93

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Capacity) Purchases to include conferences within California focusing on EL strategies and updated technology to access new programs. Targeted trainings include CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal is send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.	Capacity) Purchases included conferences in California focused on EL strategies and updated technology to access new programs. Targeted trainings included CABE (California Association of Bilingual Educators) and CATESOL (regional workshop). Goal was to send leadership team (or one person from each grade level) and to have them return and share out learning opportunities.		
Teachers will be provided with a substitute in order to evaluate their own students using the ELPAC. Teachers who have been previously trained in CELDT will continue role in assessment for grade level.	Teachers were provided with a substitute in order to evaluate their own students using the ELPAC. Teachers who had been previously trained in CELDT continued their role in assessment for grade level.	Pay for certificated substitutes 1000-1999: Certificated Personnel Salaries LCFF 4000	Pay for certificated substitutes 1000-1999: Certificated Personnel Salaries LCFF 0
Students identified as migrant education students will work with ESL teacher (Melinda Begley) on a weekly basis. The focus will be the development of BICS (Basic Interpersonal Communicative Skills) language.	Students identified as migrant education students worked with ESL teacher (Melinda Begley) on a weekly basis. Focus was development of BICS language.	Pay for materials for students to use 4000-4999: Books And Supplies Title I Part A: Allocation 2500	Pay for materials for students to use 4000-4999: Books And Supplies Title I Part A: Allocation 4419.51
The administration will support all students, staff, and parents with instructional support, communications and resources utilizing various technologies. The administration will be responsible for generating reports, lessons, and samples for staff. The administration will also be responsible for organizing all student data, folders,	The administration supported all students, staff, and parents with instructional support, communications and resources utilizing various technologies. The administration was responsible for generating reports, lessons, and samples for staff. The administration was also responsible for organizing all student data, folders,	Technology 4000-4999: Books And Supplies Title I Part A: Allocation 5000 Organization Materials 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Technology 4000-4999: Books And Supplies Title I Part A: Allocation 4715.99 Organization Materials 4000-4999: Books And Supplies Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and student information in an organized and secure manner.	and student information in an organized and secure manner.		

Analysis

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

Curriculum - Teachers did utilize the new curriculum and planned for instruction using Wonders

Learning Opportunities - designated EL instructional time was honored and SDAIE strategies were used throughout instruction

Professional Development - two teachers and the instructional coach did attend CABE in Sacramento. Staff returned and gave a presentation to the school staff on new knowledge

Migrant Ed Students - were pulled out for individualized instruction with ESL teacher, this occurred weekly

Instructional Support - administration was responsible for all student data

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

Curriculum - Wonders did allow for an increase in designated ELD time

Learning Opportunities - teachers adhered to the mandate for ELD instruction as evidenced by the 64% of students at moderately or well developed skills

Professional Development - share out of insturctional practices had a positive effect on student achievement. 2nd grade had the highest achievement levels 84%, as the two teachers who went to the conference came from second grade.

Migrant Ed Students - students pulled out for instruction did not pass the beginning stage of English language development

Instructional Support - administration was responsible for all student data and that allowed for teachers to focus on instruction. This action did perform as expected.

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

Pay for professional development salaries was not needed as the teachers who attend CABE went on non-duty days and volunteered to attend. The pay for subs to provide colleague observation opportunities was negated with the use of the school roving substitute. Subs for ELPAC training and testing were also negated as the training took place during the teacher duty day but after instruction. The subs for teacher collaboration was also not used as the money was put in the plan in multiple locations and not needed from this allocation. No extra EL materials were ordered. The cost of conferences and training was less than anticipated as fewer teachers were able to attend the trainings than planned. The pay for certificated substitutes was also reduced as previously stated, the teacher's attended workshops on non-duty days. Allocation for organization and materials were not needed as present supplies proved to be satisfactory.

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

Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP
Additional money will be added to provide more teachers and instruction for EL's through the EL Bootcamp.
A tactic will be added to provide EL's with an incentive if they meet standards on the SBAC and/or ELPAC.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Teague Elementary students will understand school behavioral expectations and have positive behaviors reinforced through our PBIS plan in an effort to reduce suspensions by 5% from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of total suspension days	Teague Elementary students will understand school behavioral expectations and have positive behaviors reinforced through our PBIS plan in an effort to reduce suspensions by 5% from the previous year.	108 total suspension days for the 2017-2018 school year, down 39% from the 2016-2017 school year.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be provided with opportunities to connect with school activities outside of the classroom. Teague Challenge of the Month will also provide students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and other areas.	Students were provided with opportunities to connect with school activities outside of the classroom. Teague Challenge of the Month also provided students opportunities to challenge each other in areas including AR reading scores, attendance, ST math and in other areas.	Registration costs for extended learning opportunities to include but not limited to Odyssey of the Mind and Science Olympiad. 5000-5999: Services And Other Operating Expenditures LCFF 1000	Registration costs for extended learning opportunities to include but not limited to Odyssey of the Mind and Science Olympiad. 5000-5999: Services And Other Operating Expenditures LCFF 0
		Provide students with activities including before school and after school walking, sports and running clubs. Students will be provided with incentives and awards for achieving healthy goals of walking and running. Purchases to include licenses, rewards and incentives for students. 4000-4999: Books And Supplies LCFF 2500	Provide students with activities including before school and after school walking, sports and running clubs. Students will be provided with incentives and awards for achieving healthy goals of walking and running. Purchases to include licenses, rewards and incentives for students. 4000-4999: Books And Supplies LCFF 2067.44
		Provide students with incentives and awards for winning Teague	Provide students with incentives and awards for winning Teague

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Challenge contests. 4000-4999: Books And Supplies LCFF 5000	Challenge contests. 4000-4999: Books And Supplies LCFF 0
		Provide students with activities and awards for increased academic performances. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 5000	Provide students with activities and awards for increased academic performances. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2925
Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.	Classified staff increased their capacity in active supervision which provided a safe school environment and participation in site professional development.	pay for yard duty for professional development meetings 2000-2999: Classified Personnel Salaries LCFF 1000	pay for yard duty for professional development meetings 2000-2999: Classified Personnel Salaries LCFF 0
		safety equipment and tools to support the maintenance of a safe campus (radios, signage,etc.) 4000-4999: Books And Supplies LCFF 4000	safety equipment and tools to support the maintenance of a safe campus (radios, signage,etc.) 4000-4999: Books And Supplies LCFF 3636
		Classified staff will be utilized to provide proper supervision of students. 2000-2999: Classified Personnel Salaries LCFF 8000	Classified staff will be utilized to provide proper supervision of students. 2000-2999: Classified Personnel Salaries LCFF 3083.09
			Classified staff will be utilized to provide proper supervision of students. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1675.05
			Classified staff will be utilized to provide proper supervision of students. 2000-2999: Classified Personnel Salaries LCFF-SLIP 4262.28
Students will be provided multiple opportunities to participate in character building activities throughout the school year. Student support	Students were provided with multiple opportunities to participate in character building activities throughout the school year. Our student support	assemblies for students 5800: Professional/Consulting Services And Operating	assemblies for students 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
team will support various activities including our PBIS system, check in check out, motivational assemblies and activities.	team supported various activities including our PBIS system, check in check out, motivational assemblies and activities.	Expenditures LCFF 3000	Expenditures LCFF 1985
		classified pay working with students on character development and supporting students physical, social, and emotional well being. 2000-2999: Classified Personnel Salaries LCFF 1200	classified pay working with students on character development and supporting students physical, social, and emotional well being. 2000-2999: Classified Personnel Salaries LCFF 0
		certificated pay for teachers to plan for character education and differentiation. 1000-1999: Certificated Personnel Salaries LCFF 1200	certificated pay for teachers to plan for character education and differentiation. 1000-1999: Certificated Personnel Salaries LCFF 0
Students and staff will be exposed to character building language and activities throughout the year. Character development program is designed for students to know proper expectations in classroom and around general areas of the school in order to maximize instructional time. Students exhibiting proper behavior will be recognized through student achievement awards. Students will be provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and provide a positive culture for students. College going culture to be developed via various college and career awareness activities	Students and staff were exposed to character building language and activities throughout the year. Our character development program was designed for students to know proper expectations in their classroom and around general areas of the school in order to maximize instructional time. Students who exhibited proper behavior were recognized through student achievement awards. Students were provided with speakers, presentations, and other opportunities to reinforce positive mindsets, positive behaviors and a positive culture for students. A "I am going to college" culture was developed via various college and career awareness activities.	Certificates and awards will be presented to students for displaying character traits presented as part of PRIDE. 4000-4999: Books And Supplies LCFF 1500	Certificates and awards will be presented to students for displaying character traits presented as part of PRIDE. 4000-4999: Books And Supplies LCFF 0
		Assemblies for positive behavior and motivational speaker for testing. 5000-5999: Services And Other Operating Expenditures LCFF 3000	Assemblies for positive behavior and motivational speaker for testing. 5000-5999: Services And Other Operating Expenditures LCFF 1985
		Pay for student field trips to local universities 5000-5999: Services And Other Operating Expenditures LCFF 2500	Pay for student field trips to local universities 5000-5999: Services And Other Operating Expenditures LCFF 685
Students will have the opportunity to work in an alternative environment from their classroom	Students had the opportunity to work in an alternative environment from their classroom	Teacher for PRIDE Intervention 1000-1999: Certificated Personnel	Teacher for PRIDE Intervention 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
when needed. Based on intervention research, students who exhibit frustration based on lack of understanding and need additional immediate support will be supported through PRIDE center. Small group or one to one instruction will be provided to students. PRIDE center will work with students exhibiting social difficulties with other students thereby relieving the classroom of disruptions. PRIDE center will focus on preventative measures versus reactive measures.	when needed. Based on intervention research, students who exhibited frustration, based on lack of understanding and those who needed additional immediate support, were supported through the PRIDE center. Small group or one to one instruction was provided to students. PRIDE center worked with students exhibiting social difficulties with other students, thereby relieving the classroom of disruptions. PRIDE center also focused on preventative measures versus reactive measures.	Salaries Title I Part A: Allocation 31,000	Salaries Title I Part A: Allocation 29777.38
Teague will develop a positive testing environment and culture. During testing sessions, students will be provided incentives and snacks to support students in their testing environment.	Teague developed a positive testing environment and culture. During testing sessions, students were provided incentives and snacks to support students in their testing environment.	Incentives for students during testing windows 4000-4999: Books And Supplies LCFF 5000	Incentives for students during testing windows 4000-4999: Books And Supplies LCFF 0
		consumable materials for students during testing windows 4000-4999: Books And Supplies LCFF 3000	consumable materials for students during testing windows 4000-4999: Books And Supplies LCFF 0
Teague will develop a culture of healthy choices for our students and community. Students will be provided instruction on healthy food choices, physical activity and health.	Teague developed a culture of healthy choices for our students and community. Students were provided instruction on healthy food choices, physical activity and health.	Provide students with activities during school, offer student clubs and have classroom presentations. Students will be provided with incentives and awards for achieving healthy goals of being active, making healthy choices and participating in competitions. Purchases to include equipment, licenses, rewards and incentives for students. 4000-4999: Books And Supplies Title I Part A: Allocation 5000	Provide students with activities during school, offer student clubs and have classroom presentations. Students will be provided with incentives and awards for achieving healthy goals of being active, making healthy choices and participating in competitions. Purchases to include equipment, licenses, rewards and incentives for students. 4000-4999: Books And Supplies Title I Part A: Allocation 923.25

Analysis

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

Challenges - challenges were not implemented as planned

Classified Staff - was added to ensure a safe and healthy environment for students

Character building - assemblies and events were provided for students. College trips to Fresno State and San Jose State were taken. PRIDE teacher was implemented and the students had the resource available daily.

Positive and healthy schools - positive school environment was created throughout the school year and during testing.

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

Challenges - not effective as the challenges were not implemented as planned

Classified Staff - was added to ensure a safe and healthy environment for students; although effective there is still a need for additional support to properly supervise all areas.

Character building - a loving and positive school culture was created. Students who have taken the college trips have now had the opportunity to visit 3 different colleges over the previous two school years.

Positive and healthy schools - snacks during testing allowed for students to be properly nourished before assessments

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

Teague did not participate in Odyssey of the Mind or Science Olympiad; therefore did not incur any fees associated with the activities. Incentives and awards were not needed for the challenge contests as they were not held. Only $2925 of the $5000 was spent on awards as fewer students than expedited increased academic performance. The pay for professional development for yard duty was covered via a different goal and these funds were not necessary. The breakdown of costs for classified staff to be utilized to provide proper supervision of students was split into three sections instead of all coming from LCFF; costs were spread out from Title 1 and LCFF-SLIP because at the time that was the most reasonable way to pay for the salaries. The cost for assemblies was less than outlined as one performer gave us a discount after not showing up on his scheduled date. Classified and certificated pay to work with students on character development was not spent as the plan did not come to fruition. The cost of certificates and awards for students was mitigated as the photo company for the school provided the awards at no cost. Pay for students field trips to local universities was less than expected because they invoice after the trip and fewer people attended than expected. Costs for the incentives and consumable materials for students during testing windows were also eased as the district kitchen provided snacks for all students. Robotics did get going in March 2018 at a cost of $923.25 for the personnel but the equipment was district issued.

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

Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP
Additional funding will be allocated for school safety.
Funding will be provided for transportation to "Making the Grade."
There will be a increase in funding for signage as the major purchases will be made this year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Teague parents will be provided with increased opportunities to participate in workshops, training, and/or events that promote and support academic, social/emotional, and physical well being. Teague parents will also be provided with opportunities to be involved with the school and support school academics, activities and classrooms.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at Workshops	Teague parents will be provided with increased opportunities to participate in workshops, training, and/or events that promote and support academic, social/emotional, and physical well being. Teague parents will also be provided with opportunities to be involved with the school and support school academics, activities and classrooms.	Parents at committees SSC SSC Q1: 3 SSC Q2: 2 SSC Q3: 2 SSC Q4: 2 ELAC Q1: 5 ELAC Q2: 5 ELAC Q3: 3 ELAC Q4: 11

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase parent education offerings on site throughout the school year to include but not limited to, Valley PBS, Fresno County Office of Ed parent class	Increased parent education offerings on site throughout the school year, which included, but was not limited to, Valley PBS and the Fresno County Office of Ed parent class.	Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st Century grant. Fall will be paid for 21st Century grant. 5000-5999: Services And Other Operating Expenditures 21st Family Literacy Grant 10000	Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st Century grant. Fall will be paid for 21st Century Grant. 5000-5999: Services And Other Operating Expenditures 21st Family Literacy Grant 18000
		Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st Century grant. Spring will be paid for from Title 1. 5000-5999: Services	Speakers and presentations for parent education classes - Valley PBS - Class paid for by after school program / 21st Century Grant. Spring will 21st-century for from Title 1. 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Other Operating Expenditures Title I Part A: Allocation 10000	And Other Operating Expenditures Title I Part A: Allocation 0
		Childcare for parent workshops and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1000	Childcare for parent workshops and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 750
		Childcare for parent workshops and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2500	Childcare for parent workshops and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 0
		Provisions and supplies for parental meetings, classes and workshops. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 5500	Provisions and supplies for parental meetings, classes and workshops. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0
Provide communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and better understand areas of need.	Provided communication to and from parents regularly through phone, email, text and in writing to encourage attendance to school functions and to have a better understanding in areas of need.	Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 18000	Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 18000
		Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 14000	Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 14000
		Technology to use to communicate with parents and create informational resources for parents. 4000-4999: Books And Supplies Title I Parent Involvement 500	Technology to use to communicate with parents and create informational resources for parents. 4000-4999: Books And Supplies Title I Part A: Allocation 500
		Duplication costs for parent communication and student information 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000	Duplication costs for parent communication and student information 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 472.74
		Cost for paper and duplication for parent communication. 4000-	Cost for paper and duplication for parent communication. 4000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4999: Books And Supplies Title I Parent Involvement 1000	4999: Books And Supplies Title I Part A: Allocation 200
Provide English classes for parents at the school during morning time after student drop off. Teacher to be provided by CLASS adult education.	Provided English classes for parents at the school during morning time and after student drop off. Teacher was provided by CLASS adult education.	Consumable materials to be distributed at parent classes. 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 1000	Consumable materials to be distributed at parent classes. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2400
Host several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights	Hosted several evening events including EL Parent Nights, Literacy Nights, Title 1 meeting, GATE Nights, and Technology nights	Consumable materials to be distributed at parent classes. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 5000	Consumable materials to be distributed at parent classes. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2407.50
		Awards for various entries at student showcase events 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Awards for various entries at student showcase events 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Various supplies for events 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Various supplies for events 4000-4999: Books And Supplies Title I Part A: Allocation 0

Analysis

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

Increase offerings - PBS did provide parent workshops covering a wide range of topics

Parent communication - text, email, phone calls, and flyers were utilized

English classes - held Friday during morning time after student drop off

Host events - not implemented

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

Increase offerings - parents did attend the workshops in the morning - effective. An average of 12 parents attended each session held after students were dropped off for school in the morning.

Parent communication - effective but need to continue to improve parent participation at Teague

English classes - parents enjoyed the classes based off survey results and asked for increased rigor in the coming school year

Host events - not implemented

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

Cost of the PBS classes came out to 18,000 as compared to 10,000 as we extended the offerings for parents based on positive feedback from surveys. All the funds came from the 21st Century grant and the Title 1 funds were not necessary. Childcare costs were less than expected as on many days there were no children present. Provisions and supplies ended up being part of the contract with PBS therefore eliminating our costs. Duplication costs came out to 47% of the estimated allocation as fewer flyers were produced. The monies allocated for awards and supplies for students showcases and events were not spent as the events did not occur.

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

Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP
Different parent workshops will be added and paid for through Title 1. A minimum of 18 workshops will be held.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	250891.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	130806.89

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	113490.19	0.00
21st Family Literacy Grant	15,874	0.00
LCFF-SLIP	1442.70	0.00
Title I Part A: Allocation	248132.00	0.00
Title I Parent Involvement	2759.00	0.00

Expenditures by Funding Source

Funding Source	Amount
21st Family Literacy Grant	15,874.00
LCFF	113,490.19
LCFF-SLIP	1,442.70
Title I Part A: Allocation	248,132.00
Title I Parent Involvement	2,759.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	115,208.81
2000-2999: Classified Personnel Salaries	94,758.53
4000-4999: Books And Supplies	44,476.70
5000-5999: Services And Other Operating Expenditures	68,072.85
5700-5799: Transfers Of Direct Costs	5,837.00
5800: Professional/Consulting Services And Operating Expenditures	53,344.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	15,874.00
1000-1999: Certificated Personnel Salaries	LCFF	4,676.00
2000-2999: Classified Personnel Salaries	LCFF	52,310.19
4000-4999: Books And Supplies	LCFF	15,034.00
5700-5799: Transfers Of Direct Costs	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	37,470.00
4000-4999: Books And Supplies	LCFF-SLIP	1,442.70
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	110,532.81
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	40,026.34
4000-4999: Books And Supplies	Title I Part A: Allocation	28,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	68,072.85
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	1,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,422.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement	337.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Angelica Neria	Parent or Community Member
Beatrice Barajas	Other School Staff Parent or Community Member
Johnny Galindo	Parent or Community Member
Miriam Pedroza	Parent or Community Member
Lizett Lorenti	Parent or Community Member
Ben Avila	Classroom Teacher
Alisa Reyes	Classroom Teacher
Lisa Cunningham	Classroom Teacher
Patricia Hernandez	Other School Staff
Diego Moreno	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 24, 2018.

Attested:

	Principal, Diego Moreno on 10/24/19
	SSC Chairperson, Lizette Lorenti on 10/24/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Teague

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 10/5/18 **Meeting Date: 10/10/18**

Location: Room 12

Starting Time: 08:30 am **Ending Time: 09:30 am**

Outcomes: Participants will be able to:

- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members (Moreno, Lorenti, Avila, Cunningham, Hernandez, Barajas). 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	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 until election of 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.	Principal until election of chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	1 minutes

Teague Elementary SCHOOL SITE COUNCIL (SSC) MINUTES
October 10, 2018

Call the Meeting to Order:

- The meeting was called to order at 8:37am by Mr. Moreno. Everyone was welcomed. Present were:

	Parent/Guardian	Present		Staff		Present
1	Beatrice Barajas		1	Ben Avila	Teacher	x
2	Naney Diaz	x	2	Lisa Cunningham	Teacher	x
3	Johnny Gallardo	x	3	Patricia Hernandez	ASP	x
4	Amelia Lopez	x	4	Diego Moreno	Principal	x
5	Lizett Lorenti	x	5			
6	Janet Mcklin					
7	Ana Maldonado	x				
8	Magnolia Miranola	x				
9	Angela Na	x				
10	Miriam Pedroza	x				
11	TaLaura Rhodes	x				

	Guest		Non member staff	Position
1		1		
2		2		
3		3		
4		4		

Roll Call:

(Sign in Sheet).

Mr. Moreno explained

- 6 members are needed to establish a quorum
- 14 members are present

A quorum has been established

Approval of Agenda

i. No changes or additions were made to the agenda

ii. Mrs. Lorenti motioned to approve the agenda, 2nd by Ms. Lopez

iii. Vote yes 13 no 0 abstain __

Approval of Minutes from April 25, 2018

Mr. Moreno went through and shared some highlights in the minutes, since most of the committee members were not on the committee in April. Mr. Moreno did point out that on item 4 section a. it mentions having 2 teaching fellows for this school year. We actually are in the process of obtaining 8 teaching fellows, so there are enough to push into classes for guided reading sessions. There was questions from the parents if this guided reading would interfere with the student's band or choir and Mr.

Moreno explained that the guided reading groups with the Teaching Fellows takes place in the morning and band and choir are in the afternoon.

i. No changes or additions were made to the Minutes

ii. Ms. Lopez motioned to approve the Minutes, 2nd by Ms. Lorenti

iii. Vote yes 13 no 0 abstain __

Report of Officers, Standing and Special Committees

Mr. Moreno explained that there are no reports because this is a new committee and the officers will be determined by the committee later in the meeting.

Public Input

No Public comments. Mr. Moreno did explain that this is an opportunity for members of the community to provide information or ask questions of the committee. No action can be taken, but the information can be placed on the agenda of the next meeting for discussion and action by the committee.

Unfinished Business

Mr. Moreno explained that here is not unfinished business since this is our first meeting of 2018/2019 school year.

New Business

a. CUSD Guiding Principles

Mr. Moreno went over the district poster of the Guiding Principles, which is up in every classroom for parents and community to read.

b. Review the Purpose of the School Site Counsel

The Committee watched the SSC training video. Mr. Moreno frequently stopped the video and translated the information to the Spanish speaking parents on the committee.

c. **Review the duties of the School Site Counsel**

This information was discussed in the training video and Mr. Moreno translated the information to the Spanish speaking parents on the committee.

d. By-laws – Mr. Moreno explained that there are by-laws that the School Site Council has to follow. He showed the by-laws to the parents and told them if they had any questions about any of the by-laws after they read them, to please ask him.

e. **Review the roles and responsibilities of the SSC officers.**

f. **Nominate and elect SSC officers.**

Mr. Moreno explained the roles and responsibilities of each officer. The members nominated and elected the following officers for the 2018/19 School Site Council:

Chairperson – Ms. Lorenti
Vice Chairperson – Ms. Barajas
Secretary – Ms. Cunningham
DAC Representative – Ms. Cunningham
DAC Alternate – Ms. Lopez

g. **SPSA Goals and Results**

Mr. Moreno reviewed Teague's Single Plan and Goals. Parents questioned why 5th grade's scores were so low. Mr. Avila explained that the test changed from a paper and pencil test to a computer test. It also changed from a multiple choice test, where the students just circled A, B, or C, to an essay test where the students have to explain their answer and how they came to their answer in a paragraph or more. It is a very different way of testing than the students were used to before. He explained that teachers are now teaching the students how to explain their thinking as they figure out answers to questions, so they can explain their answers on the new SBAC test.

*Mr. Moreno asked for a note in the minutes to reflect that he will show and discuss the SBAC training plan, set up for the students, with the interested parents.

Nancy Diaz questioned why the 5th grade teachers have had so many substitute days for trainings and meetings already this year.

*Mr. Moreno asked for a note in the minutes to reflect that he will show the schedule of district trainings the 5th grade teachers have gone to, with any interested parents.

h. **Plan for Site Parent Professional Learning**

Mr. Moreno explained that last year PBIS held classes at Teague, but this year those won't be taking place at Teague. The ESL/Parent English classes will still take place later in the year. Currently there will be Paint Nights at Teague for families to attend. The first one is next Tuesday, October 16th.

n. **Review Parent Involvement Policy and School – Family Compact**

Mr. Moreno handed out a copy to each member to look over for discussion and approval. Mr. Avila pointed out that the compact still has the typo on the first bullet item. Instead of "you self", it should read "yourself". With no other changes needed, Mr. Moreno asked for a motion to approve the

School – Family Compact.

Ms. Maldonado motioned to approve the Compact, 2nd by Ms. Lorenti

Vote yes 14 no 0 abstain __

With no changes needed to the Parent Involvement Policy Mr. Moreno asked for a motion to approve the Parent Involvement Policy

Mr. Gallardo motioned to approve the Parent Involvement Policy, 2nd by Ms. Maldonado

Vote yes 14 no 0 abstain __

o. Discuss District Parent Education Opportunities

Mr. Moreno explained that there will be English classes offered for the parents later in the year.

p. Other Site Items

There were no other site items discuss

q. Discuss future meeting dates, trainings, and agenda items

Next Meeting October 24, 2018 at 8:30am room 12

Adjournment Ms. Lopez motioned to adjourn, 2nd by Mr. Gallardo

Vote yes 14 no 0 abstain __

Respectfully submitted,

Lisa Cunningham

Lisa Cunningham

SSC Secretary

October 11, 2018

SSC Member Sign In

1st Quarter Meeting

School Site: Teague **Date:** October 10, 2018

	Name	Position	Sign in
1	Diego Moreno	Principal	
2	Ben Avila	Teacher Grade	
3	Lisa Cunningham	Teacher Grade TK/K	
4		Teacher Grade	
5	Patricia Hernandez	ASP - Director	

Parent Name	Sign In
Lizett Lorenti	
Betty Barajas	
Janet Macklin	
Ana M. Maldonado	
Amelia Lopez Lopez	
Miriam Pedroza	
Nancy Díaz	
Johnny Gallardo	
Magnolia Miranda	
Talauea Rhodes	

Teague

School Site Council (SSC) - Budget Meeting

Date of Posting: 10/19/18 **Meeting Date: Wednesday, October 24, 2018**

Location: Teague - Room 12 **Starting Time:** 8:35 am **Ending Time:** 9:00 am

Outcomes: Participants will be able to:

- **Support CUSD Guiding Principles**
- **Monitor SPSA implementation by modifying or eliminating ineffective activities, identifying obstacles & adjusting categorical spending as necessary - Approve 2018-2019 budget**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members, 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	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
New Business a. SPSA with expenditures b. Discuss future meeting dates, training, and agenda items.	Information, discussion, vote of approval Information & discussion	Principal Chairperson	20 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	2 minute

List of handouts: Budget information

Thank you for coming

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

TEAGUE ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
10/24/18

1. **Call the Meeting to Order:**
   - The meeting was called to order at 8:40am by Mr. Moreno. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Angelica Neria	X	1	Ben Avila	Teacher	X
2	Elvia Pena	X	2	Lisa Cunningham	Teacher	X
3	Virginia Garcia	X	3	Alisa Reyes	Teacher	X
4	Amelia Lopez	X	4	Patricia Hernandez	Other	X
5	Nancy Diaz	X	5	Diego Moreno	Principal	X
6	Johnny Gallardo	X				
7	Miriam Pedrozo	X				
8	Magnolia Miranda	X				
9	Ana Vasquez	X				
10	Lizett Lorenti	X				
11	Genive Esparza	X				
12	Monica Andrade	X				

	Guest		Non member staff	Position
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. **Roll Call:**
   - (Sign in Sheet).
   - Chairperson announced
     - 6 members are needed to establish a quorum
     - 17 members are present 2 members are absent
     - A quorum has been established

3. **Changes/Additions to the Meeting Agenda:**
   - No changes or additions were made to the agenda.
   - Mrs. Lorenti motioned to approved the agenda, 2nd by Mr. Gallardo
     - Vote 16 yes 0 no

4. **Secretary's Report:**
   - none at this time

5. **Committee Reports:**
   - none at this time

6. **Public Comment:**
   - none at this time

7. **Unfinished Business:**
   - none at this time

8. **New Business**
   - Present, discuss, and vote on 2018-2019 SPSA
   - Clarifying questions were asked
     - Why is Teague's budget $70,000+ less as compared to 2017-2018?

    - Where did that money go?
    - What is the schedule for the teaching fellows?
    - What other kind of incentives are planned for reading?
    - Are there going to be incentives for attendance?
- Mr. Lorenti motioned to approve the 2018-2019 SPSA, 2nd by Mr. Gallardo
    - Vote 16 yes 0 no

9. <u>Evaluation & Adjournment</u>:

- Participants complete the meeting evaluation form
- The Teague SSC meeting was adjourned by Mr. Moreno at 9:30am

Respectfully submitted,
Diego Moreno
Fill in secretary

Lisa Cunningham - SSC Secretary
10/26/18

CENTRAL UNIFIED SCHOOL DISTRICT
Teague Elementary
4725 N. Polk Ave · Fresno, CA 93722
Phone: (559) 276-5260 · Fax: (559) 275-9116

Diego Moreno, Principal
Joseph Perez, GIA

Teague SSC Meeting
October 24, 2018

Name	Signature
Angelica Nevia	Angela S Nu
Elvia Pena	Elvia Pena
virginia Garcia	virginia S Garcia
Patricia Hernandez	
Amelia Lopez L	
Nancy Diaz	Nancy Diaz
Johnny Gallardo	
Miriam Pedroza	
Magnolia M	Magnolia M
ANA Vaquez	ANA
Ben Avila	

District Administration
Andrew G. Alvarado, Superintendent
Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources
Kelly Porterfield, Assistant Superintendent, Chief Business Officer · Paul Birrell, Director, 7-12 and Adult Education
Tami Boatright Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services
4605 N Polk Avenue · Fresno, California 93722

CENTRAL UNIFIED SCHOOL DISTRICT
Teague Elementary
4725 N. Polk Ave · Fresno, CA 93722
Phone: (559) 276-5260 · Fax: (559) 275-9116

Diego Moreno, Principal
Joseph Perez, GIA

Teague SSC Meeting
October 24, 2018

Name	Signature
Lizett Lorenti	
Genive Esparza	
Alisa Reyes	
Lisa Cunningham	
Monica Andrade	

District Administration
Andrew G. Alvarado, Superintendent
Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources
Kelly Porterfield, Assistant Superintendent, Chief Business Officer · Paul Birrell, Director, 7-12 and Adult Education
Tami Boatright Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services
4605 N Polk Avenue · Fresno, California 93722

Teague Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: 10/9/18 **Meeting Date: 10/12/18**

Location: Cafeteria

Starting Time: 10AM **Ending Time: 11AM**

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, 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	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

Teague ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 10/12/18

Total Number of ELAC Members:
_14_ ELAC parents/guardians of English learners
_0__ ELAC parents/guardians of other students
_1__School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
_14__ ELAC parents/guardians of English learners
_0_ ELAC parents/guardians of other students
_1_School staff

A quorum of four members must be present in order to conduct business. The number of committee members in attendance is fifteen :

ð **Has been met**
€ Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
10/12	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.
10/12	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])
10/12	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
10/12	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (*5 CCR* 11308[b])
10/12	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (*EC* 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

This first page is the cover page for the minutes.

1. Call the Meeting to Order:
The meeting was called to order at 10:55am by Mr. Diego Moreno.
A quorum of the members was present. The principal welcomed all ELAC representatives.

2. Changes/Additions to the Meeting Agenda:
No changes were made.
3. Secretary's Report:
None.
4. Committee Reports:
None.
5. Public Comments:
No members of the public addressed the committee.
6. Unfinished Business:
7. New Business
Elections:

Chair	- Ana Maldonado	11 yes 0 no
Vice Chair	- Miriam Pedrozo	11 yes 0 no
Secretary	- Angelica Neria	11 yes 0 no
DELAC	- Maldonado, Pedrozo	11 yes 0 no

Public Comments during new business:

1. **Question regarding Home Language Survey during enrollment**
2. **Why the 3rd grade drop in school test scores?**
3. **What are we (Teague) doing about the drop?**
4. **Reclassification? Why can't our kids pass the test?**
5. **What happens if a student stays EL past the 6th grade?**
6. **Who we ask about EL questions?**

8. Evaluation:
Evaluation forms feedback.
· *Scanned and attached*

9. Adjournment
The meeting was adjourned at 11:45am , with a reminder that our next ELAC meeting is in December.

Respectfully submitted,

Diego Moreno
Fill in - ELAC Secretary
10/13/18
(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

Teague Elementary

English Learner Advisory Committee

Sign-In

Date: October 12, 2018 at 10:00am in the Cafeteria

Name	Signature	Status			Officers (insert title)
		Parent	Community	Staff	
1. Teresa	Teresa Gutierrez	✓			
2. Elida	Elida Zapata	✓			
3. Maria J.	Maria Jimenez	✓			
4. Carolina Ol	Carolina Olivas	✓			
5. Nancy Diaz	Nancy Diaz	✓			
6. Angela		✓			
7. Ana		✓			
8. Crisbohens		✓			
9. Yaraset	Yaraset Villa	✓			
10. Elvia	Peña Elvia	✓			
11.					
12.					
13.					
14.					
15.					

Teague Elementary

English Learner Advisory Committee

Sign-In

Date: October 12, 2018 at 10:00am in the Cafeteria

Name	Signature	Status			Officers (insert title)
		Parent	Community	Staff	
1. Magnolia	Magnolia M	✓			
2. Maria Lopez	Maria Lopez	✓			
3. Miriam Pedroza		✓			
4. Mandeep Kaur	M Kaur	✓			
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Name _____ Grade_____

Teague Elementary School

SCHOOL – FAMILY COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life

Teacher Pledge:

- BELIEVE in yourself and your students.
- Provide high-quality curriculum and rigorous instruction
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a safe, positive, and healthy learning environment.
- Communicate regularly with families about student progress
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Actively participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make our school accessible and welcoming places for families which help our students achieve the school's high academic standards.
- Respect the school, students, staff, and families.

_____ _____

Teacher's Signature Date

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on-time, ready to learn and work hard. .
- Bring necessary materials, completed assignments and homework DAILY.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study and read every day after school and on the weekends.
- Talk to the teacher if you need help or are having trouble with class work, friends or family
- Respect the school, classmates, staff and families.

_____ _____

Student's Signature Date

Parent/Guardian Pledge:

I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Communicate the importance of education and learning to my child by providing a quiet time and place for homework.
- Provide a quiet place & time for my child to complete his/her homework and monitor TV viewing
- Communicate with the teacher, school or administrator when I have a concern.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6)
- Regularly monitor my child's progress with homework and in school
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher Conferences (SSC, ELAC, Family Nights, Meet and Greet, Open House, Carnival support and PTC
- Respect the school, staff, and families

_____ _____

Parent's / Guardian's Signature Date

White Copy – Teacher Yellow Copy- Parent/Student Revised 10/10/08

Teague Elementary
Parental Involvement Policy

The intent of this policy is to clearly define current practices in a more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between the parents, students, community and Teague Elementary.

Home School Compact and Implementation Components:

Teague Elementary will take the following actions to involve parents in the development of the school site *policy and home-school compact.*

- Teague School and parents will agree to create and maintain a positive two-way communication between school and home.
- Teague will develop and present the home-school compact and parental involvement policy to the SSC. Public input and participation is welcomed in the development of these documents.
- A copy of the parent involvement policy will be sent home with each student at the beginning of the school year.
- At the last SSC meeting of the year, the school parent involvement policy with be revisited and updated with input from the SSC and any other community members.
- Parents will be informed of curriculum used at Teague during Back-to-School Night and parent conferences.
- Parents will be informed of evaluative tests and procedures used at the school to assess the academic progress of the students.
- Parents will be informed of the academic progress of students through the use of written forms four times per year (report cards and progress reports) as well as provided with student updates on progress from the teacher as needed.
- Teague will provide parents with an overview of the various advisory groups at Teague.
- Teague will provide interpreters, when available and necessary to parents at school.
- Teague will continue to have opportunities for parents to volunteer in the classroom activities.
- Teague will provide opportunities for parents to collaborate with staff during but not limited to SSTs, IEPs, 504s and other meetings.

Parent Involvement and Shared Responsibilities for High Academic Achievements:

Teague will build a community atmosphere for strong parental involvement. In order to ensure effective involvement and to support a partnership among the school, parents and community, we will improve academic development through the following activities.

- Teague will provide parents with opportunities to support and reinforce our Teague Behavior expectations.
- Teague teachers will present and discuss the home-school compact with parents and students at the first parent-teacher conference of the year.
- Teague Elementary will give parents opportunities to provide input on a variety of school issues including academic achievement, behavior, environment, and safety through parent surveys given out each spring.
- Teague will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Teague will provide, to the extent possible, information related to school and parent programs, meetings, and other activities that will be sent home in the language the parents understand.
- Teague will provide parents with opportunities to serve at the school, in the classroom, and in a variety of school activities.