

The Single Plan for Student Achievement

School: Hanh Phan Tilley Elementary School
CDS Code: 10-73965-0130690
District: Central Unified School District
Principal: Karen Davis
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Hanh Phan Tilley Elementary School's Vision and Mission Statements

Tilley Elementary is the first school in decades to be built in the south east area of Central Unified. Tilley is named in honor of a dedicated Central Unified teacher, Hanh Phan Tilley, who lost her battle with cancer in 2013. During her six years of teaching, she inspired her students to love learning. She wanted them to not just be smarter, but to be better people, to believe in themselves, and above all else, to dream big. Tilley originally opened it's doors to received the overflow students from Madison, McKinley, Polk and Roosevelt on November 10, 2014 with 280 students. Currently, Tilley Elementary has 415 students in grades Transitional Kindergarten through sixth grade. Of the student population, 67% are Hispanic, 11% are Caucasian, 10% are Asian, 9% are African American, 3% are American Indian and two or more and unknown. 22% are English language Learners and 92% qualify for the free or reduced lunch program. Currently, there is 1- Transitional Kindergarten class, 4- Kindergarten classes, 4-1st grade classes, 2-2nd classes, 2- 3rd grade classes, 1-4th grade class, 1-5th grade class , 1-5/6 combination class and 1-6th grade class. Tilley employs 17 regular classroom teachers, one S.A.I. teacher, a part-time instructional support coach (3 days a week), a part-time speech therapist and school psychologist, one part-time music teacher, one part-time physical education teacher, one daytime custodian, one part-time (4 hours) night custodian, a principal's secretary, a part-time nurse and nurses aide a part-time guidance instructional advisor and a principal.

School Mission Statement:

Hanh Phan Tilley Elementary strives to continue Hanh's legacy with the commitment to teach the "whole" child. We inspire students to be smarter, better people, believe in themselves, and above all else to dream big! In alignment with Central Unified School District, we believe that "Every student can Learn" and will inspire students to love learning by "engaging all students in rigorous, relevant, standards-based instruction in every classroom every day to ensure students learning".

Our School Vision:

Hanh Phan Tilley strives to provide first best teaching and innovative instructional strategies of the common core state standards to ensure that every student is prepared for success in college, career, and community in the 21st Century

School Profile

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

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

Central Unified established boundaries for Tilley Elementary in May of 2016. There are approximately 600 students living within Tilley's attendance area. Currently, approximately 200 students that were in the Madison boundaries during the 2015-2016 school year, will remain at Madison until the permanent school is built. The current student population is 415 students in grades Transitional Kindergarten through sixth grade. To meet the needs of our enrollment there is 1- Transitional Kindergarten-Kindergarten combination class, 2- Kindergarten classes, 3 -1st grade classes, 1 - 1st - 2nd grade combination class, 3-2nd classes, 1 - 3rd grade classes, 2 -4th grade class, 2 -5th grade class , 2 - 6th grade class. Tilley employs 16 regular classroom teachers, one S.A.I. teacher, one instructional support coach, a part-time speech therapist and school psychologist, two part-time music teachers, two part-time physical education teacher, one daytime custodian, one part-time (4 hours) night custodian, a principal's secretary, a part-time nurse , one LVN, one Guidance Instructional Advisor and a principal. Each Kindergarten class has a 3-hour Instructional Aide. The combination classes each have a 3.75 hour instructional aide.

Of the student population, 71% Hispanic, 10% African American, 6% Caucasian, 10% Asian, 1% Filipino, 1% American Indian or Alaska Native, 1% are two or more races and unknown. 27% of the students are English language Learners and 90.87% qualify for the free or reduced lunch program.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents are provided an opportunity to take surveys throughout the school year in the areas of school safety, parent education, committee meetings, technology use and how to support their students at home. These surveys provide the Tilley administration with information needed to plan effective parent workshops, community events that support the educational process and school site adjustments to make our school successful.

The 2015/2016 Parent Surveys measured information in regards to parent communication, quality instruction, and school climate. Tilley Elementary had the following average scores for each area:

- Parent communications highest level was 86% of parents agreeing that Tilley informs them of important issues affecting their child's education such as testing, parent conferences, etc. The lowest rated area was the teacher and/or principal provided me with ideas on how to help my child at home. Only 69% of parents agreed or strongly agreed to this statement.
- Quality Instruction was rated at 88% for homework that is assigned is relevant and essential to their child's learning. The lowest rated area in this section was my child has opportunities to participate and learn visual and/or theater arts.
- School Climate was the highest rated area of the survey with an average of 87%. The highest percentage was 93% expressing their child feels welcome at Tilley

Classroom Observations

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

Teachers Classroom observations (drop-ins) are done on a weekly basis for all teachers. Feedback is provided on the practices that are observed to assist the teachers in growing professionally. Classroom observations are done as part of the Instructional feedback process to support teacher in obtaining the CSTP goals and expectations they have set for themselves. Observations also provide feedback from the coaching cycle of specific lessons that are co-planned in the PLC with the ISC Administration. The majority of the teachers at Tilley are new to Central Unified and will have two formal observations during the year. These probationary teachers will be formally observed and evaluated by the 90th and the 130th day of instruction. Tilley has six tenured teacher on site to be evaluated by the 145th day of instruction. All evaluations are based on the California Standards for the Teaching Profession (CSTP).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State assessments are analyzed each year to identify standards assessed and the students performance in each class. Teachers continually work with the data to determine ways to improve their instruction to increase student achievement. Teachers meet in PLC's each week to identify the necessary skills and understanding each student must have in ELA and Math. Teachers develop units, lessons and common assessment to instruct students at a variety of levels to meet the learning needs of the students. Data from the common assessments from the units are discussed at follow-up PLC's to decide if re-teaching is necessary and to reflect on the lesson taught and how it can be changed in the future. Grade levels are developing and will use authentic assessments that will measure the students understanding of identified goals.

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

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

Staffing and Professional Development

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

Hanh Phan Tilley's staff is 100% highly qualified (ESEA)

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirement of the ESEA.

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

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

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

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

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

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

Tilley teachers are provided no less than 40 minutes per week for structured collaboration meetings. During these PLC collaborations teachers in all grades, analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers are trained and will continue to receive support in the use of the Data Team Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring.

Teaching and Learning

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

Language Arts K-6 Houghton-Mifflin 2009-2010
Social Studies K-6 Houghton-Mifflin 2005-2006
Math L-5 Pearson 2015-2016
Science K-6 Scott Foresman Science California 2007-2008

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

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

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

R/LA: Core --Grades K 1 hour ---Grades 1-3 2.5 hours --- Grades 4-6 2 hours
R/LA Strategic ---Grades K-6 30 minutes
R/LA Intensive ---Grade 4-6 2.5 hours
ELD Grades K 30 minutes --- Grades 1-6 45 minutes

Mathematics: Core ---Grades K 30 minutes --- Grades 1-6 1 hour
Mathematics Strategic ---Grades K-6 15-30 minutes
Mathematics Intensive ---Grades 4-6 15-30 minutes

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

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

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

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

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

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

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for English Language Arts/English Language Development (ELA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in ELA/ELD and grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to English learners.

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

Tilley is offering parenting workshop opportunities throughout the school year based on the parent survey results. Tilley is partnering with Roosevelt Elementary for the first semester workshops through Fresno County Office of Education. The second semester parent workshops will be provided through Valley PBS (Public Broadcasting System) to offer parent training in areas such as math and reading instruction, technology and internet safety, and homework. Tilley will also offer English as a second Language 2 days a weeks in partnership with the Central Adult School.

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

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

Funding

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

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

18. Fiscal support (EPC)

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

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Barriers: Boundaries for Tilley were established in May of 2016 so, many of our students are new this year. Many of the students have bounced from Fresno Unified Schools to Central Unified schools throughout the years which translates to inconsistent education, low academic performance and behavior problems. Tilley currently has a student population of 415 students of which 82% are socio-economically disadvantaged. The need to build teacher capacity in the CCSS, unit design, learning plans that include engagement strategies, academic vocabulary and high level questioning is significant since the majority of the teachers have been teaching 3 years or less.

School Goals:

By June 2017, Tilley will have a collaborative culture where Professional Learning Communities engage in data driven conversations, lesson design, reflection of teaching practices and student learning as measured by the PLC agendas and logs.

By June 2017, Students in grades K-6 will demonstrate a minimum of one year's academic growth in reading and writing as measured by performance tasks, Fountas and Pinnell, SBAC and writing samples across the curriculum.

By June 2017, Teachers will improve their ability to provide effective instruction in conceptual understanding and problem solving of mathematics as measured by performance tasks, ST Math progress and SBAC.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	41	27	40	26	40	100.0	97.6
Grade 4	34	29	32	28	32	28	94.1	96.6
Grade 5	33	43	32	42	29	42	97.0	97.7
Grade 6	23	40	22	36	21	36	95.7	90
All Grades	117	153	113	146	108	146	96.6	95.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2342.0	2347.0	0	3	7	10	26	23	63	65
Grade 4	2379.7	2414.6	0	0	9	14	16	32	75	54
Grade 5	2412.1	2476.5	9	12	13	29	3	29	66	31
Grade 6	2478.9	2431.4	5	3	14	14	41	17	36	67
All Grades	N/A	N/A	4	5	11	17	19	25	62	53

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	31	25	69	73
Grade 4	6	4	28	46	66	50
Grade 5	10	17	21	40	69	43
Grade 6	5	3	48	33	48	64
All Grades	6	7	31	36	64	58

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	5	27	35	73	60
Grade 4	0	0	25	39	75	61
Grade 5	10	20	28	51	62	29
Grade 6	0	3	52	31	48	67
All Grades	3	8	31	39	66	53

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	8	50	43	46	50
Grade 4	0	0	75	61	25	39
Grade 5	7	7	38	69	55	24
Grade 6	14	3	62	47	24	50
All Grades	6	5	56	55	38	40

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	46	45	54	53
Grade 4	0	7	34	68	66	25
Grade 5	10	31	34	50	55	19
Grade 6	5	6	67	58	29	36
All Grades	4	12	44	54	53	34

Conclusions based on this data:

1. The data clearly indicates that the majority of our students are below standard in reading, writing, and research/inquiry
2. Fifth grade had the highest gains up to 29% at or nearly met standard

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	41	27	40	26	40	100.0	97.6
Grade 4	34	29	33	28	33	28	97.1	96.6
Grade 5	33	43	32	42	32	42	97.0	97.7
Grade 6	23	40	22	37	22	36	95.7	92.5
All Grades	117	153	114	147	113	146	97.4	96.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2361.7	2360.0	0	3	7	10	33	30	56	58
Grade 4	2400.0	2422.5	3	0	3	4	33	68	61	29
Grade 5	2422.3	2453.9	6	2	0	19	34	24	59	55
Grade 6	2461.8	2399.3	5	0	9	6	32	14	55	81
All Grades	N/A	N/A	4	1	4	10	33	32	58	57

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	13	35	20	62	68
Grade 4	3	0	12	43	85	57
Grade 5	6	10	22	33	72	57
Grade 6	5	0	23	14	73	86
All Grades	4	6	22	27	73	67

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	38	43	62	55
Grade 4	3	0	21	61	76	39
Grade 5	6	5	28	33	66	62
Grade 6	0	0	45	19	55	81
All Grades	3	2	32	38	65	60

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	3	38	48	58	50
Grade 4	3	0	27	43	70	57
Grade 5	3	2	34	43	63	55
Grade 6	9	0	36	33	55	67
All Grades	4	1	34	42	62	57

Conclusions based on this data:

1. The data clearly indicates a need for effective differentiated first best instruction and intervention for students significantly below grade level due to over 50% of students are below standards
2. 5th grade increased the percentage of students meeting/exceeding the standard in math from 6% to 21%
3. The relative strength was in the sub section of Communication Reasoning with 43% at meeting standard

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						***			***						***
1						50			25			25			
2						33			50			17			
3									67						33
4									***						
5						***			***			***			
6												25			75
Total						28			39			17			17

Conclusions based on this data:

1. Tiley has 39% of the students tested scored in the Intermediate range. These students need strategic ELD support and instruction for them to gain the English skills necessary to more up to Early Advanced or Advanced.
2. 28% of the students scoring Early Advanced will need strategic academic support to move them to the level of being redesignated.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K								50				25			25
5														***	
Total								40				20			40

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			36
Percent with Prior Year Data			91.7%
Number in Cohort			33
Number Met			16
Percent Met			48.5%
NCLB Target	59.0		62.0%
Met Target			No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					67	7
Number Met					8	--
Percent Met					11.9%	--
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target					No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Tilley did not meet the AMAO 1 or AMAO 2 goals.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0		62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, all students, including students with disabilities, Foster Youth, English Learners and students of poverty, will demonstrate one years growth or more based on their baseline benchmark.
Data Used to Form this Goal:
2016 Smarter Balanced Assessment (CAASPP), Fountas and Pinnell performance levels, DIBELS and beginning of year Benchmarks data.
Findings from the Analysis of this Data:
The Schoolwide data indicates that the majority of the students in each grade level are reading approximately one year below in reading. Teachers in grades 3rd through 6th have not provided small group instruction in reading. Many students in K-2 are leaving their grade without the necessary reading skills to be successful in the next grade level making the next grade level teacher to have to catch the students up before moving on. Fountas & Pinnell: Grade 1: 37% of student were on grade level Grade 2: 40% of students were on grade level DIBELS Assessment: Grade 3: 29% of students met the benchmark Grade 4: 50% of students met the benchmark Grade 5: 52% of students met the benchmark Grade 6: 37% of students met the benchmark
Means of evaluating progress & group data needed to measure gains:
Fountas and Pinnell assessments

DIBELS assessments
 District benchmarks
 Houghton-Mifflin ELD assessments
 AR/STAR reports each month.
 Student writing samples
 Classroom observation data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided professional development in Tier I instruction, first best teaching, integrated ELD instruction that aligns with the CCSS and unit planning. (TC)	August 10, 2016 - August 2017	Principal, GIA, Site ISC, classroom teachers.	Ongoing professional development in coaching cycles, planning days and exemplary peer instructional observations. (substitute teachers)	1000-1999: Certificated Personnel Salaries	LCFF	4635.20
			EWA for professional development meetings after the duty day	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500.00
			Registration for professional development and travel	4000-4999: Books And Supplies	LCFF	899.50
A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)	August 10, 2016- August 2017	Principal, GIA, Site ISC, classroom teachers	Teaching Fellows in grades 1st -3rd to provide teacher additional time for targeted reading assistance to students not on grade level	5800: Professional/Consulting Services And Operating Expenditures	LCFF	24724.70
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	24724.70

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			EWA for Technology Aide to work additional hours to support literacy across the curriculum	2000-2999: Classified Personnel Salaries	LCFF	2140.75
			Purchase leveled readers and read aloud books	4000-4999: Books And Supplies	Title I Part A: Allocation	6000.00
			Purchase materials to support the Rowland Reading curriculum	4000-4999: Books And Supplies	LCFF	2151.66
			Subs to allow teacher to assess students for grouping and differentiation	1000-1999: Certificated Personnel Salaries	LCFF	2317.60
			Literacy Camp - Teacher and administration extra work agreement	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500.00
			Literacy Camp /Tutoirng materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1093.60
School will celebrate students that achieve their individual ELA/ELD goals set and monitored by the student and the teacher. (BB)	August 10, 2016-August 2017		ELA/ELD Assemblies for student success	4000-4999: Books And Supplies	LCFF	544.45
Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)	August 10, 2016-August 2017	Principal, GIA, Site ISC, classroom teachers, librarian	Increase school library collection	4000-4999: Books And Supplies	LCFF-SLIP	939.47
				4000-4999: Books And Supplies	LCFF	2500.00
			EWA for Librarian to process new library sets for classrooms and to extend library hours one day a week for at-risk students to check out books	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Purchase books for classroom libraries for greater access to books at all reading levels and interest	4000-4999: Books And Supplies	LCFF	3200.
				4000-4999: Books And Supplies	Title I Part A: Allocation	3200.
Close the experiential gap by making real world connections to apply application of skills and knowledge in English Language Arts by providing off-campus experiences for students .	August 10, 2016-August 2017	Principal, GIA, classroom teachers, Instructional Coach	Provide transportation for educational field trips:	5700-5799: Transfers Of Direct Costs	LCFF	7000.00
			Provide entrance fees for learning opportunities outside of the classroom.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
Technology/tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in ELA	August 10, 2016-August 2017	Principal, GIA, classroom teachers, Instructional Coach	Purchase license for each student to have access to Student Nest Tutoring	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	5420.00
			EWA for Credentialed teachers to provide after school tutoring for students below grade level. Tier I and II students	1000-1999: Certificated Personnel Salaries	SES-Tutoring	3475.00
			Purchase technology including chromebooks and audio visual equipment to support at risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	7000.00

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, K-6th students will demonstrate one year of academic growth in conceptual understanding and critical thinking of mathematics as measured by instructional supervision, performance tasks, SBAC and math journals. By June 2017, 3-6th students will improve from 7% to 40% meeting or exceeding the CCSS Mathematics standards as measured by the SBAC By June 2017, Tilley students will improve from 25% average ST Math completion to 70% completion.
Data Used to Form this Goal:
Spring 2016 SBAC Overall Performance data: Grade 3: 0% of the students met standards Grade 4: 11% of the students met standards Grade 5: 7% of the students met standards Grade 6: 13% of the students met standards
Findings from the Analysis of this Data:
Students need to understand math conceptually to fully understand the "why" behind the math processes to build a strong foundation in math fluency. Having the conceptual understanding math will allow students to be able to articulate and justify their thinking.
Means of evaluating progress & group data needed to measure gains:
ST Math completion and progress reports - Monthly District Mathematics Benchmark Assessments Curriculum Embedded Assessments 3-6 SBAC data

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided professional development to support the implementation of Pearson math and to increase their capacity of teaching math conceptually that is aligned with the 8 math practices and CCSS for mathematics through Co-plan/Co-teach and observations of other teachers. (TC)	August 10, 2016 - August 2017	Principal, GIA, site ISC, classroom teachers	Ongoing professional development in coaching cycles, to develop conceptual understand of the CCSS for math. (substitute teachers)	1000-1999: Certificated Personnel Salaries	LCFF	2317.60
Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.	August 10, 2016 - August 2017	Principal, GIA, site ISC, classroom teachers	ST Math K-5 curriculum	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1749.50
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1749.50
			Purchase math manipulatives, games and materials to build conceptual understanding	4000-4999: Books And Supplies	LCFF	3000.00
			Technology Materials; headphones, keyboards,	4000-4999: Books And Supplies	LCFF	1000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Technology Aide to work 2.0 additional hours on an extra work agreement to provide increased access to the technology equipment in good working condition for students	2000-2999: Classified Personnel Salaries	LCFF	4000.00
			Purchase math manipulatives to support the teaching of math conceptually	4000-4999: Books And Supplies	LCFF	1000.00
Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics	August 10, 2016 - August 2017	Classroom teachers, Students, Principal and GIA	EWA to extend Instructional Assistance to work additional hours	2000-2999: Classified Personnel Salaries	LCFF	750.00
Tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in Mathematics	August 10, 2016 - August 2017	Classroom teachers, Students, Principal and GIA	Purchase license for each student to have access to Student Nest Tutoring	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	5420.00
School will celebrate students that achieve their individual math goals set and monitored by the student and the teacher	August 10, 2016 - August 2017	Classroom teachers, Students, Principal and GIA	St Math Award Assemblies for student success	4000-4999: Books And Supplies	LCFF	1000.00

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By June 2017, all English Learners K-6 will increase one level in their English Language Development skills as measured by ELD Benchmarks and CELDT.
Data Used to Form this Goal:
2015-2016 CELDT = 39% of the students tested scored in the Intermediate range and 28% of the students scored at Early Advanced.
Findings from the Analysis of this Data:
Students need strategic ELD support and instruction for them to gain the English skills necessary to more up to Early Advanced or Advanced. The Early Advanced students need strategic academic support to move them to the level of being redesignated.
Means of evaluating progress & group data needed to measure gains:
CELDT (given in October each year) DIBELS scores Fountas and Pinnell AR STAR Assessment Houghton Mifflin ELD Assessment EL Progress Reports

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.	August 10, 2016 - August 2017	Principal, GIA, Site ISC, classroom teachers, District EL Support Coach	EWA for teachers to attend after-school/non-school day Professional development and planning for EL students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2200.00
			Substitute teachers will allow classroom teachers to administer the CELDT assessment, analyze the data and implement appropriate instruction based on the need	1000-1999: Certificated Personnel Salaries	LCFF	1448.50
			Materials and supplies for use in the classroom to support long-term, at-risk EL students.	4000-4999: Books And Supplies	Title I Part A: Allocation	1100.00
Parents will be involved as partners in professional learning community to help increase student learning.	August 12, 2016 - August 2017	Principal, GIA, teachers, parents/guardians and community	EL Parent meetings/materials	4000-4999: Books And Supplies	LCFF	250.00
			Translating of weekly messages and all communication sent home from school.	1000-1999: Certificated Personnel Salaries	LCFF	800.00
			Translating for parent meetings/workshops for parents of EL at-risk students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.00
Parents will be invited to participate in a workshop to learn how to support their children develop English language arts skills to become proficient English Language Learners.	August 12, 2016 - August 2017	Principal, GIA, teachers, parents/guardians and community	EWA for Teachers to plan and provide the EL workshop	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June 2017, Tilley will create a positive school culture with the schoolwide implementation of PBIS Response to Intervention (Tier I, Tier 2, Tier 3), to reduce the number of average number of daily referral by 20% as measured by SWIS data. By June 2017, 80% of all fourth through sixth grade students will participate in co or extra-curricular activities. By June 2017, Tilley's monthly attendance percentage will be at or above 98%.
Data Used to Form this Goal:
Attendance data - lowest attended month = 94.7% 85% of parents believe that their student is disciplined in a fair and consistent manner 89% of parents believe that a positive climate exists at Tilley.
Findings from the Analysis of this Data:
Tilley is implementing PBIS tier I by teaching the schoolwide expectations and reinforcing those expectations by giving out LEAP tickets. Continued improvement in Tier I while adding Tier II and III will lower the amount of discipline referrals. A focus on improving attendance will ensure students are at school in order to learn.
Means of evaluating progress & group data needed to measure gains:
SWIS data - Monthly Anecdotal evidence from teacher-PBIS meetings CICO data Climate survey at end of year,

Drop in observation data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through recognition of academic and behavioral achievements	August 10, 2016 - August 2017	Principal, GIA, Site ISC, Classroom Teachers, Librarian, School Psychologist and Intervention Counselor	Quarterly assemblies to improve school culture	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2500.00
			Planning day for PBIS Team to develop activities and plan awards/recognition for students in the various tiers that meet their goals.	1000-1999: Certificated Personnel Salaries	LCFF	420.00
Selected students will attend Conflict Resolution training at Fresno State University in order to support their peers during times of conflict	August 10, 2016 - August 2017	Principal, GIA, Site ISC, Classroom Teachers, Librarian, School Psychologist	Materials needed for conflict resolution/peer mediation	4000-4999: Books And Supplies	LCFF	800.00
			Transportation to peer mediation training	5700-5799: Transfers Of Direct Costs	LCFF	500.00
Connect students to school by developing the whole child through physical education and the arts.	August 10, 2016 - August 2017	Principal, GIA, Site ISC, Classroom Teachers, PE teacher	Physical Education materials and supplies	4000-4999: Books And Supplies	LCFF	2500.00
			Connect at-risk students to school by providing before and/or after school clubs such as but not limited to: walking/running clubs, art club, drama club, etc.	4000-4999: Books And Supplies	Title I Part A: Allocation	1735.20
			EWA's for classified and Certificated personnel to plan and lead before and after school clubs	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
				2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will make positive contacts with student's parents/guardians on a weekly bases.	August 10, 2016 - August 2017	Principal, GIA, Site ISC, Classroom Teachers, PE teacher	Postage	5700-5799: Transfers Of Direct Costs	LCFF	400.00
Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.	August 10, 2016 - August 2017	Principal, GIA, Intervention Counselor, Classifies Staff	EWA's for Yard duty to attend Professional development meetings on students of poverty, At-risks behaviors and social emotional learning	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	400.00
			EWA for Classified staff to provide proper supervision of students during non structured time (Lunch)	2000-2999: Classified Personnel Salaries	LCFF	6500.00
Implement Block "T" award to recognize and celebrate students for athletics, academics, community/school service for students in grades 4-6.	August 10, 2016 - August 2017	Principal, GIA, PBIS Team, Classroom teachers, After School Program Director	Materials for Block T Award and ceremony	4000-4999: Books And Supplies	LCFF	500.00
Support the School Safety Plan with the purchase of safety equipment and tools to support the maintenance of a safe school (communication devices, signs, first aide bags	August 10, 2016 - August 2017	Principal, GIA, PBIS Team, Classroom teachers, Yard Duty Aides	Purchase safety equipment, radios, flashlights, first aide equipment	4000-4999: Books And Supplies	LCFF	2000.00
Provide Professional Development in the area of Social Emotional Learning and working with students of Poverty	August 10, 2016 - August 2017	Principal, GIA, PBIS Team, Invention Counselor and School Psychologist	Purchase professional books for adult learning	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Hire substitutes for teachers to attend professional development/trainings	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

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

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.	August 10, 2016 - August 2017	Principal, GIA, teachers, & ELAC, SSC and PTA members	PBS - Series of 6 workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	1543.00
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7457.00
			Provide childcare for parents attending Parent training and school functions.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	350.00
Involve parents and community as active stakeholders as partners in the education of each and every student.	August 10, 2016 - August 2017	Principal, GIA, teachers, & ELAC, SSC and PTA members	Translators for school events such as: SSC, ELAC meetings, Parent Conferences and parent workshops.	2000-2999: Classified Personnel Salaries	LCFF	800.00
				1000-1999: Certificated Personnel Salaries	LCFF	927.40
Parents will be invited to participate in a family literacy/STEAM night to learn different approaches to engage their child in reading, writing and math through the science and art,	August 10, 2016 - August 2017		Purchase materials for the workshop	4000-4999: Books And Supplies	LCFF	1100.00
			EWA's for teachers to prepare and lead the workshop.	1000-1999: Certificated Personnel Salaries	LCFF	500.00
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	500.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	87,876.86	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	939.47	0.00
Title I Part A: Allocation	67510.00	0.00
Title I Parent Involvement	1,543.00	0.00
SES-Tutoring	14315.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	87,876.86
LCFF-SLIP	939.47
SES-Tutoring	14,315.00
Title I Part A: Allocation	67,510.00
Title I Parent Involvement	1,543.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,541.30
2000-2999: Classified Personnel Salaries	17,440.75
4000-4999: Books And Supplies	44,013.88
5000-5999: Services And Other Operating Expenditures	11,840.00
5700-5799: Transfers Of Direct Costs	7,900.00
5800: Professional/Consulting Services And Operating	64,448.40

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	13,366.30
2000-2999: Classified Personnel Salaries	LCFF	14,190.75
4000-4999: Books And Supplies	LCFF	22,445.61
5000-5999: Services And Other Operating	LCFF	1,000.00
5700-5799: Transfers Of Direct Costs	LCFF	7,900.00
5800: Professional/Consulting Services And	LCFF	28,974.20
4000-4999: Books And Supplies	LCFF-SLIP	939.47
1000-1999: Certificated Personnel Salaries	SES-Tutoring	3,475.00
5000-5999: Services And Other Operating	SES-Tutoring	10,840.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,250.00
4000-4999: Books And Supplies	Title I Part A: Allocation	20,628.80
5800: Professional/Consulting Services And	Title I Part A: Allocation	33,931.20
5800: Professional/Consulting Services And	Title I Parent Involvement	1,543.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	107,466.63
Goal: Mathematics	21,986.60
Goal: English Language Development	7,298.50
Goal: School Culture	22,255.20
Goal: Parent Engagement	13,177.40

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karen Davis	X				
Anna Vargas				X	
Cristina Padilla				X	
Daisy Trujillo				X	
Audra Barbosa				X	
Jeanne Reyes				X	
Stephanie Huffman		X			
Kali Cauthen		X			
Andrea Hernandez		X			
Jermaine Armstrong			X		
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

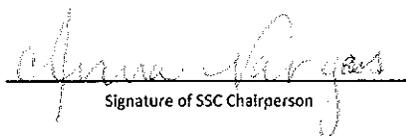
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	X <u>Dora Amezcua T</u> Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/4/2016.

Attested:

Karen Davis		10-4-16
Typed Name of School Principal	Signature of School Principal	Date
		10-04-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Tilley Elementary School

Funding Source: LCFF

\$87,876.86 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ongoing professional development in coaching cycles, planning days and exemplary peer instructional observations. (substitute teachers)	1000-1999: Certificated Personnel Salaries	\$4,635.20		Teachers will be provided professional development in Tier I instruction, first best teaching, integrated ELD instruction that aligns with the CCSS and unit planning. (TC)
Registration for professional development and travel	4000-4999: Books And Supplies	\$899.50		Teachers will be provided professional development in Tier I instruction, first best teaching, integrated ELD instruction that aligns with the CCSS and unit planning. (TC)
Teaching Fellows in grades 1st -3rd to provide teacher additional time for targeted reading assistance to students not on grade level	5800: Professional/Consulting Services And Operating Expenditures	\$24,724.70		A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
Purchase materials to support the Rowland Reading curriculum	4000-4999: Books And Supplies	\$2,151.66		A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
Subs to allow teacher to assess students for grouping and differentiation	1000-1999: Certificated Personnel Salaries	\$2,317.60		A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
EWA for Technology Aide to work additional hours to support literacy across the curriculum	2000-2999: Classified Personnel Salaries	\$2,140.75		A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
ELA/ELD Assemblies for student success	4000-4999: Books And Supplies	\$544.45		School will celebrate students that achieve their individual ELA/ELD goals set and monitored by the student and the teacher. (BB)
	4000-4999: Books And Supplies	\$2,500.00		Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)
Purchase books for classroom libraries for greater access to books at all reading levels and interest	4000-4999: Books And Supplies	\$3,200.00		Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)

Tilley Elementary School

Provide transportation for educational field trips:	5700-5799: Transfers Of Direct Costs	\$7,000.00	Close the experiential gap by making real world connections to apply application of skills and knowledge in English Language Arts by providing off-campus experiences for students .
Provide entrance fees for learning opportunities outside of the classroom.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Close the experiential gap by making real world connections to apply application of skills and knowledge in English Language Arts by providing off-campus experiences for students .
Purchase math manipulatives, games and materials to build conceptual understanding	4000-4999: Books And Supplies	\$3,000.00	Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
Technology Materials; headphones, keyboards,	4000-4999: Books And Supplies	\$1,000.00	Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
Technology Aide to work 2.0 additional hours on an extra work agreement to	2000-2999: Classified Personnel Salaries	\$4,000.00	Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
Purchase math manipulatives to support the teaching of math conceptually	4000-4999: Books And Supplies	\$1,000.00	Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
EWA to extend Classified Instructional Assistance to work additional hours	2000-2999: Classified Personnel Salaries	\$750.00	Implement small group instruction in math to close the achievement gap for all students by providing individual and small group instruction opportunities for: Intervention, reteaching, alternative or supported practice and/or extended learning opportunities in mathematics
Ongoing professional development in coaching cycles, to develop conceptual understand of the CCSS for math. (substitute teachers)	1000-1999: Certificated Personnel Salaries	\$2,317.60	Teachers will be provided professional development to support the implementation of Pearson math and to increase their capacity of teaching math conceptually that is aligned with the 8 math practices and CCSS for mathematics through Co-plan/Co-teach and observations of other teachers. (TC)
ST Math K-5 curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$1,749.50	Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
St Math Award Assemblies for student success	4000-4999: Books And Supplies	\$1,000.00	School will celebrate students that achieve their individual math goals set and monitored by the student and the teacher
EL Parent meetings/materials	4000-4999: Books And Supplies	\$250.00	Parents will be involved as partners in professional learning community to help increase student learning.

Tilley Elementary School

Translating of weekly messages and all communication sent home from school.	1000-1999: Certificated Personnel Salaries	\$800.00	Parents will be involved as partners in professional learning community to help increase student learning.
Quarterly assemblies to improve school culture	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through recognition of academic and behavioral achievements
Planning day for PBIS Team to develop activities and plan awards/recognition for	1000-1999: Certificated Personnel Salaries	\$420.00	Improve Tiers I, II and III of the Positive Behavior Supports and Interventions to promote a supportive learning culture through recognition of academic and behavioral achievements
Materials needed for conflict resolution/peer mediation	4000-4999: Books And Supplies	\$800.00	Selected students will attend Conflict Resolution training at Fresno State University in order to support their peers during times of conflict
Transportation to peer mediation training	5700-5799: Transfers Of Direct Costs	\$500.00	Selected students will attend Conflict Resolution training at Fresno State University in order to support their peers during times of conflict
Physical Education materials and supplies	4000-4999: Books And Supplies	\$2,500.00	Connect students to school by developing the whole child through physical education and the arts.
Substitute teachers will allow classroom teachers to administer the CELDT assessment, analyze the data and implement appropriate instruction based on the need	1000-1999: Certificated Personnel Salaries	\$1,448.50	Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
Postage	5700-5799: Transfers Of Direct Costs	\$400.00	Teachers will make positive contacts with student's parents/guardians on a weekly bases.
EWA for Classified staff to provide proper supervision of students during non structured time (Lunch)	2000-2999: Classified Personnel Salaries	\$6,500.00	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.
Materials for Block T Award and ceremony	4000-4999: Books And Supplies	\$500.00	Implement Block "T" award to recognize and celebrate students for athletics, academics, community/school service for students in grades 4-6.
Purchase safety equipment, radios, flashlights, first aide equipment	4000-4999: Books And Supplies	\$2,000.00	Support the School Safety Plan with the purchase of safety equipment and tools to support the maintenance of a safe school (communication devices, signs, first aide bags
Translators for school events such as: SSC, ELAC meetings, Parent Conferences and parent workshops.	2000-2999: Classified Personnel Salaries	\$800.00	Involve parents and community as active stakeholders as partners in the education of each and every student.

Tilley Elementary School

	1000-1999: Certificated Personnel Salaries	\$927.40	Involve parents and community as active stakeholders as partners in the education of each and every student.
Purchase materials for the workshop	4000-4999: Books And Supplies	\$1,100.00	Parents will be invited to participate in a family literacy/STEAM night to learn different approaches to engage their child in reading, writing and math through the science and art,
EWA's for teachers to prepare and lead the workshop.	1000-1999: Certificated Personnel Salaries	\$500.00	Parents will be invited to participate in a family literacy/STEAM night to learn different approaches to engage their child in reading, writing and math through the science and art,
LCFF Total Expenditures:		\$87,876.86	
LCFF Allocation Balance:		\$0.00	

Funding Source: LCFF-SLIP

\$939.47 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase school library collection	4000-4999: Books And Supplies	\$939.47		Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)
LCFF-SLIP Total Expenditures:		\$939.47		
LCFF-SLIP Allocation Balance:		\$0.00		

Funding Source: SES-Tutoring

\$14,315.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase license for each student to have access to Student Nest Tutoring	5000-5999: Services And Other Operating Expenditures	\$5,420.00		Tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in Mathematics
Purchase license for each student to have access to Student Nest Tutoring	5000-5999: Services And Other Operating Expenditures	\$5,420.00		Technology/tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in ELA

Tilley Elementary School

EWA for Credentialed teachers to provide after school tutoring for students below grade level. Tier I and II students	1000-1999: Certificated Personnel Salaries	\$3,475.00	Technology/tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in ELA
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SES-Tutoring Total Expenditures: \$14,315.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$67,510.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase technology including chromebooks and audio visual equipment to support at risk students.	4000-4999: Books And Supplies	\$7,000.00		Technology/tutoring will be used to close the achievement gap for Tier II and Tier III students by offering all students access to on-line tutorials in ELA
Translating for parent meetings/workshops for parents of EL at-risk students	2000-2999: Classified Personnel Salaries	\$500.00		Parents will be involved as partners in professional learning community to help increase student learning.
EWA for Teachers to plan and provide the EL workshop	1000-1999: Certificated Personnel Salaries	\$1,000.00		Parents will be invited to participate in a workshop to learn how to support their children develop English language arts skills to become proficient English Language Learners.
EWA for teachers to attend after-school/non-school day Professional development and planning for EL students.	1000-1999: Certificated Personnel Salaries	\$2,200.00		Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
	5800: Professional/Consulting Services And Operating Expenditures	\$1,749.50		Students will have the opportunity to use computer assisted conceptual math programs and hands on math lessons to further develop conceptual understanding of math.
Purchase leveled readers and read aloud books	4000-4999: Books And Supplies	\$6,000.00		A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
	4000-4999: Books And Supplies	\$3,200.00		Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)

Tilley Elementary School

EWA for Librarian to process new library sets for classrooms and to extend library hours one day a week for at-risk students to check out books	2000-2999: Classified Personnel Salaries	\$1,500.00	Increase the availability of books in the classrooms and library. Allow library to be open additional hours for at-risk students to check out books (BB)
Literacy Camp - Teacher and administration extra work agreement	1000-1999: Certificated Personnel Salaries	\$1,500.00	A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
Literacy Camp /Tutoirng materials and supplies	4000-4999: Books And Supplies	\$1,093.60	A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
	5800: Professional/Consulting Services And Operating Expenditures	\$24,724.70	A response to intervention for Language Arts will provide reading support to students below grade level through the use of guided reading support, leveled literacy intervention and other resources to build literacy. (SL)
EWA for professional development meetings after the duty day	1000-1999: Certificated Personnel Salaries	\$1,500.00	Teachers will be provided professional development in Tier I instruction, first best teaching, integrated ELD instruction that aligns with the CCSS and unit planning. (TC)
	1000-1999: Certificated Personnel Salaries	\$500.00	Parents will be invited to participate in a family literacy/STEAM night to learn different approaches to engage their child in reading, writing and math through the science and art,
	5800: Professional/Consulting Services And Operating Expenditures	\$7,457.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.
Provide childcare for parents attending Parent training and school functions.	2000-2999: Classified Personnel Salaries	\$350.00	Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.
Purchase professional books for adult learning	4000-4999: Books And Supplies	\$500.00	Provide Professional Development in the area of Social Emotional Learning and working with students of Poverty
Hire substitutes for teachers to attend professional development/trainings	1000-1999: Certificated Personnel Salaries	\$2,000.00	Provide Professional Development in the area of Social Emotional Learning and working with students of Poverty
EWA's for Yard duty to attend Professional development meetings on students of poverty, At-risks behaviors and social emotional learning	2000-2999: Classified Personnel Salaries	\$400.00	Classified staff will increase their capacity in active supervision to provide a safe school environment and participate in site professional development.

Tilley Elementary School

Materials and supplies for use in the classroom to support long-term, at-risk EL students.	4000-4999: Books And Supplies	\$1,100.00	Teachers will be provided opportunities for training in English Language Development and small group instruction for LTEL's to improve academic performance based on their analysis of formative and summative assessments for the purpose of providing appropriate ELD instruction and support of ELD students throughout the day.
Connect at-risk students to school by providing before and/or after school clubs	4000-4999: Books And Supplies	\$1,735.20	Connect students to school by developing the whole child through physical education and the arts.
EWA's for classified and Certificated personnel to plan and lead before and after school clubs	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connect students to school by developing the whole child through physical education and the arts.
	2000-2999: Classified Personnel Salaries	\$500.00	Connect students to school by developing the whole child through physical education and the arts.
Title I Part A: Allocation Total Expenditures:		\$67,510.00	
Title I Part A: Allocation Allocation Balance:		\$0.00	

Funding Source: Title I Parent Involvement

\$1,543.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBS - Series of 6 workshops	5800: Professional/Consulting Services And Operating Expenditures	\$1,543.00		Provide parent education events throughout the school year to develop knowledge on how to support their child's learning, build great confidence in communicating with the school and expand the number of diverse parents participating in the school-wide decision making.
Title I Parent Involvement Total Expenditures:		\$1,543.00		
Title I Parent Involvement Allocation Balance:		\$0.00		
Tilley Elementary School Total Expenditures:		\$172,184.33		

Hanh Phan Tilley Elementary School

School-Level Parental Involvement

School-Level Parental Involvement Policy **Hanh Phan Tilley**

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

Involvement of Parents in School Programs

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

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

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

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

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

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

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

The school provides parents timely information about their programs.

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

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

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

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

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

School-Parent Compact

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

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

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

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

Building Capacity for Involvement

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

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

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

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

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

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

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

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

- Parents are encouraged to visit/volunteer in their child's classroom
- Assist with field trips
- Serve on the School Site Advisory Committee and/or English Language Advisory

- Become a member of PTA and actively participate
- Attend Back to School Night, Parent-Teacher conferences and Open House;

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

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

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

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

Accessibility

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

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

Name _____ Grade _____

HANH PHAN TILLEY ELEMENTARY SCHOOL

SCHOOL-FAMILY COMPACT TO LEARNING

Three-Way School Pledge

Teacher's Pledge: I will

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

Teacher's Signature

Date

Student's Pledge: I will

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

Signature

Date

Student's

Parent's Pledge: I will

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

Parent's Signature

Date